PHYSICAL EDUCATION (MSED) (INITIAL)

Program Director: Clancy M. Seymour, Ed.D.
Degree: Master of Science in Education

Physical Education Teacher Education

Canisius has developed a new, clinically-rich Physical Education Teacher Education (PETE) program designed to provide teacher candidates with the practical experience and knowledge needed to open the door to a new career in education.

This program prepares career changers and college graduates to become teachers who make a difference in the lives of children. Our innovative curriculum immerses aspiring teachers in the classroom and integrates theory, practice, and content into daily teaching and learning.

With our clinically-rich practicums, aspiring teachers will gain real world experience through field placements and student teaching in diverse educational settings. This in-depth training will provide teacher candidates with the professional background to build their resume and allow each to enter their first classroom with confidence.

Prepare to succeed. The new curriculum is fully aligned with the New York State (NYS) standards for teacher preparation and will prepare teacher candidates for the new New York State Certification Exams and edTPA (http://www.canisius.edu/academics/academic-schools/school-of-education/teacher-cert-changes.dot) assessments. Our focus is to provide each teacher candidate with the best possible preparation to meet all certification requirements and become a transformational teacher.

Graduates of this program will have the opportunity to earn initial teaching certification in New York State while also obtaining a master’s degree. Canadian students will be certified in New York and then eligible for certification in Ontario. Our graduates become part of a lifelong Canisius community of educators that make a meaningful difference in the lives of all students. More information about our program is available at the program website (https://www.canisius.edu/academics/programs/physical-education-initial-certification/).

Classes begin in the Fall & Spring semesters.

Prerequisite Information

Based upon evaluation of undergraduate transcripts, a program will be developed to ensure completion of undergraduate courses needed to meet New York State requirements for teaching physical education. A grade of C or higher is required in each of the following course equivalents: lifetime and fitness activities, games and sports, individual performance and dance activities, human anatomy & physiology w/lab, kinesiology, exercise physiology, and a health elective (see program director for approval). PETE candidates must also provide professional association membership and valid Lifeguarding/CPR/AED certifications for student-teaching.

In addition to the physical education prerequisites described above, completion of 3 credit hours in a foreign language is required for teacher certification in New York State. Two full years of foreign language in high school will also meet this requirement.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 505</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>EDU 595</td>
<td>Child Abuse Workshop</td>
<td>0</td>
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<tr>
<td>EDU 596</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
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<tr>
<td>EDU 597</td>
<td>Dignity for All Students Workshop</td>
<td>0</td>
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<tr>
<td>PEG 506</td>
<td>Early Field Experience Elementary Physical Education</td>
<td>0</td>
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<tr>
<td>PEG 507</td>
<td>Early Field Experience Secondary Physical Education</td>
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<tr>
<td>PEG 511</td>
<td>Movement Education and Elementary Activities</td>
<td>3</td>
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<tr>
<td>PEG 541</td>
<td>Teaching Methods in Physical Education</td>
<td>3</td>
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<tr>
<td>PEG 541L</td>
<td>Teaching Practicum in PE</td>
<td>0</td>
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<tr>
<td>PEG 554</td>
<td>Adapted Physical Education</td>
<td>3</td>
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<tr>
<td>PEG 560</td>
<td>Motor Development</td>
<td>3</td>
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<tr>
<td>PEG 571</td>
<td>Assessment in Physical Education</td>
<td>3</td>
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<tr>
<td>PEG 580</td>
<td>Concepts of Teaching Sport Skills</td>
<td>3</td>
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<tr>
<td>PEG 584</td>
<td>Capstone in Teaching Physical Education</td>
<td>3</td>
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<tr>
<td>PEG 593</td>
<td>Student Teaching</td>
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<td>PEG 594</td>
<td>Student Teaching Seminar</td>
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<td>SPE 541</td>
<td>Inclusive Strategies</td>
<td>3</td>
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<tr>
<td>PEG 680</td>
<td>Research Methods in Physical &amp; Health Education</td>
<td>3</td>
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Total Credits 39

Program Prerequisites:

1. Anatomy and Physiology I with Lab (4 credits)
2. Exercise Principles (3 credits)
3. Kinesiology (3 credits)
4. Six credits from the following activity courses:
   a. Lifetime and Fitness Activities
   b. Games and Sports
   c. Individual Performance and Dance
   d. Outdoor Curriculum & Cooperative Activities
5. Health Elective (3 credits)
6. Language Other than English (3 credits) (2 years of high school language with a grade of 85 or higher will meet this requirement)

All PE activity courses must be approved by the program director.

In addition, prior to program completion, candidates must show evidence of CPR, Lifeguarding, and First Aid Certification.

Additional Considerations and Requirements

All PETE field experiences (early field, practicum, and student-teaching) are in the local Western New York area and transportation is required. Out-of-area field experiences must be approved by the Program Director and include an additional fee for each placement. PEG 506 and PEG 507 require 30 hour field experiences in a K-12 physical education setting. PEG 541 Lab must be taken in the last semester before student teaching. Proof of professional association membership and current Lifeguarding/CPR/AED certifications must be provided prior to student-teaching. PETE majors should consult their advisor for additional course considerations.
Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)
Candidates in the Physical Education program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.
Students will:
• Know and apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)
Candidates in the Physical Education program will demonstrate professional skills and dispositions necessary for successful performance in their field.
Students will:
• Demonstrate that they are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness
• Implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
• Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
• Utilize assessments and reflection to foster student learning and inform instructional decisions.

Learning Goal 3 (SERVICE)
Candidates in the 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.
Students will:
• Demonstrate dispositions essential to becoming effective professionals.

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.
Students will:
• Demonstrate dispositions essential to becoming effective professionals.

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.
Students will:
• Demonstrate dispositions essential to becoming effective professionals.

Courses

PEG 506 Early Field Experience Elementary Physical Education 0 Credits
The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PEG 507 Early Field Experience Secondary Physical Education 0 Credits
The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.
Offered: every fall & spring.

PEG 508 Early Field Experience Health 0 Credits
The teacher candidate will participate in K-12 school level health education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local health educator.
Offered: every fall & spring.

PEG 511 Movement Education and Elementary Activities 3 Credits
Conceptual bases, perceptual-motor development and practical applications of movement education. Development, implementation and integration of a physical education program; teaching strategies geared to the elementary level classroom with emphasis on New York and national learning standards in Physical Education. Field experience required.
Restriction: limited to physical education graduate students.
Offered: spring.

PEG 525 School Health 3 Credits
Students explores the most prevalent health and safety issues of school-aged children and youth and examines rationale for health education, theories, methods, strategies, and techniques of health education program planning. Additionally, students will plan effective comprehensive school health education programs: integration of school and community services. A mandatory 50 participation hours at a local school must be completed for a passing grade in this course.
Restriction: must be in the physical education initial certification program.
Offered: spring.

PEG 526 School Health Curriculum 3 Credits
Students will practice strategies and methodologies needed for effectively teaching health education. Students will participate in 50 hours of field experience, if they have not already done so, and will analyze experiences as a process to improving instruction. Students will demonstrate their ability to plan for instruction by writing and implementing learning experiences that meet the National Health Education Standards.
Restriction: must be in the physical education initial certification program.
Offered: fall.

PEG 541 Teaching Methods in Physical Education 3 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Restriction: must be in the physical education initial certification program; permission of program director.
Offered: every fall.
PEG 541BL Teaching Practicum in PE 0 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Offered: every fall & spring.

PEG 541L Teaching Practicum in PE 0 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Prerequisite: PEG 506, PEG 507, PEG 508, PEG 541 and PEG 571.
Offered: every fall & spring.

PEG 554 Adapted Physical Education 3 Credits
Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act (IDEA) and the ability to design, conduct, and assess a physical education program that is appropriate for this population.
Restriction: must be in the physical education initial certification program.
Offered: fall.

PEG 560 Motor Development 3 Credits
Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.
Restriction: must be in the physical education initial certification program.
Offered: fall.

PEG 565 Principles and Philosophy of Coaching 3 Credits
Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children, young adults and students. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Offered: every spring.

PEG 571 Assessment in Physical Education 3 Credits
This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.
Restriction: must be in the physical education initial certification program.
Offered: spring.

PEG 580 Concepts of Teaching Sport Skills 3 Credits
The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.
Restriction: must be in the physical education initial certification program.
Offered: spring.

PEG 584 Capstone in Teaching Physical Education 3 Credits
The course is designed to synthesize learning from the program and capture current issues related to the physical education profession. Students will analyze, debate, and evaluate special topics through directed research of content and theory.
Restriction: must be in the physical education initial certification program.
Offered: summer online.

PEG 593 Student Teaching 9 Credits
Seven-week student teaching experience in an elementary school, Grades 1-6, and in a high school, Grades 7-12, culminating in preparation for teacher certification. Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.
Prerequisite: permission of program director. Corequisite: EDU 597 & PEG 594. Restriction: must be in the physical education initial certification program.
Offered: every fall & spring.

PEG 594 Student Teaching Seminar 0 Credits
Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.
Prerequisite: Permission of program director. Corequisite: EDU 597 & PEG 593. Restriction: physical education initial certification graduate students only.
Offered: every fall & spring.

PEG 609 Health and Cultural Awareness 3 Credits
A multicultural perspective of health, wellness and healing. Focus on health issues and concerns that ethnic minority populations face in the United States. Promotes awareness of the diversity of attitudes, values and beliefs from various cultural backgrounds. Explores traditional healing theories and practices of cultures across the world and their use among our ethnic populations today.

PEG 611 Movement Education and Physical Activity 3 Credits
The course is designed as a practical and theoretical introduction into movement education and physical activity lesson planning. This course will facilitate an understanding of how physical educators can contribute to their school by being knowledgeable physical educators. Particular emphasis on: low organizational games and lessons and developmentally appropriate activities.
Offered: every spring.

PEG 612 Principles and Foundations of Holistic Health 3 Credits
An alternative and complimentary perspective on health and well-being. Focus on the most effective holistic approaches to illness and today’s prevention and treatment opportunities. A comparison of holistic modalities to conventional medical practices.

PEG 614 Healthy Behaviors and Alternative Medicine 3 Credits
Theory and content related to various topics in the field. May include topics such as reflexology, acupuncture, aromatherapy, meditation, massage, and herbal remedies.

PEG 615 Statistics in Physical Education/Health 3 Credits
Descriptive statistical methods including central tendencies, dispersion standard scores, correlation, and probability theory will be addressed. The elements of test construction: table of specifications, reliability, validity and item analysis will be considered. Candidates will become familiar with norm referenced, criterion referenced and performance instruments and will study the diagnostic teaching model of instruction. Technology will be used to simulate evaluation and statistical analysis.
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.