

PHYSICAL EDUCATION AND SPORT SCIENCES (PESP)

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PROGRAMS

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MASTER OF SCIENCE: PHYSICAL EDUCATION

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This program is designed to prepare individuals without previous professional education to meet New York State Initial Teacher Certification in grades preschool through twelve physical education. This is a comprehensive program providing course work and field experiences across a variety of school settings. Graduates from this program are eligible for professional certification after two years of successful teaching experience and an approved mentoring relationship as described by the New York State Education Department Regulations.

PROGRAM PHILOSOPHY, GOALS AND OBJECTIVES

The mission of the Master of Science in Physical Education is to prepare scholarly and innovative practitioners specializing in preschool through the secondary level physical education. Attention is focused on the development and implementation of physical activity content through theory and field-based experiences. Individuals are provided with the means and understandings necessary to effectively teach basic movement, motor, rhythm, and sport skills for increased physical activity. Lectures and course work promote an understanding of teaching and learning philosophies, implementation strategies, and the means used to assess lesson outcomes for different populations of students, including those living in low economic situations and having disabilities or special needs. Importance is also placed in theories and learning experiences that promote cooperation, respect for diversity, and social responsibility within the school environment and local community. Technological applications for teaching and learning are applied throughout the program.

ADMISSION REQUIREMENTS

Applications for admission to the Master of Science (M.S.) in Physical Education Program in the Department of Physical Education and Sport Sciences are made to the Graduate Admissions Office. Admission is based on a comprehensive review of multiple criteria, including the following:

1. Bachelor's Degree from an accredited institution.
2. Undergraduate grade point average of 2.75
3. Two letters of recommendation addressing the applicant's potential to succeed in the teaching profession and in graduate work.
4. A brief typed statement indicating the applicant's interest in the program, and identifying any previous physical education teaching experience or sport involvement.
5. Interview with Graduate Program Director.

The faculty of the Department of Physical Education and Sport Sciences recognize that any single criterion may not reliably predict a candidate's potential for success in a graduate program and in the teaching profession. Accordingly, candidates are welcome to apply if they do not meet one of the criteria but believe that other aspects of their experience may compensate.

PROGRAM REQUIREMENTS (36-39 s.h.)

Candidates for graduation must fulfill the following requirements:

Successful completion of the General Education Core in the liberal arts and sciences as identified by New York State Teacher Certification guidelines.

Successful completion of a total of 30 semester hours of Physical Education content coursework, as follows; 15 credits of this content is satisfied in the Master of Science Degree Program:

- MSPE 248 Contemporary Dance, Rhythms, and Educational Gymnastics, 3 s.h.
- Team Sports, Individual Sports, Leisure or Outdoor Sports, Fitness Activity, 3 s.h.
- Motor Learning/Motor Development or equivalent, 3 s.h.
- Exercise Physiology or equivalent, 3 s.h.
- Kinesiology or equivalent, 3 s.h.
- One course in Human Development (PreK-12) and one course in Foundations of Education.
- One course in Statistics, Measurement & Evaluation, Research Methods, Epidemiology, or another equivalent course (statistics may also meet mathematics requirement).
- Completion of a certificate in First Aid & CPR.
- Completion of 36-39 credits of the Master of Science Degree Program.
- Students must maintain a 3.0 grade point average while taking the graduate level course work or be placed on probationary status for one semester while completing the following courses:

Content Core Courses: 15 s.h.

MSPE	242	Basic Movement, Motor & Manipulative Skills, 3 s.h.
	244	Analysis of Team Sports, 3 s.h.
	246	Analysis of Individual & Dual Sports, 3 s.h.
	254	Introduction to Adventure Education & Social Development Challenges, 3 s.h.
	256	Historical & Sociocultural Perspectives in Physical Education & Sport, 3 s.h.

Pedagogical Core: 18 s.h.

MSPE	257	Implementing Health-Related Fitness & Wellness in School Curricula, 3 s.h.
	258	Planning & Implementing Preschool & Elementary Physical Education Experiences, 3 s.h.
	260	Planning & Implementing Secondary School Physical Education Experiences, 3 s.h.
	262	Inclusion for Physical Education Special Needs Populations, 3 s.h.
	264	Innovative Instructional Strategies, Curriculum, & Assessment Techniques in Physical Education, 3 s.h.
	266	Utilizing Technology in the Physical Education Setting, 1 s.h.
	270	Electronic Portfolio Development, 1 s.h.
LYST	202	Literacy for Special Subject Teachers, 1 s.h.

Major Field Requirement*: 3-6 s.h.

MSPE	272A, 272B	Student Teaching, 6 s.h. or
MSPE	273	Supervised Teaching, 3 s.h.

FIELD EXPERIENCES PRIOR TO STUDENT TEACHING

*A total of 100 hours of field assignments are required for Teacher Certification by the New York State Education Department before student teaching. The following courses include field assignments involving observation and interaction with students in preschool through grade 12:

MSPE 256	Historical & Sociocultural Perspectives in Physical Education & Sport (placement in high-needs schools with English Language learners) (25 hours in grades 7-12)
258	Planning & Implementing Preschool & Elementary Physical Education Experiences (25 hours in grades PreK-6)
260	Planning & Implementing Secondary School Physical Education Experiences (25 hours in grades 7-12)
262	Inclusion for Physical Education Special Needs Populations (20 hours in grades PreK-12)
264	Innovative Instructional Strategies, Curriculum, & Assessment Techniques in Physical Education (5 hours in grades 7-12)

STUDENT TEACHING AND SUPERVISED TEACHING PREREQUISITES

To qualify for admission to Student Teaching (MSPE 272A, 272B) students must complete all content and pedagogical core course work. To qualify for Supervised Teaching (MSPE 273), students must first complete MSPE 258, 260, 262, and 264.

All individuals must successfully complete New York State Teacher Certification required workshops or courses. These can be taken during MSPE 272A, 272B or during MSPE 273. Application forms for Student Teaching and Supervised Teaching (MSPE 272A, 272B and MSPE 273) may be obtained from the Office of Field Placement. Applications must be submitted by October 1 for admission to Student Teaching in the Spring semester and by March 1 for admission to Student Teaching in the Fall semester.

CONTINUATION STANDARDS

Students must maintain a cumulative grade point average of 3.0 while in the program. Students receiving a grade lower than C- in a content core course or pedagogical core course must repeat the course and receive a grade of B or higher in order to remain in the program. Grades below C- will not be counted toward the graduate degree but will be included in determining the grade point average.

TRANSFER CREDITS

Up to 9 credits of comparable courses from other accredited institutions may be transferred to Hofstra University to meet content, pedagogical, and field requirements.

GRADUATION REQUIREMENTS

1. Successful completion of the General Education Core in the liberal arts and sciences as identified by New York State Teacher Certification Guidelines.
2. Completion of all content and pedagogical core courses with a grade point average of 3.0 or better.
3. Completion of MSPE 272A and MSPE 272B or MSPE 273, and
4. The completion of MSPE 270, Electronic Portfolio Development, identifying samples of exemplary work that reflect the individual's ability to plan and implement dynamic physical education programs for a wide range of populations and age levels.
5. Successful completion of 36-39 s.h. of the Master of Science degree course work. All course work offered to satisfy degree requirements must be completed within a five year period.

TEACHER CERTIFICATION REQUIREMENTS

Upon the successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Science Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additionally, for Initial or Professional Certification, students are required to complete seminars in the Identification of Child Abuse and Maltreatment, Substance Abuse and/or Safe Schools Against Violence in Education. Information regarding the fingerprinting requirements can be obtained from the Certification Office.

Note: It is recommended that students complete the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching and the Assessment of Teaching Skills-Written (ATS-W), during student teaching.

CERTIFICATE OF ADVANCED STUDY: ADVENTURE EDUCATION

Assistant Chair Quimby, Program Director, (516) 463-6037, hprtrq@hofstra.edu

This 15 semester hour program is intended for teachers, counselors and other educators seeking in-depth theory, practical knowledge, and skills that will enable them to develop and lead educational programs using adventure activities in school, recreational, corporate, and other settings. To provide quality experiences for people in various contexts, teachers and other leaders need to become better informed about selecting and leading adventure activities, theories underpinning the goals and processes of adventure education, and safety, management, and technical issues related to facilities and equipment for adventure education programs. Course work includes opportunities to design, facilitate and evaluate developmentally appropriate, inclusive, safe, context-specific programs and experiences for personal and social development. Interdisciplinary learning drawn from physical education, environmental sciences, health and survival practices, critical thinking, decision-making, conflict resolution, as well as reflection and problem solving make adventure education a powerful approach for K-12 education and other concerns.

ADMISSION REQUIREMENTS

Prospective students must have:

1. Bachelor's degree;
2. teaching certification in physical education or other related field.

PROGRAM REQUIREMENTS (15 s.h.)

MSPE 254	Introduction to Adventure Education and Social Development Challenges, 3 s.h.
241	Theoretical Foundations of Adventure Education, 3 s.h.
242	Adventure Education Technical Skills Development, 3 s.h.
245	Facilitating and Processing in Adventure Education, 3 s.h.
247	Adventure Education Internship, 3 s.h.

(PESP) COURSES

201-205 carry the prefix PESP

210-302 carry the prefix MSPE

PESP 201 Fall, Spring 3 s.h.

General Safety Education

Designed to meet State Education Department requirements for teachers of driver and traffic safety education. Topics include safety for school, home, recreation, pedestrians, school bus, poison, fire, bicycle, industrial and occupational. The General Safety Education Policies: understanding the teacher's role in educating students about safety as prescribed by state law. (Formerly HPER; HSPE)

PESP 202A, 202B Fall, Spring 3 s.h. each

Teaching of Driver and Traffic Safety Education I & II

Analysis of the traffic accident problem; knowledge, attitudes and skill factors essential for safe and efficient operations of motor vehicles, survey of materials, methods and teaching techniques. Includes classroom and 15 hours of laboratory (hours to be arranged at first session) teaching techniques. For certified and future teachers who have completed the minimum course requirements essential for teaching in any subject area on the secondary level. (Formerly HPER; HSPE)

PESP 203 Fall, Spring 3 s.h.

Trends and Problems in Traffic Safety Education

The administration, supervision and teaching of traffic safety education, including research, engineering, transportation, traffic law and enforcement, traffic safety management, analysis of current teaching methods, public relations and support.

Prerequisites: PESP 202A, 202B, completed within the past three years. (Formerly HPER; HSPE)

PESP 204 Once a year 3 s.h.

Impact of Physical Activity/Fitness on the Aging Process

This course explores the physiological and anatomical changes which occur with aging and how engaging in various physical activities interacts with the aging process. Recommendations of various governmental and professional organizations for increasing physical activity are discussed in terms of increasing functional capacity and decreasing risk for disease in the aging population.

PESP 205 Once a year 3 s.h.

The Design and Application of Exercise and Fitness Activities for the Aging Adult

A course designed to develop activity programs for increased functional levels and fitness abilities of the aging adult. This course takes into consideration the psychological, neurological, nutritional, motivational, and legal aspects of working with this population.

Prerequisite: PESP 204 or permission of instructor.

(MSPE) COURSES

MSPE 210 Once a year 3 s.h.

Pedagogical Trends and Issues in Physical Education and Sport

In-depth investigation and discussion of current ideas, problems and issues relating to teaching physical education and sport. Students and instructor cooperatively identify a number of specific areas of investigation which become the focus of the course. (Formerly HPER)

MSPE 211 Once a year 3 s.h.

Contemporary Sociocultural Trends and Issues in Physical Education and Sport

In-depth examination of fundamental, recurring socio-cultural themes in contemporary American physical education and sport. Students and instructor cooperatively identify a number of significant issues for future critical analysis. (Formerly HPER)

MSPE 212 Once a year 3 s.h.

Scientific Trends and Issues in Physical Education and Sport

Presentation of information and discussion of issues that are current in the scientific field of exercise and sport. Emphasis on issues that relate to the teaching of physical education and to the coaching of sport teams. (Formerly HPER)

MSPE 213 Once a year 3 s.h.

Innovative Instructional Strategies for Teaching Physical Education

Designed to introduce the student to new ideas for improving physical education instruction. Focus is on the development, implementation and evaluation of innovative instructional strategies. Introduces students to use of effective change strategies to facilitate the implementation of innovative ideas. (Formerly HPER)

MSPE 214 Once a year 3 s.h.
Contemporary Curriculum Perspectives in Physical Education
Focus is on current issues and problems within the field of curriculum. Course examines conceptions of curriculum in education and its influence on the discipline of physical education. Designed to introduce the student to underlying historical, philosophical, social and intellectual foundations of curriculum development and evaluation. (Formerly HPER)

MSPE 215 Periodically 3 s.h.
Advanced Perceptual Motor Learning
Investigation into various theories of motor learning and analysis of conditions related to skilled performance of children and adults. Research in areas relating to motor learning is surveyed and discussed. (Formerly HPER)

MSPE 216 Periodically 3 s.h.
Adaptive Physical Education
In-depth examination of the basic philosophies of adaptive physical education. Course covers various teaching techniques, curriculum development for mainstreaming and handicapped situations, evaluation techniques and practical experience with the handicapped. (Formerly HPER)

MSPE 217 Once a year 3 s.h.
Research Implications on Curricula Trends in Physical Fitness
Discussion of the various components of physical fitness: cardiovascular endurance, muscular strength/endurance, flexibility and body composition. Exploration of the research literature dealing with the relationship of regular physical activity and proper nutrition to weight control and reduced risk of chronic diseases. Examination of various existing curricula which incorporates cognitive and exercise components of physical fitness. (Formerly HPER)

MSPE 218 Periodically 3 s.h.
Sport and the Law
Designed to examine legal issues related to the operation of public and private schools, with particular emphasis on those issues specifically related to health, physical education and athletics. Constitutional, statutory, case law and administrative applications are analyzed. (Formerly HPER)

MSPE 219 Periodically 3 s.h.
Comparative Studies in Physical Education and Sport
In-depth analysis of the relationship of sport to contrasting national and cultural value systems. Formulating his/her own methodological framework, the student critically examines problems in American physical education and sport in light of other ideological systems. (Formerly HPER)

MSPE 220 Periodically 3 s.h.
Motor Development
Study of the motor and perceptual motor development of children. Special emphasis on the relationship of motor and perceptual-motor development to later skill acquisition of effective sports and movement skills. (Formerly HPER)

MSPE 221 Fall, Spring 3 s.h.
Field Experience
Cooperatively guided experience in the elementary, junior and high school or other approved agencies through which students implement specific ideas and proposals developed in other courses. Students submit a plan and, upon acceptance, meet for periodic seminars at which time problems encountered in the field are discussed. (Formerly HPER)

MSPE 223 Periodically 3 s.h.
Implementing Health Related Fitness and Nutrition into School Curricula
Laboratory experiences in assessing fitness levels of students, prescribing exercise and evaluating diets. Participation in, and critical analysis of, existing grade school fitness programs. Development of a health-related fitness module. (Formerly HPER)

MSPE 224 Periodically 3 s.h.
Implementing Motor Learning Theories
Laboratory experiences in observing, assessing and designing motor learning situations. Emphasis placed on implementing motor learning theories in teaching motor skills to elementary and secondary school students.
Prerequisite: MSPE 215 or permission of instructor. (Formerly HPER)

MSPE 225 Periodically 3 s.h.
Analysis of Movement
Investigation of the biomechanical basis of motor performance. Includes a descriptive analysis of sport skills and fundamental movement patterns and an examination of techniques for collecting biomechanical data.
Prerequisite: kinesiology or permission of instructor. (Formerly HPER)

MSPE 226 Once a year 3 s.h.
Character Development and Sport
This course examines theories of moral development and the moral reasoning process as it relates to coaching and teaching behavior. Students will gain insight into their own values and underlying motives and intentions for their behavior as coaches. Students will critically examine moral issues and dilemmas in sport and develop an understanding of how coaching behavior can influence student-athletes' character development. Students are also provided with opportunities to develop communication skills and strategies for dealing effectively with problems and issues that may develop during a sport season.

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MSPE 227 Periodically 1 s.h.

Workshop: Movement and New Games for Elementary Physical Education Teachers

The purpose of this course is to improve knowledge of games content, curriculum and methodology for elementary physical education. (Formerly HPER)

MSPE 228 Periodically 1 s.h.

Workshop: Dance Education, Advanced Theory and Practice

The purpose of this course is to improve knowledge of dance content for teaching in the public schools. It focuses attention on curricular knowledge and pedagogical content knowledge, that is, the ways children learn, develop, understand, and perform dance content and the ways of eliciting knowledge and skill. (Formerly HPER)

MSPE 229 Periodically 1 s.h.

Educational Gymnastics

The purpose of this course is to improve knowledge of gymnastics content for teaching. It focuses on curriculum knowledge, that is, the way children learn, develop, and perform gymnastics content and ways of eliciting skill. (Formerly HPER)

MSPE 230A-230B Fall, Spring 3 s.h. each

Student Teaching in Physical Education: Elementary and Secondary

230A: Elementary; 230B: Secondary

Student teaching is a full semester experience consisting of eight weeks at the elementary level and eight weeks at the secondary level for students in the M.S. in Health or Physical Education. The student is in the school the equivalent of four and one-half days each week. The experience may include participation in the after-school program. A seminar is conducted in conjunction with student teaching. Hofstra students must complete MSPE 230B in order to receive credit for MSPE 230A. Course is open to graduate students only. Does not count toward degree requirements.

MSPE 235 Every other year 3 s.h.

Movement and New Games for Elementary Physical Education Teachers

Designed to expand the individual's understanding of movement and games content. Lectures and learning experiences reinforce the definition, historical origin and key elements of both subject areas. Emphasis placed on how the two subject matters contribute to physical education; how theory is put into practice; and how teachers can plan for successful delivery and presentation. (Formerly HPER)

MSPE 236 Once a year 3 s.h.

Analysis of Team and Individual Sports

The course is designed to enhance the individual's ability to recognize and analyze advanced movement, and provide corrective feedback on sport skills used during sports.

MSPE 237, A-Z Periodically 1-3 s.h.

Special Topics in Physical Education and Sport

Designed to meet the needs of specific groups of students or educators interested in special topics not covered by other course offerings. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

MSPE 241 Periodically 3 s.h.

Theoretical Foundations of Adventure Education

This course is designed to give students the theoretical and philosophical foundations necessary to conceptualize and implement adventure education experiences for a variety of participants and contexts.

Prerequisite: MSPE 254.

MSPE 242 Summer 3 s.h.

Basic Movement, Motor, and Manipulative Skills

This course is designed to expand the individual's understanding of fundamental motor skills in elementary school physical education. Emphasis is placed on identifying critical elements of these skills, integrated learning theories reflecting literacy concepts, creative assessment tools, and recognizing developmentally appropriate learning experiences that are consistent with current theory.

MSPE 243 Fall, Spring 3 s.h.

Adventure Education Technical Skills Development

This course is designed to give students the theoretical knowledge and practical experience they need to become technically sound facilitators, instructors, teachers and ropes course managers in the field of adventure education. Risk management techniques as well as climbing, rappelling techniques, specialized safety equipment, high ropes course, rescue, and safe procedures will be covered.

Prerequisite: MPSE 254.

MSPE 244 Fall, Spring 3 s.h.

Analysis of Team Sports

This course is designed to enhance the individual's ability to perform, analyze and provide corrective feedback for team sports skills. The course also includes skill development, teaching cues, and skill teaching progressions.

MSPE 245 Fall, January 3 s.h.

Facilitating and Processing in Adventure Education

This course is designed to give students the theoretical and philosophical foundation necessary for advanced leadership and facilitation skills with emphasis on processing, debriefing and goal setting as it relates to a variety of group management issues. Particular attention is given to selecting activities for a variety of groups, leading advanced outdoor experiences, working with special populations, special counseling situations, and other advanced leadership issues.

Prerequisite: MSPE 254 or permission of instructor.

MSPE 246 Fall, Spring 3 s.h.

Analysis of Individual and Dual Sports

This course is designed to enhance the individual's ability to perform, analyze and provide corrective feedback for individual and dual sports skills. The course also includes skill development, teaching cues, and skill teaching progressions.

MSPE 247 Spring, Summer 3 s.h.

Adventure Education Internship

This supervised internship experience will give students the opportunity to apply skills and knowledge acquired as a result of their adventure education training. Specifically, students will utilize their leadership, facilitation, technical, curricular and managerial skills and knowledge in an adventure education field placement.

Prerequisite: MSPE 254, 241, 243, 245.

MSPE 248 Fall, Spring, Summer 3 s.h.

Contemporary Dance, Rhythms, and Educational Gymnastics

The purpose of this course is to increase the individual's knowledge of contemporary dance, rhythms, and educational gymnastics. The course focuses on the ways students learn, develop, and perform advanced levels of the content area. Theories of movement related to these activities are explored, as well as how the content may be used to promote pro-social behavior.

MSPE 251, 252 Fall, Spring, Summer 1-3 s.h. each

Special Readings Seminar

Investigations and reports on physical education topics adapted to the student's program.

Prerequisites: written consent of the chairperson or instructor. (Formerly HPER)

MSPE 254 Fall, Spring 3 s.h.

Introduction to Adventure Education and Social Development Challenges

This course provides the individual with the opportunity to explore personal and social growth within the context of adventure education. It provides model progressions, activities, and techniques consistent with current learning and adventure education theory. Individuals also have the opportunity to safely experience risk, challenge, and team-building activities.

MSPE 256 Spring 3 s.h.

Historical and Sociocultural Perspectives in Physical Activity and Sport

This course uses historical and sociocultural perspectives to examine ways that one's heritage, culture, and socioeconomic level influence individual and group participation in physical activity and sport. Individuals examine local and global agencies that support physical education by advocating for physical activity. Requires 25 hours of field observation in high-needs district grades 7-12.

MSPE 257 Fall, Spring 3 s.h.

Implementing Health-Related Fitness and Wellness in School Curricula

Individuals develop a variety of innovative health-related and wellness learning experiences for children in preschool through grade 12. Comprehensive models and use of technology for planning and implementing programs, and assessing the student's level of fitness and change in attitude toward fitness are discussed for a variety of diverse school settings.

MSPE 258 Fall 3 s.h.

Planning and Implementing Preschool and Elementary Physical Education Experiences

This course is designed to assist individuals in developing teaching skills for physical education at the preschool and elementary levels. Opportunity for application of these skills is provided through peer teaching and field experiences, lesson planning, assessing student performance, and the development of an in-depth teaching unit. Requires 25 hours of field observation in preschool and elementary schools.

MSPE 260 Fall, Spring 3 s.h.

Planning and Implementing Secondary Physical Education Experiences

This course is designed to help the student develop teaching skills for physical education at the middle and high school levels. The opportunity for practical application of these teaching skills is provided through peer teaching and field experiences. The course includes class management, motivation, safety, unity and lesson planning and reflection, assessment, uses of technology in teaching, integration of literacy skills, and discussion of gender, socioeconomic, and multicultural issues affecting teaching decisions. Requires 25 hours of field observation in middle and secondary schools.

- MSPE 262 Fall, Spring 3 s.h.
Inclusion for Physical Education Special Needs Populations
 Individuals acquire knowledge and skills that enable them to create developmentally appropriate individualized educational programs for students with disabilities in grades preK-12 physical education. They also implement a basic motor assessment tool, and evaluate public schools and recreation buildings for accessibility. Activities used in mainstreaming, inclusion and adapted physical education programs are applied to field based experiences. Requires 20 hours of field observations with special needs population.
- MSPE 264 Fall, Spring 3 s.h.
Innovative Instructional Strategies, Curriculum, and Assessment Techniques in Physical Education
 This course introduces effective and innovative teaching strategies for physical education instruction. It also provides opportunities for the development of knowledge, tools, and resources for planning and implementing units and lessons that are developmentally appropriate for culturally diverse populations. Individuals are also given opportunities to examine a variety of assessment techniques for evaluating curriculum content and learning outcomes. Requires 5 hours of field observation in middle or high schools.
- MSPE 266 Fall, Spring 1 s.h.
Utilizing Technology in the Physical Education Setting
 This course is designed to teach individuals to use computer technology to enhance their physical education instruction, student learning, record keeping and information retrieval.
- MSPE 270 Fall, Spring, Summer 1 s.h.
Electronic Portfolio Development
 This course is designed to use new technologies to document evidence of teacher effectiveness and competency, and to guide the individual's long-term professional development. Individuals draw on two bodies of literature: multimedia development and portfolio development to complete a comprehensive written and electronic portfolio.
- MSPE 272A, 272B Fall, Spring 3 s.h. each
Student Teaching
 Full-time teaching at the elementary and secondary level with the direction and supervision of Cooperating Teachers and Field Supervisors. For students seeking certification in physical education only. During the student-teaching experience, prospective teachers gradually assume full responsibility for organizing and teaching classes. Weekly seminars are required on topics including teaching methods, curriculum design, technology, and assessment in physical education. Also required are Special Seminars on issues such as child abuse and maltreatment, prevention of alcohol, tobacco, and drug abuse, safety education, fire and arson prevention, and violence prevention. Admission by application. Applications may be obtained at the Office of Field Placement. (Formerly MSEP 230A-230B, Student Teaching in Physical Education: Elementary and Secondary.)
- MSPE 273 Fall, Spring, Summer 3 s.h.
Supervised Teaching
 Close clinical supervision of M.S. in Physical Education students currently teaching physical education in an elementary or secondary school. Arrangements are made for supervised teaching at both elementary and secondary levels. Weekly seminars are required on topics including teaching methods, curriculum design, technology, and assessment in the content area. Also required are special seminars on issues such as child abuse and maltreatment, prevention of alcohol, tobacco, and drug abuse, safety education, fire and arson prevention, and violence prevention. Individuals must obtain written permission from the employing school for the supervisory observations by university staff. Applications may be obtained at the Office of Field Placement. Pass/Fail grade only.
- MSPE 300 Fall, Spring, Summer 3 s.h.
Departmental Seminar
 Serves an integrative and culminating function with respect to the student's studies and experiences in the School of Education. Emphasis is on themes which cut across traditional course and departmental lines; selected student papers and research may be compiled in year books of health education. Pass/Fail grade only. *Prerequisites: matriculation in the department and completion of all required course work in professional education. (Formerly HPER)*
- Note: Successful completion of MSPE 300 may be offered in place of either the departmental comprehensive examination or the Master's Essay in MSPE. This course may not be used to satisfy any part of the basic 33 s.h. requirement for a Master of Science degree in Education.
- MSPE 301, 302 Fall, Spring 3 s.h. each
Master's Essay
 Supervision and instruction leading to the completion of the essay. Binding fee payable upon registration in 302. Admission by permission of department. (Formerly HPER)

SCHOOL OF EDUCATION AND ALLIED HUMAN SERVICES

(SOE) ELECTIVE COURSES

SOE 201 no credit

Research Writing/Library Literacy Workshop

Including the ability to access peer-reviewed, current information, and use appropriate documentation (APA format). This competency can be met by previously related course work with a minimum of B, published research or recommendation by the faculty adviser. Students who cannot document the competency will be required to take the departmental workshop before the completion of their first full year of study.

SOE 203. no credit

Basic Understanding of Medical Terminology Workshop

Note: determined at the time of admission after evaluation of the students previous academic and professional experiences in health care. Students who lack proficiency will be required to successfully complete a medical terminology workshop provided by the program before the completion of the first full year of matriculation or an alternative. There is a fee associated with each of the

SOE 202A, B, C no credit

Computer Literacy Workshop

Includes word processing, spreadsheets, accessing the internet/WWW; and PowerPoint.

202A Wordprocessing

202B Spreadsheets

202C Internet/WWW; PowerPoint

Note: this proficiency can be met by previous course work or a proficiency examination provided by the department, or a certificate of completion of a department workshop series offered annually or an appropriate alternative determined by the program coordinator. Students may be required to take any or all of the components of the competency depending upon the degree of proficiency determined by the examination or other means described above. The student will complete the workshop within the first year of matriculation unless otherwise determined by the student's faculty adviser.