**PHYSICAL EDUCATION/HEALTH**

Chair: Peter M. Koehneke  
Director: Clancy M. Seymour, Ed.D.

**INTRODUCTION**

The teacher preparation program strives to develop a liberally educated individual who has special knowledge and skills in the areas of movement and sport and their interrelated disciplines. Major emphasis is placed on the development of educational and performance foundations which will prepare an individual to teach in kindergarten through grade 12 or to pursue professional growth through further study and/or graduate work. Additional information is available at the program website (https://www.canisius.edu/academics/programs/physical-education-health).

Candidates enjoy a continuous and extensive program of clinical and laboratory experiences at the college and through our collaboration with our professional development schools which provide opportunities for in-school observations, micro-teaching, tutoring, and large-group instruction. These experiences help to insure that the program remains responsive to the needs of the candidates, students and the profession. This program of instruction incorporates the standards established for physical education and health at the local school district level, the New York State learning standards for health and physical education, the guidelines set forth by the Society of Health and Physical Educators (SHAPE) America and the curriculum standards outlined for health education and health certification by the American Association for Health Education (AAHE).

The teacher certification option culminates with a fourteen-week student teaching experience in the K-12 schools. Each student teacher is given the opportunity to experience the privileges and responsibilities of a full-time teacher on both the elementary and secondary levels. An individual choosing to graduate without completing student teaching must fulfill this credit requirement in consultation with his or her advisor.

**QUALIFICATIONS**

Academic Criteria for Endorsement and Completion of Program:

- Cumulative GPA of 2.5 or higher
- Grades of C or higher in major courses
- Satisfactory performance in field placements
- Satisfactory completion of all program common assignments including submission on TaskStream.

**ADVICEMENT**

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Major advisors are normally assigned in the sophomore year, but may be requested in the freshman year to supplement a student's freshman advisor (their GRIP 101 facilitator). Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

**DUAL MAJORS**

Students who wish to expand their educational opportunities may decide to declare a dual major. The decision may be based on career goals or planned graduate studies. Before a student declares a dual major, it is important to meet with the appropriate academic departments for advisement. Some dual major combinations can be completed within the minimum 120 credit hour degree requirement, but in some cases additional course work may be required. In order to declare a dual major, the student must complete the appropriate dual major request form and get the signature of each department chairperson and the appropriate associate dean.

**MINORS**

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/archive/2016-2017/undergraduate/minors) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

**GENERAL EDUCATION REQUIREMENTS**

All undergraduate students must complete either the Canisius Core Curriculum (http://catalog.canisius.edu/archive/2016-2017/undergraduate/academics/curricular-information/core-curriculum) or the All-College Honors Curriculum (http://catalog.canisius.edu/archive/2016-2017/undergraduate/academics/curricular-information/all-college-honors-program).

**FREE ELECTIVES**

Free electives are courses in addition to the Core Curriculum or Honors Curriculum and major requirements sufficient to reach the minimum of 120 credit hours required for graduation. Students may graduate with more but not less than 120 credit hours.

**MAJOR REQUIREMENTS**

**Physical Education Courses**

Select two of the following:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 203</td>
<td>Net, Target and Fitness Activities</td>
</tr>
<tr>
<td>PED 204</td>
<td>Invasion Games</td>
</tr>
<tr>
<td>PED 207</td>
<td>Dance and Gymnastics</td>
</tr>
<tr>
<td>PED 305</td>
<td>Outdoor Curriculum and Cooperative Activities</td>
</tr>
<tr>
<td>PED 311</td>
<td>Movement Education and Elementary Activities</td>
</tr>
<tr>
<td>PED 351</td>
<td>Coaching Theory and Techniques</td>
</tr>
<tr>
<td>PED 354</td>
<td>Adapted Physical Education</td>
</tr>
<tr>
<td>PED 355</td>
<td>Disability Sports</td>
</tr>
<tr>
<td>PED 360</td>
<td>Human Growth and Motor Development</td>
</tr>
<tr>
<td>PED 371</td>
<td>Assessment in Physical Education</td>
</tr>
<tr>
<td>KIN 235</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>KIN 494</td>
<td>Capstone in Kinesiology</td>
</tr>
</tbody>
</table>

**Health Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 114</td>
<td>Human Biology: Introduction to Human Anatomy and Physiology</td>
</tr>
<tr>
<td>&amp; 114L</td>
<td>Human Biology: Introduction to Human Anatomy and Physiology Laboratory</td>
</tr>
</tbody>
</table>
BIO 115 & 115L  
Musculoskeletal Anatomy and Physiology and Musculoskeletal Anatomy and Physiology Laboratory  
4
HED 115  
Basic Nutrition  
3
HED 205  
Wellness and Fitness  
3
HED 220  
Healthy Behaviors  
3
HED 321  
Life guard, C.P.R., First Aid, WSI  
3
HED 325  
School Health  
3
HED 326  
School Health Curriculum  
3
HED 337  
Exercise Principles and Applications  
3
HED 361  
Psychology of Sport and Mental Health  
3
HED 425  
Evolution of Disease and Illness  
3

Pedagogical Core
EDU 122  
Technology in Education  
3
EDU 250  
Foundations of Education  
3
PED 372  
Seminar in Kinesiology  
3
PED 380  
Concepts of Teaching Sport Skills  
3
SPE 341  
Inclusive Strategies  
3
PED 441  
Teaching Methods in Physical Education  
3
PED 441L  
Teaching Practicum in Physical Education  
0
PED 493  
Student Teaching Physical Education/Health: Childhood and Adolescence  
12

EDU 405  
Child Abuse Workshop  
0
EDU 496  
Prevention of School Violence Workshop  
0
EDU 497  
Dignity for All Students Act (DASA) Workshop  
0
EDU 498  
Student Teaching Seminar  
3

Total Credits  
101

MAJOR EXPERIENCES
All students in the physical education/health major must meet and continue to meet the professional standards of the program. No one who jeopardizes the health or well-being of a student, classmate or him or herself will continue as a student in the program. All students must possess the necessary physical attributes and exhibit qualities of good judgment and emotional stability. The physical education/health program reserves the right to limit attire and adornments (such as clothing, jewelry, piercing, tattooing) of the body, hands, face, and oral cavity. The program assessment handbook outlines the enforcement of this policy. In all cases, the final appeal may be made to the Program Director/Department of Kinesiology chair.

ADDITIONAL COURSE CONSIDERATIONS
PED 321 requires a special course fee that is related to certification requirements. PED 351 and PED 354 have required service learning hours. PED 441 must be taken in the last semester before student teaching. PED 311 and PED 371 require 30 hour field experiences. Transportation needed. Students must also achieve and maintain personal fitness by passing a physical fitness test. While foreign language is not required for graduation, secondary language proficiency must be demonstrated for New York State licensure. Physical Education majors should consult their advisor for additional course considerations.

RECOMMENDED SEMESTER SCHEDULE FOR MAJOR COURSE REQUIREMENTS

Freshman
Fall  
BIO 114 & 114L  
BIO 115 & 115L
Select one of the following:  
Select one of the following:
EDU 122  
EDU 122
HED 115  
HED 115
HED 220  
HED 220
HED 205 (or Field 7)  
HED 205 (or Field 7)
FYS 101  
ENG 101
PED 305 or 204 (Global)  
PED 203 or 207

Sophomore
Fall  
Field 3 or 4  
Field 3 or 4
Select one of the following:  
PED 311
EDU 122  
HED 361 or 337
HED 115
Select one of the following:  
HED 220  
KIN 235
HED 361 or 337  
EDU 250
Select one of the following:  
KIN 235  
EDU 495
EDU 250  
SPE 341
EDU 495  
RST 101 or PHI 101
EDU 496
PED 305 or 204 (Global)  
PED 305 or 204 (Global)
RST 101 or PHI 101

Junior
Fall  
Field 1 or 2 (Ethics)  
Field 1 or 2 (Ethics)
HED 321  
HED 325
HED 425  
PED 371
PED 351  
PED 372
PED 354  
PED 355
PED 380  
PED 380

Senior
Fall  
HED 326  
PED 493
PED 360  
EDU 497
PED 441L  
EDU 498
KIN 494

LEARNING GOALS AND 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.

COACHING MINOR

The Coaching Minor is a common minor for many physical education students. The courses in the minor can be attached to any major. Completion of the minor often leads to graduate work at the master’s degree level in Coaching Science. The courses can also lead to NY State certification.

The minor focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship. The minor provides students with preparation in Kinesiology courses that have specific pre-requisites, which are stated in the course descriptions.

Coaching Minor Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 351</td>
<td>Coaching Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PED 365</td>
<td>Principles and Philosophy of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>HED 205</td>
<td>Wellness and Fitness</td>
<td>3</td>
</tr>
<tr>
<td>or HED 337</td>
<td>Exercise Principles and Applications</td>
<td></td>
</tr>
<tr>
<td>HED 115</td>
<td>Basic Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HED 321</td>
<td>Lifeguard, C.P.R., First Aid, WSI</td>
<td>3</td>
</tr>
<tr>
<td>or KIN 170</td>
<td>Emergency Care</td>
<td></td>
</tr>
<tr>
<td>PED 380</td>
<td>Concepts of Teaching Sport Skills</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
</tr>
</tbody>
</table>

Note: Dr. Gregory Reeds serves as the advisor for the coaching minor program in the Department of Kinesiology.

PED 203 Net, Target and Fitness Activities 3 Credits

Net, Target, and Fitness Games is a content-focused physical education course that includes an emphasis on sport being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports including, volleyball, pickleball, and self-defense, it also serves to expose students to other cultures that participate in these activities. The course creates an opportunity for students to become competent in net, target and fitness skills. It also provides coinciding opportunities to gain awareness of cultural variations and regional circumstances, through the lens of a particular sport.

Fulfills College Core: Global Awareness
Offered: spring of odd-numbered years.

PED 204 Invasion Games 3 Credits

Invasion Games is a content-focused physical education course that includes an emphasis on sport being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports including soccer, basketball, and water polo, it also serves to expose students to other cultures that participate in these activities. The course creates an opportunity for students to become competent in strategies required in an ‘invasive setting’. It also provides coinciding opportunities to gain awareness of cultures, and communities, and societies, through the lens of a particular sport.

Fulfills College Core: Global Awareness
Offered: fall of odd-numbered years.

PED 207 Dance and Gymnastics 3 Credits

Participation in selected dance and gymnastics forms. Students will learn appropriate organization and teaching progressions for various forms of dance and gymnastics taught in the P-12 curricula.

Restriction: must be in the undergraduate or graduate must be physical education program.

Offered: spring of even-numbered years.
PED 305 Outdoor Curriculum and Cooperative Activities  3 Credits
Philosophy, teaching methods, programming and safety management. Activities may include initiatives, new games, problem solving, trust activities, ropes course, cycling, mountain biking, rock climbing, rappelling, cross-country skiing and others.
Offered: fall of even-numbered years.

PED 311 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: must be physical education or physical and health education major.
Offered: spring.

PED 351 Coaching Theory and Techniques  3 Credits
Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children and young adults. Many participate at the 'house' league level, while others are involved with more competitive and elite programs. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, ethics and values clarification. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Offered: fall.

PED 354 Adapted Physical Education  3 Credits
Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act (IDEA) and the ability to design, conduct, and assess a physical education program that is appropriate for this population. Service-Learning required.
Restriction: must be physical education or physical and health education major.
Fulfills College Core: Diversity
Offered: fall.

PED 355 Disability Sports  3 Credits
Identification of national and international sport and recreational opportunities for individuals with disabilities. Paralympics, Special Olympics, and other disability sport movements and sport classifications will be reviewed. Insight into the historical development of disability sports as well as the delivery of sport models in school and community settings will be included.
Fulfills College Core: Diversity
Offered: spring.

PED 360 Human Growth and Motor Development  3 Credits
Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.
Restriction: must be physical education or physical and health education major.
Offered: fall.

PED 371 Assessment in Physical Education  3 Credits
This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.
Restriction: must be physical education or physical and health education major; permission of program director.
Offered: spring.

PED 372 Seminar in Kinesiology  3 Credits
The course requires students to engage in professional writing; students will be taught how to conduct and write about a given topic. All course-content will be research-based, and students will be encouraged to see the connections between the research used throughout the class and the specific topic they are reviewing for the extended writing project.
Restriction: KIN department majors only.
Fulfills College Core: Advanced Writing-Intensive
Offered: spring.

PED 380 Concepts of Teaching Sport Skills  3 Credits
The purpose of this course is to give each student an in-depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.
Restriction: must be physical education or physical and health education major.
Offered: spring.

PED 441L Teaching Practicum in Physical Education  0 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Prerequisite: signature of program director. Restriction: permission of program director.
Fulfills College Core: Oral Communication
Offered: fall.

PED 441L Teaching Practicum in Physical Education  0 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PED 493 Student Teaching Physical Education/Health: Childhood and Adolescence  12 Credits
Seven-week student teaching experience in an elementary school, Grades 1-6, and in a high school, Grades 7-12, culminating in preparation for teacher certification. Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.
Prerequisite: Completion of all other course requirements and department approval, and minimum GPA of 2.5 in all major courses. Corequisite: EDU 497 & EDU 498. Restriction: permission of program director.
Offered: fall & spring.
HED 115 Basic Nutrition  3 Credits
This course will address all aspects of proper nutrition. The class will address
material such as macronutrients, micronutrients, daily caloric intake and
portion sizes. Students will gain knowledge of nutrition through class
lectures, interactive activities and peer presentations. Upon successful
completion of the course, students will have a working knowledge of proper
nutrition and appropriate dietary habits.
Offered: fall & spring.

HED 205 Wellness and Fitness  3 Credits
Lecture and laboratory. Skills, teaching methods, resource units, evaluative
instruments, teaching aids, leading to an overall understanding of the
principles of health and wellness. Focus on physical fitness testing,
cardiobvascular exercise, muscular strength, muscular endurance, flexibility
and body composition. There is additional focus on special populations,
childhood obesity and the development of a personal fitness program.
Offered: fall & spring.

HED 220 Healthy Behaviors  3 Credits
Examines health determinants and the effects on all seven dimensions of
health. Assessment of personal lifestyle behaviors and factors influencing
current and relevant health issues. Emphasis on personal behavior
modification to practice health-enhancing behaviors and to reduce health
risks. Guidelines for healthy practices related to nutrition, mental health,
cancer prevention, HIV/STDs, cardiovascular disease, stress management,
sexuality, physical fitness, drugs and alcohol and relationships. Establishes
foundation for living healthy and productive lives.
Offered: fall & spring.

HED 321 Lifeguard, C.P.R., First Aid, WSI  3 Credits
Knowledge, skill techniques and appreciations necessary to meet
certification requirements of the American Red Cross. Certification fee
required for this course.
Prerequisite: department swimming test and completion of departmental
recommendation. Restriction: must be in the undergraduate or graduate
must be physical education program.
Offered: fall & spring.

HED 325 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 physical education or physical and health education
major.
Offered: spring.

HED 326 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 physical education or physical and health education
major.
Offered: fall.

HED 337 Exercise Principles and Applications  3 Credits
This course will address the many aspects of fitness and exercise. Students
will experience classroom lecture as well as practical experience in the
weight room and other alternative exercise facilities. Students will gain
experience in the proper design of exercise programs and will understand
the importance of periodization as it relates to exercise. Upon successful
completion of this course, the student will have a vast knowledge of the
principles surrounding strength and conditioning.
Prerequisite: minimum grade of C in BIO 114 & BIO 114L.
Offered: fall & spring.

HED 361 Psychology of Sport and Mental Health  3 Credits
This course address sport psychology from a sports studies perspective
incorporating interdisciplinary knowledge from the social sciences. It is
an appropriate approach for many students seeking to understand the
psychological processes facing athletes in a competitive environment.
Considerable interest surrounds the efforts of sport psychologists to
optimize the performance of those characters we call athletes - the sport
heroes of our society. Superior athletic performance has long held great
intrigue. Tremendous improvements in the identification and measurement
of the psychological factors related to athletic performance have resulted
in significant improvements in an athlete’s ability to produce top level
performance on a consistent basis. This course focuses on the application of
these psychological principles by athletes, coaches and sport psychology
consultants in what has been a quest to produce the ultimate athlete.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall & spring.

HED 425 Evolution of Disease and Illness  3 Credits
Overview of humanity’s triumphs and failures in the ongoing fight against
illness and disease. Explores history of disease, current health issues and
trends to determine outlook for emerging health concerns of the future.
Examines various models of disease to explain disease agents and route of
transmission throughout the body’s systems. Analysis of disease occurrence,
predisposing factors, body’s immune response, symptoms, prevention,
treatment and control.
Offered: fall & spring.

KIN 235 Kinesiology  3 Credits
Scientific study of human movement, emphasizing the basic principles of
musculoskeletal anatomy, neuromuscular physiology and biomechanics.
Prerequisite: minimum grade of C in both BIO 115 and BIO 115L.
Offered: fall & spring.

KIN 494 Capstone in Kinesiology  3 Credits
This seminar is a reflective course that is taken for students in the
Department of Kinesiology. Students reflect on service excursions, review
readings, debate related topics in kinesiology, and compose a final report on
a topic in the profession laced with justice, diversity, ethical, and global
issues.
Fulfills Core Field: Core Capstone
Offered: fall & spring.

BIO 114 Human Biology: Introduction to Human Anatomy and Physiology  3 Credits
Introductory course for those students requiring an understanding of the
structure and function of the human body. Course examines the
relationships among physiology, anatomy, metabolism, genetics, evolution,
the physical environment, and exercise, and how they relate to diet, human
health and disease. Three hours of lecture and one three-hour lab per week.
Fulfills College Core: Field 6 (Natural Sciences)
Offered: fall & spring.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 114L</td>
<td>Human Biology: Introduction to Human Anatomy and Physiology Laboratory</td>
<td>1</td>
<td>One three-hour lab per week.</td>
</tr>
<tr>
<td></td>
<td>Corequisite: BIO 114.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: fall &amp; spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 115</td>
<td>Musculoskeletal Anatomy and Physiology</td>
<td>3</td>
<td>Examination of the anatomy, physiology and biomechanical characteristics of the musculoskeletal components, and associated neural and vascular structures, of the human body. Three hours of lecture and one three-hour lab per week.</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: minimum grade of C in BIO 114.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: fall &amp; spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 115L</td>
<td>Musculoskeletal Anatomy and Physiology Laboratory</td>
<td>1</td>
<td>One three-hour lab per week.</td>
</tr>
<tr>
<td></td>
<td>Corequisite: BIO 115.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: fall &amp; spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 122</td>
<td>Technology in Education</td>
<td>3</td>
<td>Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.</td>
</tr>
<tr>
<td></td>
<td>Offered: fall &amp; spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
<td>Addresses social, philosophical, legal, historical, organizational, theoretical perspectives on education, including multicultural perspectives. Highlights rights and responsibilities of teachers, students and others involved in education.</td>
</tr>
<tr>
<td></td>
<td>Corequisite: EDU 495 &amp; EDU 496.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offered: fall &amp; spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 495</td>
<td>Child Abuse Workshop</td>
<td>0</td>
<td>Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.</td>
</tr>
<tr>
<td></td>
<td>Offered: fall &amp; spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 496</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
<td>Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.</td>
</tr>
<tr>
<td></td>
<td>Offered: fall &amp; spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 497</td>
<td>Dignity for All Students Act (DASA) Workshop</td>
<td>0</td>
<td>Provides six hours of training on the components of the Dignity Act, how school climate impacts students achievement and behavior, understanding diversity and multi-cultural environments, and understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.</td>
</tr>
<tr>
<td></td>
<td>Offered: fall &amp; spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 498</td>
<td>Student Teaching Seminar</td>
<td>3</td>
<td>Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.</td>
</tr>
<tr>
<td></td>
<td>Fulfills College Core: Diversity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>