Physical Education (MSED) (Initial)

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

Physical Education Teacher Education

Canisius has developed a new, clinically-rich Physical Education Teacher Education (PETE) program designed to provide you with the practical experience and knowledge you need 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, you will gain real world experience through field placements and student teaching in diverse educational settings. This in-depth training will provide you with the professional background to build your resume and allow you to enter your 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 you for the new NYS certification tests (http://www.nystce.nesinc.com) and edTPA (http://www.canisius.edu/academics/academic-schools/school-of-education/teacher-cert-changes.dot) assessments. Our focus is to provide you with the best possible teacher preparation to enable you to meet all certification requirements and become a transformational teacher.

As a graduate of this program, you will have the opportunity to earn your initial teaching certification as you earn your master’s degree, allowing you to teach in New York State. 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

Prerequisites for Physical Education

| Code   | Title                                                                 | Credits |
|--------|                                                                     |---------|
| BIO 114 & 114L | Human Biology: Introduction to Human Anatomy and Physiology and Human Biology: Introduction to Human Anatomy and Physiology Laboratory | 4       |
| HED 337 | Exercise Principles and Applications                                 | 3       |
| Health Elective |                                                      | 1       |
| KIN 235 | Kinesiology                                                          | 3       |
| Other courses may satisfy the above requirements at the director’s discretion |
| Two 3 credit courses from the following: |                                  | 6       |
| PED 203 | Lifetime and Fitness Activities                                      |         |
| PED 204 | Games and Sports                                                     |         |
| PED 207 | Individual Performance and Dance Activities                         |         |
| PED 305 | Outdoor Curriculum and Cooperative Activities                       |         |

1 Must be approved by Program Director.

Curriculum for the Master’s degree

| Code   | Title                                                                 | Credits |
|--------|                                                                     |---------|
| EDU 505 | Foundations of Education                                             | 3       |
| EDU 595 | Child Abuse Workshop                                                 | 0       |
| EDU 596 | Prevention of School Violence Workshop                               | 0       |
| EDU 597 | Dignity for All Students Workshop                                    | 0       |
| PEG 506 | Early Field Experience Elementary Physical Education                 | 0       |
| PEG 507 | Early Field Experience Secondary Physical Education                  | 0       |
| PEG 511 | Movement Education and Elementary Activities                        | 3       |
| PEG 541 | Teaching Methods in Physical Education                               | 3       |
| PEG 541L | Teaching Practicum in PE                                           | 0       |
| PEG 554 | Adapted Physical Education                                           | 3       |
| PEG 560 | Motor Development                                                    | 3       |
| PEG 571 | Assessment in Physical Education                                     | 3       |
| PEG 580 | Concepts of Teaching Sport Skills                                    | 3       |
| PEG 584 | Capstone in Teaching Physical Education                              | 3       |
| PEG 593 | Student Teaching                                                     | 9       |
| PEG 594 | Student Teaching Seminar                                             | 0       |
| SPE 541 | Inclusive Strategies                                                 | 3       |
| PEG 680 | Research Methods in Physical & Health Education                      | 3       |

Total Credits 39

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. 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. 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.

Prerequisite: signature of program director. Restriction: permission of program director.

Offered: 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.

Prerequisite: signature of program director. Restriction: permission of program director.

Offered: 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 schoolaged 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites/Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEG 541</td>
<td>Teaching Methods in Physical Education</td>
<td>3</td>
<td>Offered: every fall &amp; spring.</td>
</tr>
<tr>
<td>PEG 541L</td>
<td>Teaching Practicum in PE</td>
<td>0</td>
<td>Offered: every fall &amp; spring.</td>
</tr>
<tr>
<td>PEG 554</td>
<td>Adapted Physical Education</td>
<td>3</td>
<td>Offered: fall.</td>
</tr>
<tr>
<td>PEG 560</td>
<td>Motor Development</td>
<td>3</td>
<td>Offered: every fall &amp; spring.</td>
</tr>
<tr>
<td>PEG 571</td>
<td>Assessment in Physical Education</td>
<td>3</td>
<td>Offered: spring.</td>
</tr>
<tr>
<td>PEG 580</td>
<td>Concepts of Teaching Sport Skills</td>
<td>3</td>
<td>Offered: spring.</td>
</tr>
<tr>
<td>PEG 584</td>
<td>Capstone in Teaching Physical Education</td>
<td>3</td>
<td>Offered: summer online.</td>
</tr>
<tr>
<td>PEG 589</td>
<td>Student Teaching</td>
<td>9</td>
<td>Offered: every fall &amp; spring.</td>
</tr>
<tr>
<td>PEG 609</td>
<td>Health and Cultural Awareness</td>
<td>3</td>
<td>Offered: every fall &amp; spring.</td>
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<tr>
<td>PEG 611</td>
<td>Movement Education and Physical Activity</td>
<td>3</td>
<td>Offered: every spring.</td>
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<tr>
<td>PEG 612</td>
<td>Principles and Foundations of Holistic Health</td>
<td>3</td>
<td>Offered: every spring.</td>
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<tr>
<td>PEG 614</td>
<td>Healthy Behaviors and Alternative Medicine</td>
<td>3</td>
<td>Offered: every spring.</td>
</tr>
<tr>
<td>PEG 615</td>
<td>Statistics in Physical Education/Health</td>
<td>3</td>
<td>Offered: every spring.</td>
</tr>
</tbody>
</table>

Note: Corequisites are required for some courses.
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 individual 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 635 Administrative Principles of Physical Education/Athletics 3 Credits
The goal of the course will be to enable the student to develop skills needed to serve as an athletic director in a K-12 school district. Scheduling, safety, qualification of coaches, eligibility, and local league governance will be covered.

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 644 Health and Nutrition 3 Credits
This course emphasizes basic nutritional principles and concepts, their application to personal health and relationship between food and its use by the human body for energy, regulation, structure, and optimal health. Discussion of issues in nutrition during various stages of the life cycle and specific chronic diseases.

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 650 Analysis of Curriculum and Teaching 3 Credits
The purpose of this course is to examine the philosophy, objectives, analysis, development, and implementation of curriculum in physical education.

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 660 Advanced Human Growth and Motor Development 3 Credits
The course is designed to study motor development across the lifespan. Special interest will be focused on early environmental influences on development. Students will study early environmental influences on motor development and will learn about factors such as nutrition, parents, alcohol, smoking, coaches and the many other environmental factors that effect the child's early development and review how their behaviors in and out the classroom influence a child's development.

PEG 670 Advanced Teaching Methods in Physical Education 3 Credits
Examination of Mosston's Spectrum of Teaching Styles in Physical Education. Focus will be on applying the teaching styles to various units in physical education.

PEG 671 Authentic Assessment in Physical Education 3 Credits
Content and theory related to authentic and alternative assessment in physical education. Development, implementation and assessment of authentic assessments in physical education included.

PEG 680 Research Methods in Physical & Health Education 3 Credits
Identification and delineation of research problems, survey of related literature and detailed examination of various research methods. Attention given to the presentation of research in both written and oral form.

PEG 681 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 684 Capstone in Teaching Physical Education and Health 3 Credits
Analysis and evaluation of issues, directed readings, and comprehensive exam of content and theory identified in the program. Professional portfolio developed.

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.