PHYSICAL EDUCATION (BS)

Co-Chairs: Nicholas Lorgnier and Shawn O’Rourke
Director: Clancy M. Seymour, Ed.D.

INTRODUCTION

The Physical Education major is a teacher certification program in physical education (K-grade 12). The department recommends that candidates interested in teaching obtain dual certification in physical education and health, but this major may be of interest for candidates only interested in teaching physical education. More information can be found at the program webpage (https://www.canisius.edu/academics/programs/physical-education-health).

TEACHER CERTIFICATION OPTIONS

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.

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 at the local school district level, the New York State learning standards for physical education, and the guidelines set forth by the Society of Health and Physical Educators (SHAPE) America. The teacher certification option culminates with a semester long 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/her advisor.

QUALIFICATIONS

Academic Criteria for Endorsement and Completion of Program:

- Cumulative GPA of 2.7 or higher-Grade 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. 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.

DOUBLE MAJORS

Students who wish to expand their educational opportunities may decide to declare a double major. The decision may be based on career goals or planned graduate studies. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. Some double 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 double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean. Please note that students will receive only one degree, regardless of the number of majors they complete.

CURRICULUM

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All undergraduate students must complete either the Canisius Core Curriculum (http://catalog.canisius.edu/archive/2017-2018/undergraduate/academics/curricular-information/core-curriculum) or the All-College Honors Curriculum (http://catalog.canisius.edu/archive/2017-2018/undergraduate/academics/curricular-information/all-college-honors-program). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes, they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with more but not less than 120 credit hours. 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.

Major Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PED 203</td>
<td>Net, Target and Fitness Activities</td>
<td>3</td>
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<tr>
<td>PED 204</td>
<td>Invasion Games</td>
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<td>PED 207</td>
<td>Dance and Gymnastics</td>
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<td>PED 305</td>
<td>Outdoor Curriculum and Cooperative Activities</td>
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<td>PED 311</td>
<td>Movement Education and Elementary Activities</td>
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<td>PED 351</td>
<td>Coaching Theory and Techniques</td>
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<td>PED 354</td>
<td>Adapted Physical Education</td>
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<td>PED 355</td>
<td>Disability Sports</td>
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<td>PED 360</td>
<td>Human Growth and Motor Development</td>
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<td>PED 371</td>
<td>Assessment in Physical Education</td>
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<td>PED 372</td>
<td>Seminar in Kinesiology</td>
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<td>PED 380</td>
<td>Concepts of Teaching Sport Skills</td>
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<td>PED 441</td>
<td>Teaching Methods in Physical Education</td>
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<tr>
<td>PED 441L</td>
<td>Teaching Practicum in Physical Education</td>
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PED 493  Student Teaching Physical Education/Health: Childhood and Adolescence  12
BIO 114 & 114L  Human Biology: Introduction to Human Anatomy and Physiology and Human Biology: Introduction to Human Anatomy and Physiology Laboratory  4
BIO 115 & 115L  Musculoskeletal Anatomy and Physiology and Musculoskeletal Anatomy and Physiology Laboratory  4
HED 205  Wellness and Fitness  3
HED 321  Lifeguard, C.P.R., First Aid, WSI  3
HED 337  Exercise Principles and Applications  3
HED 361  Psychology of Sport and Mental Health  3
KIN 235  Kinesiology  3
KIN 494  Capstone in Kinesiology  3
SPE 341  Inclusive Strategies  3
Total Credits  86

Major Electives
Physical Education majors should consult their advisor for major electives.

Major Experiences
All students in the physical education 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 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
HED 321 requires a special course fee that is related to certification requirements. PED 351 and PED 354 have required service learning hours. PED 441 Lab must be taken in the last semester before student teaching. PED 311/PED 360 and PED 354/PED 380 require 30 hour field experiences depending on the matriculation of the student. 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.

ROADMAP
Recommended Semester Schedule for Major Course Requirements

<table>
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<tr>
<th>Freshman</th>
<th>Spring</th>
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<tr>
<td>Fall</td>
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<tr>
<td>BIO 114 &amp; 114L</td>
<td>BIO 115</td>
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<td>Select one of the following:</td>
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<td>EDU 122</td>
<td>EDU 122</td>
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<tr>
<td>HED 115</td>
<td>HED 115</td>
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<tr>
<td>HED 220</td>
<td>HED 220</td>
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<tr>
<td>HED 205 (or Field 7)</td>
<td>HED 205 (or Field 7)</td>
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</tbody>
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| Sophomore |  |
| Field 3 or 4 | Field 3 or 4 |
| Select one of the following: | Select one of the following: |
| PED 311 | PED 361 or 337 |
| HED 115 | HED 220 |
| HED 361 or 337 | EDU 250 |
| Select one of the following: | EDU 495 |
| KIN 235 | EDU 496 |
| EDU 250 | SPE 341 |
| EDU 495 | RST 101 or PHI 101 |
| EDU 496 | |
| PED 305 or 204 (Global) | RST 101 or PHI 101 |

| Junior |  |
| Fall | Spring |
| Field 1 or 2 (Ethics) | Field 1 or 2 (Ethics) |
| HED 321 | Elective |
| Elective | PED 371 |
| PED 351 | PED 372 |
| PED 354 | PED 355 |
| PED 380 | |
| Senior |  |
| Fall | Spring |
| Elective | PED 493 |
| PED 360 | EDU 497 |
| PED 441 | EDU 498 |
| PED 441L | |
| KIN 494 | |

LEARNING GOALS & 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.

MINORS
Physical Education students who wish to expand their educational opportunities may decide to declare a minor in addition to their major. The decision may be based on career goals or planned graduate studies. Minors generally range from six to eight required courses. A listing of the minors can be found under the Academic Curricula section of the catalog. 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.


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 Kinesiology courses have specific pre-requisites, which are stated in the course descriptions.

• Strength and Conditioning Minor (http://catalog.canisius.edu/archive/2017-2018/undergraduate/school-education-human-services/health-wellness/#minorstext)

The Strength and Conditioning minor is common minor for physical education students. The minor provides students with preparation for the fields of strength and conditioning, wellness, and for related graduate work. It also helps students prepare for specialty certifications through the American College of Sports Medicine, the National Strength and Conditioning Association and the National Academy of Sports Medicine. Strength and conditioning courses have specific pre-requisites, which are stated in the course descriptions.

Admission to the Strength and Conditioning minor is competitive due to a limited number of student slots available and is based on skills and knowledge competencies acquired in BIO 114 and lab, BIO 115 and lab, and KIN 235. Each course must be completed with a grade of C (2.0) or higher. The applicant must attain a minimum C (2.0) cumulative GPA in these five courses and an overall college GPA of C (2.0) or higher. Majors from other departments are eligible for selection by meeting the above requirements. Students interested in the Strength and Conditioning minor at Canisius College must complete a Change of Major/Minor form. Application for the minor must be completed following enrollment in KIN 235.

Note: Dr. Karl Kozlowski and Dr. Chuck Pelitera serve as advisors for the Strength and Conditioning minor program in the Department of Kinesiology.

COURSES

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 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 441 Teaching Methods in Physical Education 3 Credits
Development, implementation and integration of a physical education program; teaching strategies for K-12 physical education with emphasis on New York and national learning standards in Physical Education.
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.