EDUCATOR PREPARATION

MISSION STATEMENT

The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community, seek to prepare highly effective, professional, and socially committed educators and counselors who value the Jesuit traditions demonstrated through their own cura personalis, work towards social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional knowledge; use their gifts in the service of others; and demonstrate professionalism and leadership in their field.

Canisius College offers undergraduate majors that lead to initial teacher certification in the areas described in the majors tab above.

Majors

- Childhood Education (Grades 1-6) (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/childhood-education-gr-1-6) After fall 2017, new students are not being accepted into this program, however childhood education is available either as TESOL/Childhood or Special Education/Childhood
- Early Childhood/Childhood (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/early-childhood) After fall 2017, new students are not being accepted into this program, however childhood education is available either as TESOL/Childhood or Special Education/Childhood majors.
- Early Childhood (Birth to Grade 2) (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/education-early-childhood-birth-gr-2) After fall 2016, students are not being accepted into this program, however students interested in early childhood may add an early childhood certification to either the TESOL/Childhood or Special Education/Childhood majors.
- Physical Education (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/physical-education)
- Physical Education/Health (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/physical-education-health)
- Teaching English to Speakers of Other Languages (TESOL) Childhood (http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/tesol-childhood)

Minor

A minor in education can provide students with skills that will be useful when teaching in a variety of settings, including informal education. This minor is available to students in any non-education major. This minor does not lead to teacher certification.

Students must complete 6 courses for the minor (18 credit hours).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>HSV 301</td>
<td>Social Policies</td>
<td>3</td>
</tr>
<tr>
<td>EDE 100</td>
<td>Human Growth and Development - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
<td></td>
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<tr>
<td>EDE 390</td>
<td>Cognition, Learning and Assessment - Birth through Childhood</td>
<td></td>
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<tr>
<td>EDS 390</td>
<td>Cognition, Learning and Assessment of Adolescence</td>
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<tr>
<td>ABEC 335</td>
<td>Conservation Education</td>
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<tr>
<td>PED 305</td>
<td>Outdoor Curriculum and Cooperative Activities</td>
<td></td>
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<tr>
<td>HSV 400</td>
<td>Management of Human Service Agencies</td>
<td></td>
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<tr>
<td>HSV 450</td>
<td>Research in Human Services</td>
<td></td>
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<tr>
<td></td>
<td>Total Credits</td>
<td>18</td>
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</tbody>
</table>

1 Students must choose at least one course from the list of electives. One elective course may be chosen from the list of foundations, human development, or general skills for teaching if that course is not being used to meet that requirement of the minor. Additional courses may be appropriate and will be approved on a case-by-case basis.

Courses

Early Childhood/Childhood (ECCH) (p. 1), Elementary Education (EDE) (p. 2), Secondary Education (EDS) (p. 2), Teacher Education (EDU) (p. 4), Early Childhood Ed (EDY) (p. 5), Health & Phys. Education (HED) (p. 5), Physical Education (PED) (p. 6), Special Education (SPE) (p. 7), Special Ed 1-6 (SPEI) (p. 7)

**Early Childhood/Childhood (ECCH)**

ECCH 221 Emergent Literacy 3 Credits

Examines theories of language development and implications for practice. Strategies are presented to facilitate emergent and developing literacy skills in young children and to develop fluent readers and writers throughout the elementary years. Includes twenty pages of polished prose including a literature review, literature project and lesson plans.

Offered: fall.

ECCH 222 Literacy and the Arts in the Elementary Classroom 3 Credits

Examines effective methods for assessing children’s literacy skills and for developing targeted instruction that reinforces, Remediates and/or enriches literacy learning. Issues related to the literacy learning of all children, including children with disabilities and children from linguistically and culturally diverse backgrounds are examined. Research-based early intervention programs will be examined. Includes 30 hours of field experience in grades PreK-6.

Corequisite: ECCH 221.
ECCH 412 Managing the Early Childhood and Elementary Classroom 3 Credits
Develops understanding of how to build classroom communities and organize the classroom for student success. Discusses the importance of a proactive approach to prevent behavior problems and investigates a variety of classroom management strategies. Strategies for collaborating with diverse families and other professionals will be explored, including strategies for co-teaching.

ECCH 493 Student Teaching-Early Childhood/Childhood 12 Credits
Highlights knowledge, skills, and dispositions of professional educators. Two full-time 7-week placements-one in each childhood and early childhood classroom requires candidates to become the instructional leader under the supervision of cooperating teachers and college faculty.
Prerequisite: signature of chair. Corequisite: ECCH 494 & EDU 497.
Restriction: no other courses allowed.

ECCH 494 Capstone Seminar for Teacher Candidates 3 Credits
Complements student teaching for education majors. Includes activities that demonstrate how well teacher candidates can integrate theoretical principles and core attributes into the practical work of student teaching. Teacher candidates will complete readings, engage in classroom discussions and construct artifacts related to issues of diversity, ethics, global awareness and social justice. Each artifact will be presented and discussed in class and evaluated for content, effectiveness and illustration of specific core attributes.
Prerequisite: signature of chair. Corequisite: student teaching.
Fulfills College Core: Core Capstone

ECCH 499 Independent Study 3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: signature of chair & associate dean.

Elementary Education (EDE)

EDE 100 Human Growth and Development - Birth through Childhood 3 Credits
Introduces multiple dimensions of development including influence of family, culture and society. Examines physical, cognitive, emotional and behavioral theories and emphasizes education’s role in promoting wellness.
Fulfills College Core: Field 5 (Social Sciences)

EDE 121 Introduction to Literacy, Children’s Literature and the Arts 3 Credits
Focuses on the uses of children's books across all curriculum areas. Multicultural literature, authors, illustrators, genres and age-appropriateness are explored. Discusses basic approaches to literacy and the use of children's books in developing literacy. Emphasizes integrating the arts into the total curriculum.
Offered: spring only.

EDE 311 Teaching Science in Elementary Schools 3 Credits
Addresses objectives, curriculum, strategies, materials and evaluation necessary for teaching science. Emphasizes content, inquiry skills, problem solving and scientific attitude highlighting the NY State Standards. Includes 20 hours of field experience in Grades 1-6.
Offered: spring only.

EDE 317 Teaching Math in Elementary Schools 3 Credits
Addresses objectives, curriculum, strategies, materials and evaluation necessary for teaching mathematical concepts. Emphasizes content, inquiry skills and problem solving highlighting the New York State Standards.
Offered: fall.

EDE 331 Teaching Social Studies in Elementary Schools 3 Credits
Addresses the objectives, curriculum, strategies, materials and evaluation necessary for teaching social studies content. Emphasizes historic, geographic, economic, political and social concepts highlighting the New York State Standards.
Offered: spring only.

EDE 390 Cognition, Learning and Assessment - Birth through Childhood 3 Credits
Investigates theories of learning and current brain research. Integrates emotion and motivation and the neurological basis for learning. Analyzes formal and informal procedures for reporting student progress.
Offered: fall.

EDE 432 Seminar in Teaching and Assessment 3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the childhood level. Requires 50 hours of field placement. Addresses objectives, curriculum, strategies, materials and evaluation necessary for teaching science. Emphasizes content, inquiry skills, problem solving and scientific attitude highlighting the NY State Standards. Includes 20 hours of field experience in Grades 1-6.
Fulfills College Core: Oral Communication

EDE 493 Student Teaching- Childhood 12 Credits
Highlights knowledge, skills, and dispositions of professional educators. Two full-time 7-week placements in childhood classrooms require candidates to become the instructional leader under the supervision of cooperating teachers and college faculty.
Prerequisite: signature of chair. Corequisite: EDU 494, EDU 497, & EDU 498. Restriction: must have 2.7 GPA or higher.

EDE 494 Capstone Seminar for Teacher Candidates 3 Credits
Complements student teaching for education majors. Includes activities that demonstrate how well teacher candidates can integrate theoretical principles and core attributes into the practical work of student teaching. Teacher candidates will complete readings, engage in classroom discussions and construct artifacts related to issues of diversity, ethics, global awareness and social justice. Each artifact will be presented and discussed in class and evaluated for content, effectiveness and illustration of specific core attributes.
Prerequisite: signature of chair. Corequisite: concurrent registration in student teaching.
Fulfills College Core: Core Capstone

EDE 499 Independent Study 3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

Secondary Education (EDS)

EDS 101 Human Growth and Social Development: Adolescence 3 Credits
Introduces human developmental processes and variations in the middle and high school years including physical, cognitive, social, and emotional perspectives. Effects of behavioral and cognitive processes, motivation, and diversity on student performance will be emphasized.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Description</th>
<th>Prerequisite</th>
<th>Offered</th>
<th>Fulfills College Core</th>
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</thead>
<tbody>
<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
<td>3</td>
<td>Focuses on three strands of literacy teaching for adolescent students: strategies for developing reading and writing skills in all secondary content areas, methods for reading and writing in inquiry projects, and pedagogical practices for integrating critical literacy in all secondary classrooms.</td>
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<tr>
<td>EDS 224</td>
<td>Adolescent Literacy in a New Literacies World</td>
<td>3</td>
<td>This course addresses the multiple literacies that adolescents use to make meaning in the world. The focus is on the integration, implementation and assessment of New Literacies in the content areas. Requires 20 hours of field placement.</td>
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<td>spring only</td>
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<tr>
<td>EDS 360</td>
<td>Evaluation and Teaching Strategies</td>
<td>3</td>
<td>Addresses instructional planning, curriculum development, formal and informal assessment methods and reflecting on one's own teaching practice. Highlights instruction modifications and various resources to enhance teaching. Requires 30 hours of field placement.</td>
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<tr>
<td>EDS 370</td>
<td>Teaching Young Adolescent Literature</td>
<td>3</td>
<td>Prepares teacher candidates to teach young adult literature to adolescents, grades 7-12. Candidates will consider what, why and how literature is currently taught and learned in middle and high school classrooms. National and state standards, curriculum and assessment, literature of diverse cultures, as well as contemporary theory and research in English Language Arts will be focal points.</td>
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<tr>
<td>EDS 390</td>
<td>Cognition, Learning and Assessment of Adolescence</td>
<td>3</td>
<td>Focuses primarily upon seminal learning theories in order to examine the dynamic nature of knowledge and how changing epistemological positions can affect teaching and learning. Addresses learning processes and the roles that language, motivation, intelligence, creativity and other social processes play in student performance. Emphasis upon instructional design, pedagogical decision making and assessment procedures and instruments. Choose the appropriate course from EDS 402, 403, 404, 405, 406.</td>
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<tr>
<td>EDS 402</td>
<td>Methods of Teaching English: Adolescence</td>
<td>3</td>
<td>Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of English Language Arts for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching literature, writing, grammar and language development, as well as technology integration. Effective lesson planning and unit planning are emphasized.</td>
<td>EDS 360</td>
<td>spring only</td>
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<tr>
<td>EDS 403</td>
<td>Methods of Teaching Mathematics: Adolescence</td>
<td>3</td>
<td>Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of Mathematics for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching, including technology applications. Effective lesson construction and unit planning are emphasized.</td>
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<td>spring only</td>
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<tr>
<td>EDS 404</td>
<td>Methods of Teaching Modern Languages: Adolescence</td>
<td>3</td>
<td>Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of foreign languages for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching the grammar, literature and culture of French, German, and Spanish-speaking countries, as well as technology integration. Effective lesson planning and unit planning are emphasized.</td>
<td>EDS 360</td>
<td>spring only</td>
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<tr>
<td>EDS 405</td>
<td>Methods of Teaching Science: Adolescence</td>
<td>3</td>
<td>This course focuses on developing a rich intellectual life through study, reflection and practice. Students will have discussions on Philosophy of Science, the philosophy of individual science disciplines and pertinent Education Psychology theories as applied to science teaching. Current research-based science teaching techniques will be emphasized. Students will write reflection papers and use these theories and principles in classroom exercises and presentations. Requires a working knowledge of at least one science discipline.</td>
<td>EDS 360</td>
<td>spring only</td>
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<tr>
<td>EDS 406</td>
<td>Methods of Teaching Social Studies: Adolescence</td>
<td>3</td>
<td>This course addresses the objectives, methods, curricula, materials and assessment necessary for teaching social studies at the secondary level. Students will examine topics such as teaching for democratic citizenship, authentic instruction and assessment, multicultural social studies curriculum, and technology in the social studies classroom. This course models various instructional strategies and includes practical assignments and experiences for students.</td>
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<tr>
<td>EDS 432</td>
<td>Applied Methods of Teaching English: Adolescence</td>
<td>3</td>
<td>Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescent level. Requires 50 hours of field experience.</td>
<td>EDS 402</td>
<td>fall only</td>
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<tr>
<td>EDS 433</td>
<td>Applied Methods of Teaching Mathematics: Adolescence</td>
<td>3</td>
<td>Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescent level. Requires 50 hours of field experience.</td>
<td>EDS 403</td>
<td>fall only</td>
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<tr>
<td>EDS 434</td>
<td>Applied Methods of Teaching Modern Languages: Adolescence</td>
<td>3</td>
<td>Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescent level. Requires 50 hours of field experience.</td>
<td>EDS 404</td>
<td>fall only</td>
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<tr>
<td>EDS 435</td>
<td>Applied Methods of Teaching Science: Adolescence</td>
<td>3</td>
<td>Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescent level. Requires 50 hours of field experience.</td>
<td>EDS 405</td>
<td>fall only</td>
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</tbody>
</table>
EDS 436 Applied Methods of Teaching Social Studies 3 Credits
Includes practica and seminars that focus on professional reflection and topics related to teaching diverse students, authentic intellectual work, classroom management, and teaching to higher standards. Requires 50 hours of field experience.
Prerequisite: EDS 406.
Fulfills College Core: Oral Communication
Offered: fall only.

EDS 493 Supervised Student Teaching 6-12 Credits
Highlights knowledge, skills and dispositions of professional educators. Two full-time seven-week placements in adolescent classrooms require candidates to become the instructional leader under the supervision of cooperating teachers and college faculty.
Prerequisite: minimum GPA of 2.70, minimum grade of C in each required subject area course (modern language majors must also pass oral proficiency interview), minimum grade of C in each required education course, interview. Some schools may require certain health tests. Corequisite: EDU 494, EDU 497, & EDU 498. Restriction: no other courses allowed.

EDS 494 Capstone Seminar for Adolescence Education Teacher Candidates 1-3 Credits
This seminar will be the culminating course that complements student teaching for adolescence education majors. EDS 494 will revolve around assessments of how well teacher candidates can integrate theoretical principles and core attributes into the practical work of student teaching. Teacher candidates will complete readings, engage in classroom discussions and construct artifacts that will be assessed for their integration of pedagogical knowledge with issues of diversity, ethics, global awareness and social justice. The artifacts will demonstrate how well each teacher candidate’s understanding of the four core knowledge attributes is contributing to his or her development as a teacher.
Fulfills College Core: Core Capstone

EDS 499 Independent Study 3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

Teacher Education (EDU)

EDU 100 Exploring the Teaching Profession 3 Credits
This course introduces the study of education and teaching, with opportunities for students to examine and evaluate this career choice. The course utilizes a field-based component to connect seminar session topics with actual classroom practice. In addition to reflection on their experiences, students will examine the following critical topics in schools: current initiatives and issues, exemplars of good teaching, diverse needs of students, curriculum, culture, organization, and the multiple roles and professional and ethical expectations of teachers. Most importantly, it is mission-centric in that it promotes teachers’ roles as change agents for social justice. Students will complete a 10-hour Service Learning experience in a local public school.
Fulfills College Core: Field 5 (Social Sciences)
Offered: Spring/Fall

EDU 122 Technology in Education 3 Credits
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.
Offered: fall & spring.

EDU 123 Technology in Education 1 1 Credit
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.
Offered: fall & spring.

EDU 223 Technology in Education 2 1 Credit
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.
Offered: fall & spring.

EDU 250 Foundations of Education 3 Credits
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.
Fulfills College Core: Justice
Offered: fall & spring.

EDU 272 Teaching Social Studies Integrating English Language Arts 3 Credits
Addresses the objectives, curriculum, strategies, materials and evaluation necessary for teaching social studies content while integrating standards in English Language Arts. Emphasizes historic, geographic, economic, political ad social concepts highlighting the New York State Standards in SS and ELA.
Prerequisites: ECCH 221 and ECCH 222.
Offered: spring.

EDU 323 Technology in Education 3 Credits
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.
Offered: fall & spring.

EDU 356 Assessment for Instructional Decision Making 3 Credits
Emphasizes the empirical basis for various models of assessment. Analyzes formal and informal assessment strategies including standardized tests, curriculum-based assessment, norm-referenced, criterion-referenced assessment, and alternative methods of evaluation. Highlights use of assessment to promote decisions in planning, teaching, and evaluating for instructional program improvements.
Offered: fall.

EDU 401 Teaching Writing in the Schools 3 Credits
Emphasizes integrating current theories of writing into classroom curricula. Students develop their own composing abilities and strengthen their ability to teach writing in school settings. Open to all Education and Adolescence Education concentrations.

EDU 428 Teaching Math & Science: Supporting STEM Education 3 Credits
Examines inclusive methods and strategies across all mathematical strands and science disciplinary core ideas. Highlights research-based curricular guidelines for STEM education aligned with the New York State’s Mathematics, Science and Technology standards. Emphasizes problem solving, inquiry skills and assessment practices.
Prerequisites: ECCH 221 & ECCH 222. Restrictions: must be a senior.
Offered: fall.

EDU 432 Pre Student Teaching 3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Requires 50 hours of field placement.
Offered: fall only.
EDU 493 Student Teaching 12 Credits
Highlights knowledge, skills and dispositions of professional educators.
One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.
Prerequisite: signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.
Corequisite: EDU 497 and EDU 498.

EDU 495 Child Abuse Workshop 0 Credits
Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.

EDU 496 Prevention of School Violence Workshop 0 Credits
Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.

EDU 497 Dignity for All Students Act (DASA) Workshop 0 Credits
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.

EDU 498 Student Teaching Seminar 3 Credits
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.

EDU 499 Independent Study 3 Credits
An independent study requires the signature of the department chair and the associate dean. Independent studies require an application and approval by the associate dean.
Prerequisite: signature of the program director & associate dean.

Early Childhood Ed (EDY)

EDY 208 Infant/Toddler Care and Education 3 Credits
This course utilizes developmental theory and research findings to examine issues of attachment, perception, motor skills, cognition, language, emotions and social skills in children birth through age three. An emphasis is placed on understanding children in the context of family and culture. Requires 10 hours of field placement: infant/toddler.

EDY 209 Developmentally Appropriate Curriculum in Early Childhood Classrooms 3 Credits
Emphasizes research-supported practice for enhancing children’s physical, cognitive, social, emotional and behavioral development within the framework of the New York State Standards. Focuses on developmentally appropriate learning opportunities. Requires 10 hours of field placement: PreK/K.

EDY 306 Music, Movement and the Arts in Early Childhood Education 3 Credits
Emphasizes the integration of music, movement, and the arts into the curriculum in K-6 classrooms. Explores various media and materials utilized to enrich learning and stimulate children’s creativity.

EDY 310 Teaching Math/Science in Early Childhood Classrooms 3 Credits
Focuses on inquiry methods, problem solving, and diagnostic teaching addressing the New York State standards. Emphasizes hands-on materials, visuals and other multi-model experiences in math/science learning in the early years. Requires 10 hours of field placement Grades 1-2.

Health & Phys. Education (HED)

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, cardiovascular 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.

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 addresses 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.

Physical Education (PED)

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 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: 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 even-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 overarching 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
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
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 365 Principles and Philosophy of Coaching
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, young adults and students. 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, 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.

**Restriction:** KIN department majors only.  
**Offered:** spring.

### PED 371 Assessment in Physical Education
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
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
The purpose of this course is to give each student an in depth exposure to 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
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 449 Student Teaching Physical Education/Health: Childhood and Adolescence
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.

### SPE 291 Nature and Needs of CH Students with Learning Disabilities
SPE 291 & SPE 292.

**Corequisite:** SPE 100.  
**Offered:** occasionally.

### SPE 291 Nature and Needs of CH Students with Learning Disabilities
3 Credits
Describes the effect of mild disabilities on childhood. Focuses on collaborative strategies for parent involvement. Highlights the CSE process, placement options and instructional strategies in grades one to six. Requires 20 hours field placement.

**Prerequisite:** SPE 100.  
**Corequisite:** SPE 292.

### SPE 292 Remedial Strategies in the Childhood Content Areas
3 Credits
Describes appropriate techniques and materials for instruction to students with disabilities and those at risk of failure. Emphasizes assistive technology for students in childhood classrooms across the curriculum.

**Prerequisite:** SPE 100.  
**Corequisite:** SPE 291.

### SPE 311 Nature/Needs of Childhood Students with Intellectual Disabilities & Autism Spectrum Disorders
3 Credits
Describes effects of MR and other developmental disabilities on childhood. Focuses on collaborative strategies for parent involvement. Highlights instructional strategies for grades 1-6 across the continuum of services. Requires 20 hours field placement.

**Prerequisite:** SPE 291 & SPE 292.  
**Corequisite:** SPE 312.
SPE 312 Multidisciplinary Assessment and Childhood Teaching 3 Credits
Emphasizes a multidisciplinary approach to meet the assessment and learning needs of childhood students with disabilities. Explores assessment and evaluation using the New York State Standards for Severe Disabilities and the Alternative Performance Indicators.

SPE 330 Nature/Needs of Childhood Students with Behavioral Disorders 3 Credits
Describes the effect of Emotional and Behavioral Disorders on children and their families. Highlights NYSED Regulations, collaboration and instructional strategies to address academic and behavioral issues. Requires 20 hours of field placement.
Prerequisite: SPE 311 & SPE 312. Corequisite: SPE 335.

SPE 335 Classroom Management in Childhood Classrooms 3 Credits
Discusses implications of behavior management and importance of a proactive approach to prevent behavior problems. Emphasizes appropriate classroom structure, and individual and group contingencies to support children with E/BD in grades 1-6.

SPE 341 Inclusive Strategies 3 Credits
Highlights best practices in general education for students with disabilities. Illustrates current developments in special education. Emphasizes collaboration.
Fulfills College Core: Diversity

SPE 432 Seminar in Teaching and Assessment 3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Requires 50 hours of field placement.
Fulfills College Core: Oral Communication

SPE 493 Supervised Student Teaching 12 Credits
Highlights knowledge, skills and dispositions of professional educators. One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.
Prerequisite: signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.
Corequisite: EDU 494, EDU 497, & ECCH 494.

SPE 495 Advanced Research Seminar in Autism 1-6 Credits
Advanced Research Seminar in Autism provides students with advanced clinical and research training in autism spectrum disorder (ASD). The course consists of two distinct but interrelated components including (1) classroom instruction and applied training in evidence-based treatment for children with ASD and (2) hands-on research experience during studies being conducted. Students will learn about ASD and evidence-based treatments, and participate in various studies involving high-functioning youth with ASD. Students also serve as a member of a professional research team.

SPE 499 Independent Study 3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.