PHYSICAL EDUCATION AND ATHLETICS (MS)

This is a content physical education master’s degree program that does not lead to certification in the State of New York. It is meant for candidates who are from out of state or who do not need to be endorsed for New York State Certification.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PEG 615</td>
<td>Statistics in Physical Education/Health</td>
<td>3</td>
</tr>
<tr>
<td>PEG 680</td>
<td>Research Methods in Physical &amp; Health Education</td>
<td>3</td>
</tr>
<tr>
<td>PEG 684</td>
<td>Capstone in Teaching Physical Education and Health</td>
<td>3</td>
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Teaching Sequence

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PEG 650</td>
<td>Analysis of Curriculum and Teaching</td>
<td>3</td>
</tr>
<tr>
<td>PEG 660</td>
<td>Advanced Human Growth and Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>PEG 670</td>
<td>Advanced Teaching Methods in Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PEG 671</td>
<td>Authentic Assessment in Physical Education</td>
<td>3</td>
</tr>
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Electives

Select three of the following: 1

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

Total Credits 30

1 Other PEG electives may be substituted with approval from the Department Program Director. Other online programs at the college have electives, i.e., Health, that can be used as PEG electives. The total requirements for the Master’s of Science degree is Ten courses (30 credits).

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.

Candidates will:
- 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.

Candidates will:
- 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.

Candidates will:
- 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.
Candidates will:
- 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.
Candidates will:
- 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.