Health Promotion and Physical Education

Major Adviser: Deborah Wuest, Chair of Graduate Program and Professor, wuest@ithaca.edu

The Department of Health Promotion and Physical Education offers graduate programs leading to the master of science degree in physical education and the master of science degree in health education. Students can choose either the thesis or non-thesis option, allowing them to match their program of study to their professional interests and career aspirations.

Both programs are geared toward a professional teaching certificate in education. Students with initial certification in physical education or health education are eligible for admission into the respective program leading to professional certification.

For individuals with a teaching certificate in physical education or health education, the master’s programs require just 30 credit hours of graduate coursework. The entire graduate program can be completed in as little as two semesters and one summer.

The master of science program with thesis serves a two-fold purpose: it can be a step toward advanced study in the field, and it challenges those individuals who wish to contribute to the knowledge base of their field. The thesis is based on the student’s independent research -- both theoretical and applied -- and is guided by a thesis committee. The thesis option requires the student to successfully pass an oral examination in defense of the thesis. To be eligible for that exam, the student must have completed all required courses and have a cumulative grade point average of 3.00 or higher for all graduate courses completed as part of the program. The completed thesis must receive the approval of both the Department of Health Promotion and Physical Education graduate chair and the dean of graduate studies.

The non-thesis option is designed for students whose major objective in graduate study is to enhance their professional background in physical education or health education. Upon completion of all required courses, students must complete a written comprehensive examination covering knowledge within the field and research and statistical methods. To be eligible for that exam, the student must have completed all the required courses and have a cumulative GPA of 3.00 or higher.

Admission Requirements

Admission to the graduate program is granted based on the candidate’s cumulative undergraduate grade point average, Graduate Record Examination scores, and recommendations. Preference for admission and assistantship awards is given to applications received by March 1 for the fall semester. To expedite the admissions and assistantship award process, it is recommended that applicants ask those who write letters of recommendation for them to enclose the recommendation in a sealed, signed envelope and return it to the applicant. When the applicant has received all the required letters of recommendation, the applicant should place the letters in an envelope and submit it to the Office of Graduate Studies at Ithaca College. Applicants may also submit their letters of recommendation as a packet from the career services office of their respective institution.

Applications are reviewed on an individual basis, taking into account such factors as previous academic accomplishments, record of professional experience, and special personal circumstances. Students with questions regarding their eligibility for admission are encouraged to contact the chair of the program, Deborah A. Wuest, at 607-274-3108 or wuest@ithaca.edu.
**Requirements for Health Education, M.S.**

30 credits, with or without thesis

This program is designed for individuals with an undergraduate degree in health education who hold initial teaching certification in health education.

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<thead>
<tr>
<th>Professional Core Courses (9 credits)</th>
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<td>Research Methods in Health and Physical Education</td>
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<tr>
<td>Survey of Statistical Methods</td>
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<td>Critical Perspectives in Health and Physical Activity</td>
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<th>Health Education Courses (12 credits)</th>
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<td>Models and Theories in Health Education</td>
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<td>Methods of Assessment in School and Community Settings</td>
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<td>Epidemiological Approaches to Disease Prevention and Control</td>
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<th>Selected Seminars (3 credits)</th>
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<tr>
<td>War on Drugs</td>
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<td>Sexuality Education</td>
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<td>Media Literacy</td>
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<td>Grant Writing</td>
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<td>Critical Thinking in Nutrition</td>
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<td>Reading and Understanding Research</td>
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<th>Electives, Thesis Option* (6 credits)</th>
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<th>Electives, Non-Thesis Option* (6 credits)</th>
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<td>Supervision in Physical Education</td>
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<td>Analysis of Teaching and Coaching Behavior</td>
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<td>Stress Management</td>
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<tr>
<td>Strategies for Teaching Physical Education</td>
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<td>Curriculum Design and Analysis in Physical Education</td>
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<tr>
<td>Physiological Basis of Fitness in School-Age Children</td>
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<tr>
<td>Multicultural Health Issues</td>
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<td>Environmental Dimensions in Health Education</td>
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Technological Applications in Education 3  
Fieldwork 3  
Independent Readings 3  
Independent Research 3  

With the approval of the chair, electives can be taken from graduate courses that are offered in any department or through the Ithaca College exchange program at Cornell University.

*Thesis students must successfully complete an oral defense of their thesis. All non-thesis students must pass a comprehensive examination prior to graduation. To be eligible for the oral defense or comprehensive exam, the student must have completed the required course work and have a cumulative GPA of at least 3.00 or higher.

**Requirements for Physical Education, M.S.**

30 credits, with or without thesis

This program is designed for individuals with an undergraduate degree in physical education who hold initial teaching certification in physical education.

**Professional Core Courses** (9 credits)  
Research Methods in Health and Physical Education 3  
Survey of Statistical Methods 3  
Critical Perspectives in Health and Physical Activity 3

**Physical Education Courses** (12 credits)  
Strategies for Teaching Physical Education 3  
Curriculum Design and Analysis in Physical Education 3  
Methods of Assessment in School and Community Settings 3  
Physiological Basis of Fitness in School-Age Children 3

**Selected Seminars** (3 credits)  
War on Drugs 1  
Sexuality Education 1  
Media Literacy 1  
Grant Writing 1  
Critical Thinking in Nutrition 1  
Reading and Understanding Research 1

**Electives, Thesis Option*** (6 credits)  
Thesis I 3  
Thesis II 3

**Electives, Non-Thesis Option*** (6 credits)
With the approval of the chair, electives can be taken from graduate courses that are offered in any department at Ithaca College or through the Ithaca College exchange program at Cornell University.

*Thesis students must successfully complete an oral defense of their thesis. All non-thesis students must pass a comprehensive examination prior to graduation. To be eligible for the oral defense or comprehensive exam, the student must have completed the required coursework and have a cumulative GPA of at least 3.00 or higher.

**Health Education and Physical Education Course Descriptions**

In the following course descriptions F=fall, S=spring, SU=summer, Y=yearly, Z=alternate years, and IRR designates courses that are offered at irregular intervals.

**HPEG-52500 Critical Perspectives in Health and Physical Activity**

Focuses on critical examination of significant issues within the fields of health, physical education, and sport. Emphasis is on the identification of issues, systematic analysis, and application of theories to problem solving. Students are encouraged to be advocates for change in the arena of public policy and within local settings. 3 credits. (S, Y)

**HPEG-53500 Methods of Assessment in School and Community Settings**

Students will learn how to use various assessment techniques to evaluate and improve school and community health education and physical education programs. Traditional and alternative assessment approaches will be described and students provided with opportunities to apply these approaches to practical settings. 3 credits. (SU, Y)

**HPEG-54000 Strategies for Teaching**

Examines instructional theories and models of teaching while focusing on practical applications that can lead to the improvement of teaching in physical education. Current research on teacher effectiveness, instructional strategies, and planning for student learning are incorporated. A cross-disciplinary, theory-into-practice approach is emphasized. 3 credits. (F, Y)
HPEG-54200 Supervision in Physical Education

Supervision is critical to the professional development of teachers and the enhancement of student learning. The principles of supervision and the function of the supervisor as a responsible leader in improving instruction in physical education are the focus of the course. Topics include supervisory models, observation of instruction, teacher development, and supervisory conferences. 3 credits. (SU, Y)

HPEG-54400 Curriculum Design and Analysis in Physical Education

This course examines curricular theories, models, trends, and issues in physical education curriculum development. Examples of program innovations and the incorporation of national and state standards in school curriculums are addressed. 3 credits. (S, Y)

HPEG-54600 Analysis of Teaching and Coaching Behavior

Students will learn how to use systematic observation techniques to observe and modify teachers’ and coaches’ behaviors. An overview of the most widely used observation systems in teaching and coaching is presented and guidelines for their use are discussed. Practical applications of systematic observation in professional preparation, in-service teacher education, and coaching are discussed. Students engage in systematic observation of teachers and coaches, including the use of videotapes. 3 credits. (IRR)

HPEG-55000 Physiological Basis of Fitness in School-Age Children

A complete review and analysis of current knowledge about physiological responses in children to exercise. Focuses on physiological changes that occur during childhood and documents the differences between children and adults. A major emphasis is placed upon the assessment of health-related fitness and the prescription of various types of activities for children. 3 credits. (F, Y)

HPEG-56500 Stress Management

Examines theories, models, trends, and issues in stress management. The anatomical, physiological, and psychological basis of stress serves as the foundation for the exploration and application of various stress-management approaches. Current research in the field, ranging from the relationship of stress to disease to the efficacy of various coping techniques, is critically analyzed. This class may be offered online. 3 credits. (Y)

HPEG-57500 Models and Theories in Health Education

Presents populations based health behavior and health promotion models and theories that are commonly used to influence behavior change. Focuses on understanding the conceptual framework, relevant research, and guiding principles of behavior change in individuals and populations in order to inform planning the delivery of and guiding the evaluation of the effectiveness of health promotion programs. 3 credits. (F, Y)

HPEG-57700 Teaching and Learning: School and Community Health

Provides an overview of health education teaching and learning strategies for use in community and/or school settings. Special attention is given to the skills, instructional strategies, and techniques needed to develop an optimal learning environment to promote success for all learners. Students will be provided with opportunities to review and apply a wide range of strategies through readings, discussions, observations, planning, practice teaching, and critical analysis of quality teaching and learning in the health education field. 3 credits. (F, Y)

HPEG-58500 Epidemiological Approaches to Disease Prevention and Control
Examines the history, principles, and practices in the cause, prevention, and control of diseases. Epidemiologic terminologies and measures such as morbidity, mortality, fertility, descriptive and analytic epidemiology, screening, infectious disease, and occupational epidemiology in public health practice will be covered. 3 credits. (S, Y)

HPEG-58700 Multicultural Health Issues

Addresses the issues of ethnicity, culture, and race as they relate to health. Examines a variety of intercultural issues, including power and oppression and how they affect the lives of children, adults, and families living in the United States. 3 credits. (S, Y)

HPEG-58900 Environmental Dimensions in Health Education

Explores current environmental problems and issues related to public health. Topics include health risk assessment, management, and communication; sources of pollution; environmental and health effects of war; food safety and other environmental health areas. Emphasis is placed upon individual and community responsibilities for promotion of environmental health. Format for the course will include lectures and small-group seminars. 3 credits. (SU, Y)

HPEG-59900 Selected Seminars

In-depth study of selected topics within the fields of physical education and health. Critical examination of research, theories, and/or practices associated with the selected topic, with discussion regarding practical applications. Students may repeat this course for a maximum of 6 credits. 1-3 credits per course. (SU, Y)

HPEG-61400 Research Methods in Health and Physical Education

An introduction to the research processes found in the health and physical education literature. Various experimental, qualitative, and nonexperimental research designs will be presented. Provides the opportunity for development of library skills, development of skills for reading and interpreting research literature, and development of scientific writing skills. 3 credits. (F, Y)

HPEG-61500 Technological Applications in Education

Introduces students to technological applications within education, with an emphasis on the use of technology to enhance the delivery of instruction and improve student learning. Also focuses on the use of technology as a vehicle for professional development. Students incorporate different theories of learning into the design of media-based experiences for students of all levels. Integrates theory and practice. 3 credits. (F, Y)

HPEG-62100 Fieldwork

Provides an opportunity for qualified students to engage in a practical, meaningful work experience in a physical activity and/or health-related setting, within either a school or community environment. The fieldwork experience provides the opportunity for students to put theory into practice as well as become involved in the day-to-day activities of the organization under the guidance of a qualified worksite supervisor and the Ithaca College faculty sponsor. 1-6 credits.

HPEG-62200 Independent Readings

A survey and analysis of current and classical literature pertaining to a selected topic of interest. Readings will include both assigned and student-selected materials for presentation to, and discussion with, the assigned
instructor. Students must submit a petition for approval by the sponsoring faculty member and the graduate chair prior to registering for the course. No more than 6 total credits of independent study courses (HPEG-62200 and HPEG-62300) may be applied toward degree requirements. 1-3 credits per course. (F, S, SU, Y)

HPEG-62300 Independent Research

Independent research conducted under the guidance of a graduate faculty member. Students must submit a petition for approval by the sponsoring faculty member and the graduate chair prior to registering for the course. No more than 6 total credits of independent study courses (HPEG-62200 and HPEG-62300) may be applied toward degree requirements. 1-3 credits per course. (F, S, SU, Y)

HPEG-71000 Thesis I

Open only to qualified and preapproved students who are preparing a proposal for an original scholarly thesis. Conducted on a conference basis with the thesis adviser, the course culminates in a written and oral thesis proposal. In order for a student to enroll in Thesis II, the thesis proposal must gain approval from the thesis adviser, thesis committee, and the graduate chair. Guidelines are available from the office of the graduate chair. 3 credits. (F, S, SU, Y)

HPEG-72000 Thesis II

Open only to qualified and preapproved students who are conducting an original research project. Conducted on a conference basis with the thesis adviser, the course culminates in a written thesis and oral thesis defense. In order to enroll in Thesis II, the student must have an approved thesis proposal. Guidelines are available from the office of the graduate chair. This is a pass/fail course. Prerequisites: HPEG-71000 and approval of thesis adviser and graduate chair. 3 credits. (F, S, SU, Y)