PHYSICAL EDUCATION (ONLINE, PROFESSIONAL CERTIFICATION)

Program Director: Dr. 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 teachers who already possess initial certification in physical education. This fully on-line degree program provides students with an opportunity for advanced coursework beyond undergraduate physical education 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. This program does not lead to initial teaching certification. More information is available at the program website (https://www.canisius.edu/academics/programs/physical-education-online/).

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.

Curriculum

Online Physical Education

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 teachers who also coach 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 credits research core (3 courses), twelve credits teaching core (4 courses), and nine credits of any electives (3 courses).

Code   Title                                    Credits
Core Research
PEG 615  Statistics in Physical Education/Health  3
PEG 680  Research Methods in Physical & Health Education  3
PEG 684  Capstone in Teaching Physical Education and Health  3
Teaching Sequence

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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PEG 650</td>
<td>Analysis of Curriculum and Teaching</td>
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<td>PEG 660</td>
<td>Advanced Human Growth and Motor Development</td>
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<td>PEG 670</td>
<td>Advanced Teaching Methods in Physical Education</td>
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<td>PEG 671</td>
<td>Authentic Assessment in Physical Education</td>
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Electives
Select three of the following:

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<tbody>
<tr>
<td>PEG 609</td>
<td>Health and Cultural Awareness</td>
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<td>PEG 611</td>
<td>Movement Education and Physical Activity</td>
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<td>PEG 612</td>
<td>Principles and Foundations of Holistic Health</td>
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<td>PEG 614</td>
<td>Healthy Behaviors and Alternative Medicine</td>
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<td>PEG 616</td>
<td>International Health Perspectives</td>
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<td>PEG 618</td>
<td>Controversial Issues in Health and Society</td>
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<td>PEG 620</td>
<td>Leadership In Physical Education and Athletics</td>
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<td>PEG 630</td>
<td>Physical Education for the Exceptional Individual</td>
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<td>PEG 632</td>
<td>Recreational Activities for Individuals with Special Needs</td>
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<td>PEG 635</td>
<td>Administrative Principles of Physical Education/ Athletics</td>
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<td>PEG 640</td>
<td>Social Psychology of Sport and Physical Activity</td>
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<td>PEG 645</td>
<td>Performance Enhancements and Interventions: Sports Psychology</td>
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<td>PEG 646</td>
<td>Sport in Society</td>
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<td>PEG 651</td>
<td>Coaching Theory and Techniques</td>
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<td>PEG 681</td>
<td>Legal Aspects in Physical Education and Athletics</td>
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<tr>
<td>PEG 687</td>
<td>Contemporary Issues in PE/Athletics</td>
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Total Credits 30

Learning Goals & 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 child, regardless of ability, can succeed and will benefit from a physically active, healthy lifestyle.
• Have a deep and broad understanding of the content and principles of physical education, which enables them to devise sound and developmentally appropriate instructional activities.
Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)
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 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.

Courses
The following physical education classes are professional certification classes. The PEG 600 level classes are used for the online professional certification or non-certification program. Students may take online 500 level classes with permission of the program Director.

Course Descriptions (Per Subject)
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. Any student wanting an athletic director certificate or administrator’s certificate should look into this course counting.

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 635 Administrative Principles of Physical Education/Athletics and Health 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. Any student wanting an athletic director certificate or administrator’s certificate should look into this course counting.

PEG 640 Social Psychology and Sports Psychology in Physical Activity and Sport 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 in Physical and Health Education 3 Credits

The purpose of this course is to examine the philosophy, objectives, analysis, development, and implementation of curriculum in physical education. A unit plan is the culminating activity.

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 motor skills analysis are studied.

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 and Health Education 3 Credits

Examination of Mosston’s Spectrum of Teaching Styles in Physical and Health Education. Focus will be on applying the teaching styles to various units in physical education. Graham’s physical education textbook is used as a basis for the course.

PEG 671 Authentic Assessment in Physical and Health 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. Tests such as Physical Best and other new age measures are studied.

PEG 680 Research Methods in Physical and 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 written form. A research study is the final outcome in its beginning stages.

PEG 681 Legal Aspects in Physical and Health 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. Any student wanting an athletic director certificate or administrator’s certificate should look into this course counting.

PEG 684 Capstone in Teaching Physical and Health Education 3 Credits

Analysis and evaluation of issues, directed readings, and comprehensive exam of content and theory identified in the program is undertaken. This requires student research of a current physical or health education topic and answering one in-depth question. A professional portfolio is developed which can be used for professional development or promotion is undertaken.

PEG 687 Contemporary Issues in Physical and Health Education and 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.