

# PHYSICAL EDUCATION (BS)

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## Introduction

The Physical Education Teacher Education (PETE) program leads to New York State certification in physical education (K-12). The department recommends that candidates interested in teaching in NYS obtain dual certification in physical and health education, but this major may be of interest for candidates only interested in teaching physical education. Teacher candidates interested in this single certification program should meet with the program director to discuss further.

## Teacher Certification Options

The teacher preparation program strives to develop a well-rounded professional 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 and/or related professional fields including further graduate study.

Candidates enjoy a continuous and extensive program of didactic and laboratory experiences at the college and through collaborations with professional development schools which provide opportunities for in-school observations, micro-teaching, tutoring, and large-group instruction.

These experiences help to ensure the program remains responsive to the needs of the candidates, students and the profession. The PETE program stresses local school district level connections aligned to both the New York State and the Society of Health and Physical Educators (SHAPE) America Physical Education Learning Standards. Each teacher candidate is given the opportunity to experience the privileges and responsibilities of a full-time teacher on both the elementary and secondary levels.

## Licensure Disclosure

Canisius University cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your **state licensing board or appropriate licensing entity** (<https://canisius.atlassian.net/wiki/spaces/AcadAffairs/pages/34964198/Professional+Licensure+Notification/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

## 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

## Advisement

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. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the Major/Minor Declaration form. This form will be submitted electronically and reviewed and approved by each department chairperson as well as the appropriate associate dean.

Per university policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases, additional coursework may be required. Please note that students will only receive **one** degree unless completing the dual degree (<https://catalog.canisius.edu/undergraduate/academics/curricular-information/>) requirement, including at least 150 undergraduate credit hours, regardless of the number of majors they complete. Both (all) majors appear on a student's transcript.

## Curriculum

### An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (<http://catalog.canisius.edu/undergraduate/academics/curricular-information/core-curriculum/>) or the All-College Honors Curriculum (<http://catalog.canisius.edu/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 a bachelor's degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor's degree may vary depending on the student's major(s) and minor(s).

### Major Requirements

Code	Title	Credits
BIO 114 & 114L	Introductory Human Anatomy and Physiology I and Introductory Human Anatomy and Physiology I Laboratory	4
BIO 115 & 115L	Introductory Human Anatomy and Physiology II and Introductory Human Anatomy and Physiology II Laboratory	4
EDU 100	Exploring the Teaching Profession	3
EDU 122	Technology in Education	3
EDU 250	Foundations of Education	3
EDU 494	Capstone Seminar for Teacher Candidates	3
EDU 495	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
KIN 205	Wellness and Fitness	3
KIN 235	Kinesiology	3
KIN 336	Physiology of Exercise	3
or KIN 337	Exercise Principles and Applications	
KIN 361	Psychology of Sport and Mental Health	3
PED 203	Lifetime and Fitness Activities	3
PED 204	Games and Sports	3
PED 207	Individual Performance and Dance Activities	3
PED 305	Outdoor Curriculum and Cooperative Activities	3
PED 306	Early Field Experience Elementary Physical Education	0
PED 307	Early Field Experience Secondary Physical Education	0
PED 311	Movement Education and Elementary Activities	3
PED 351	Coaching Theory and Techniques	3
PED 354	Adapted Physical Education	3
PED 360	Human Growth and Motor Development	3
PED 371	Assessment in Physical Education	3
PED 380	Concepts of Teaching Sport Skills	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
SPE 341	Inclusive Strategies	3
<b>Total Credits</b>		<b>83</b>

## Major Electives

PETE majors should consult their advisor for major electives.

## Major Experiences

All students in the PETE program 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 PETE 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/Teacher Education and Leadership Department Chair.

## Additional Considerations and Requirements

All PETE field experiences (early field, practicum, and student-teaching) are in the Western New York area and transportation is required. Out-of-area field experiences must be approved by the Program Director and includes an additional fee for each placement. PED 306 and PED 307 require 30 hour field experiences in a K-12 physical education setting. PED 441 Lab must be taken in the semester before student teaching. Proof of current Lifeguarding/First Aid/CPR/AED certifications must be provided prior to student-teaching. PETE majors should consult their advisor for additional course considerations.

## Roadmap

### Recommended Semester Schedule for Major Course Requirements

#### Freshman

Fall	Spring
BIO 114 & 114L	BIO 115 & 115L
EDU 100	ENG 112
Field 3 or Field 7	EDU 122
ENG 111	Field 7 or Field 3
RST 101 or PHI 101	PHI 101 or RST 101

#### Sophomore

Fall	Spring
KIN 361	EDU 250 (Co-Req EDU 495/496)
KIN 205 (or Field 4)	PED 203 or 207
KIN 235	KIN 205 (or Field 4)
PED 204 or 305	PED 306 (30hrs Elementary PE)
Elective Course (if necessary)	PED 311
	Elective Course (if necessary)

#### Junior

Fall	Spring
Field 1 or 2 (Ethics)	Field 1 or 2 (Ethics)
PED 305 or 204	PED 207 or 203
PED 351	PED 307 (30hrs Secondary PE)
KIN 336 or 337	PED 371
SPE 341	PED 380
Elective (if necessary)	Advanced Writing
	Elective (if necessary)

#### Senior

Fall	Spring
KIN 494	PED 493
PED 354	EDU 497
PED 360	EDU 498
PED 441	
PED 441L (100hrs Elementary or MS/HS) <sup>1</sup>	
Elective (if necessary)	

<sup>1</sup> Valid Professional Membership/LG/FA/CPR/AED

## 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.

## Minors

- Coaching Minor (<http://catalog.canisius.edu/undergraduate/school-education-human-services/educator-preparation/physical-education-health/#minorstext>)

- Strength and Conditioning Minor (<http://catalog.canisius.edu/undergraduate/division-business-communication-health-studies/school-behavioral-health-studies/health-wellness/strength-conditioning-minor/>)

## Courses

### PED 203 Lifetime and Fitness Activities

3 Credits

A content-focused physical education course that includes an emphasis on sport and fitness being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these lifetime activities. Improving or maintaining fitness will be the focus of this class and might include activities like, but not limited to yoga, pilates, resistance training, spinning, running, fitness walking, fitness swimming, water polo, kickboxing, cardio-kick, zumba and exergaming. A 4-5 week unit on aquatics will also be included in this course. The course also provides coinciding opportunities to gain awareness of cultural variations and regional circumstances, through the lens of a particular sport. Students will be required to demonstrate movement competence in various sports and activities.

Fulfills College Core: Global Awareness

Offered: every spring.

### PED 204 Games and Sports

3 Credits

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, it also serves to expose students to other cultures that participate in these activities. This includes the games categories of invasion, net/wall, target and fielding/striking. It also provides coinciding opportunities to gain awareness of cultures, and communities, and societies, through the lens of a particular sport. Students will be required to demonstrate movement competence in various games categories (invasion, net and target, etc.).

Fulfills College Core: Global Awareness

Offered: every fall.

### PED 207 Individual Performance and Dance Activities

3 Credits

Students will learn appropriate organization and teaching progressions for various forms of individual-performance and dance activities taught in the P-12 curricula. Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding. Dance or rhythms activities that may focus on, but not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

Offered: every spring.

### 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: every fall.

### PED 306 Early Field Experience Elementary Physical Education

0 Credits

The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.

**Restriction:** permission of program director. This course must be completed at Canisius University.

Offered: every fall & spring.

**PED 307 Early Field Experience Secondary Physical Education 0 Credits**

The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.

**Restriction:** permission of program director. This course must be completed at Canisius University.

**Offered:** fall & spring.

**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.

**Offered:** fall.

**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 365 Principles and Philosophy of Coaching 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, 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:** Teacher Education and Leadership department majors only.

**Offered:** spring.

**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 majors and sport psychology minors.

**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.

**Fulfills College Core:** Oral Communication

**Offered:** occasionally.

**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. This course must be completed at Canisius University.

**Prerequisites:** HED 308, PED 306, and PED 307. **Restriction:** permission of program director.

**Offered:** every fall & spring.

**PED 493 Student Teaching Physical Education/Health: Childhood and Adolescence 12 Credits**

Two seven-week, full-time student teaching experiences with one placement in an elementary school (Grades 1-6) and the other placement 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 2.7 in all major courses. **Corequisite:** EDU 497 & EDU 498. **Restriction:** permission of program director.

**Offered:** fall & spring.