Physical Education/Health Education (BS)

Co-Chairs: Barbara A. Burns, Ph.D. & Margaret Cain McCarthy, Ph.D.
Director: Clancy M. Seymour, Ed.D.

Introduction
The Physical and Health Education Teacher Education (P/HETE) 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 or to pursue professional growth through further study and/or graduate work. Additional information is available at the program website (https://www.canisius.edu/academics/programs/physical-education-health/).

Candidates enjoy a continuous and extensive program of clinical and laboratory experiences at the college and through our collaboration with our professional development schools which provide opportunities for in-school observations, micro-teaching, tutoring, and large-group instruction. These experiences help to ensure that the program remains responsive to the needs of the candidates, students, and the profession. This program of instruction incorporates the standards established for physical education and health at the local school district level, the New York State learning standards for health and physical education, the guidelines set forth by the Society of Health and Physical Educators (SHAPE) America. The teacher certification option culminates with a fourteen-week student teaching experience in the K-12 schools. 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. An individual choosing to graduate without completing student teaching must fulfill this credit requirement in consultation with his or her advisor.

Licensure Disclosure
Canisius College 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://wiki.canisius.edu/x/Hxi88bQ/) 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
- Grades of C or higher in major courses
- Satisfactory performance in field placements
- Satisfactory completion of all program common assignments including submission on TaskStream.

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 appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college 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 course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete. Both (all) majors appear on a student’s transcript.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. To receive a minor, the student must complete at least 9 credit hours of coursework distinct from their other credentials (i.e., majors, other minors). The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (http://catalog.canisius.edu/undergraduate/academics/core-curriculum/) or the All-College Honors Curriculum (http://catalog.canisius.edu/undergraduate/academics/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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100</td>
<td>Exploring the Teaching Profession</td>
<td>3</td>
</tr>
</tbody>
</table>
Major Experiences

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

Additional Considerations and Requirements

All P/HETE field experiences (early field, practicum, and student-teaching) are in the local Western New York area and transportation is required. Out-of-area field experiences must be approved by the Program Director and include an additional fee for each placement. PED 306 and PED 307 require 30 hour field experiences in a K-12 physical education setting, while HED 308 is a 50 hour field experience in health education. PED 441 Lab must be taken in the last semester before student teaching. Proof of professional association membership and current Lifeguarding/First Aid/CPR/AED certifications must be provided prior to student-teaching. In addition, completion of 3 credit hours in a foreign language is required for New York State licensure. P/HETE majors should consult their advisor for additional course considerations.

Roadmap

Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUO 114 &amp; 114L</td>
<td>BUO 115 &amp; 115L</td>
</tr>
<tr>
<td>EDU 100</td>
<td>EDU 123</td>
</tr>
<tr>
<td>ENG 111</td>
<td>ENG 112</td>
</tr>
<tr>
<td>PED 204 or 305</td>
<td>PED 203 or 207</td>
</tr>
<tr>
<td>Field 3 or Field 7</td>
<td>KIN 115 or 220</td>
</tr>
<tr>
<td></td>
<td>Field 3 or Field 7</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
</tr>
<tr>
<td>HED 361</td>
<td>KIN 235 or EDU 250 (Co-Req EDU 495/EDU 496)</td>
</tr>
<tr>
<td>KIN 205 (or Field 4)</td>
<td>KIN 205 (or Field 4)</td>
</tr>
<tr>
<td>KIN 235 or EDU 250 (Co-req EDU 495/EDU 496)</td>
<td>PED 203 or 207</td>
</tr>
<tr>
<td>PED 204 or 305</td>
<td>PED 306 (30hrs Elementary PE)</td>
</tr>
<tr>
<td>RST 101 or PHI 101</td>
<td>PED 311</td>
</tr>
<tr>
<td>KIN 115 or 220</td>
<td>SPE 341</td>
</tr>
<tr>
<td></td>
<td>RST 101 or PHI 101</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>EDU 223</td>
<td>EDU 323</td>
</tr>
<tr>
<td>HED 308 (50 hrs Health)</td>
<td>HED 325</td>
</tr>
<tr>
<td>HED 326</td>
<td>PED 307 (30hrs Secondary PE)</td>
</tr>
<tr>
<td>PED 351</td>
<td>PED 371</td>
</tr>
</tbody>
</table>
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.

Director: Clancy M. Seymour, Ed.D.

Coaching Minor
The Coaching Minor is a common minor for many physical education or sport pedagogy 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. Some courses have specific prerequisites, which are stated in the course descriptions.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 351</td>
<td>Coaching Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PED 365</td>
<td>Principles and Philosophy of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following PED or KIN electives (please consult Coaching Minor Advisor):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PED 380</td>
<td>Concepts of Teaching Sport Skills</td>
<td></td>
</tr>
<tr>
<td>KIN 115</td>
<td>Basic Nutrition</td>
<td></td>
</tr>
<tr>
<td>KIN 170</td>
<td>Emergency Care</td>
<td>3</td>
</tr>
<tr>
<td>KIN 220</td>
<td>Healthy Behaviors</td>
<td></td>
</tr>
<tr>
<td>KIN 336</td>
<td>Physiology of Exercise</td>
<td></td>
</tr>
<tr>
<td>KIN 337</td>
<td>Exercise Principles and Applications</td>
<td></td>
</tr>
<tr>
<td>KIN 350</td>
<td>Organization and Administration of Health and Wellness</td>
<td></td>
</tr>
<tr>
<td>KIN 361</td>
<td>Psychology of Sport and Mental Health</td>
<td></td>
</tr>
<tr>
<td>KIN 420</td>
<td>Strength &amp; Conditioning Applications</td>
<td></td>
</tr>
<tr>
<td>KIN 425</td>
<td>Evolution of Disease and Illness</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 18

1 Valid Professional Membership/LG/FA/CPR/AED
Minors are an important part of the undergraduate curriculum. If students declare a minor by sophomore year, they can usually complete it in a timely manner. Students should work with their advisor to determine if it is possible that the minor can be completed by graduation.

To receive a minor, a student must complete at least 9 credit hours of coursework distinct from their major(s) and from other minors, and students must complete more than 50% of the coursework required for the minor at Canisius. Please note that “ancillary/supporting” courses required for a major may still count as distinct courses as long as the remaining coursework still meets the 30 credit-hours required for a major. For more information about minor policies, please see the Declaring Majors and Minors (http://catalog.canisius.edu/undergraduate/academics/student-records/declaring-majors-minors/) page in the catalog.

Courses

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.
Prerequisite: BIO 114 & BIO 114L with a minimum grade of C.
Offered: every 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 308 Early Field Experience Health 0 Credits
The teacher candidate will participate in K-12 school level health education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local health educator.
Prerequisite: signature of program director. Restriction: permission of program director.
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 school-aged 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.
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 may 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: every fall.

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

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

HED 425 Evolution of Disease and Illness 3 Credits
Overview of humanity's triumphs and failures in the ongoing fight against illness and disease. Explores history of disease, current health issues and trends to determine outlook for emerging health concerns of the future. Examines various models of disease to explain disease agents and route of transmission throughout the body's systems. Analysis of disease occurrence, predisposing factors, body's immune response, symptoms, prevention, treatment and control.
Offered: fall & spring.
PED 203 Lifetime and Fitness Activities  
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 activities. This includes the games categories of invasion, net/wall, target and fielding/striking. It 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: spring of odd-numbered years.  

PED 204 Games and Sports  
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: fall of odd-numbered years.  

PED 207 Individual Performance and Dance Activities  
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: spring of even-numbered years.  

PED 305 Outdoor Curriculum and Cooperative Activities  
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 306 Early Field Experience Elementary Physical Education  
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.  
Prerequisite: signature of program director.  
Restriction: permission of program director.  
Offered: fall & spring.  

PED 307 Early Field Experience Secondary Physical Education  
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.  
Prerequisite: signature of program director.  
Restriction: permission of program director.  
Offered: fall & spring.  

PED 311 Movement Education and Elementary Activities  
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  
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  
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 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 3 Credits
This course will introduce the teacher candidate to assessment and its role in
the physical education profession. Topics include fitness testing, integrating
physical education assessment tools, and basic statistics. In addition, there
will be a focus on the evaluation of the New York State Standards, authentic
assessments and SHAPE America guidelines.
Restriction: must be physical education or physical and health education
major; permission of program director.
Offered: spring.

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

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

PED 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
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.

PED 499 Independent Study 1-3 Credits
Independent study with a Kinesiology faculty member with emphasis on
research in Physical Education. Independent studies require an application
and approval of the associate dean.
Prerequisite: permission of instructor, department chair, & associate dean.
Offered: occasionally.