PHYSICAL EDUCATION (BS)

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Director: Clancy M. Seymour, Ed.D.

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 obtain dual certification in physical and health education (PEHL), 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. More information can be found at the program webpage (https://www.canisius.edu/academics/programs/physical-education-health/).

Teacher Certification Options
The teacher preparation program strives to develop a 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.

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 at the local school district level, the New York State learning standards for physical education, and the guidelines set forth by the Society of Health and Physical Educators (SHAPE) America. The teacher certification option culminates with a semester long student-teaching experience in the K-12 schools. Each 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/her advisor.

Qualifications
Academic Criteria for Endorsement and Completion of Program:

- Cumulative GPA of 2.7 or higher-Grade of C or higher in major courses
- Satisfactory performance in field placements
- Satisfactory completion of all program common assignments including submission on TaskStream

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.

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>
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<tbody>
<tr>
<td>EDU 100</td>
<td>Exploring the Teaching Profession</td>
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<tr>
<td>EDU 123</td>
<td>Technology in Education 1</td>
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<tr>
<td>EDU 223</td>
<td>Technology in Education 2</td>
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<tr>
<td>EDU 323</td>
<td>Technology in Education 3</td>
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<td>EDU 250</td>
<td>Foundations of Education</td>
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<td>EDU 495</td>
<td>Child Abuse Workshop</td>
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<td>EDU 496</td>
<td>Prevention of School Violence Workshop</td>
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<td>EDU 497</td>
<td>Dignity for All Students Act (DASA) Workshop</td>
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<tr>
<td>EDU 498</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>PED 203</td>
<td>Lifetime and Fitness Activities</td>
<td>3</td>
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<td>PED 204</td>
<td>Games and Sports</td>
<td>3</td>
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<td>PED 207</td>
<td>Individual Performance and Dance Activities</td>
<td>3</td>
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<tr>
<td>PED 305</td>
<td>Outdoor Curriculum and Cooperative Activities</td>
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<tr>
<td>PED 306</td>
<td>Early Field Experience Elementary Physical Education</td>
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Physical Education (BS)

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 372  Seminar in Kinesiology  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

BIO 114  Human Biology: Introduction to Human Anatomy and Physiology  4
BIO 115  Musculoskeletal Anatomy and Physiology and Musculoskeletal Anatomy and Physiology Laboratory  4
HED 205  Wellness and Fitness  3
HED 337  Exercise Principles and Applications  3
HED 361  Psychology of Sport and Mental Health  3
KIN 235  Kinesiology  3
KIN 494  Capstone in Kinesiology  3
SPE 341  Inclusive Strategies  3

Total Credits  86

Major Electives
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/Department of Kinesiology chair.

Additional Considerations and Requirements
All PETE 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. PED 441 Lab must be taken in the last semester before student teaching. Proof of professional association membership and current Lifeguarding/CPR/AED certifications must be provided prior to student-teaching. While foreign language is not required for graduation, secondary language proficiency must be demonstrated for New York State licensure. 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  EDU 123
FYS 101  ENG 101
Field 3 or Field 7  Field 3
PED 203 or 305  Field 7

Sophomore
Fall  Spring
HED 361  EDU 250 (Co-Req EDU 495/496)
HED 205 (or Field 4)  HED 205 (or Field 4)
KIN 235  PED 203 or 207
PED 204 or 305  PED 306 (30hrs Elementary PE)
PED 203 or 207  PED 311
RST 101 or PHI 101  RST 101 or PHI 101

Junior
Fall  Spring
Field 1 or 2 (Ethics)  EDU 323
EDU 223  Field 1 or 2 (Ethics)
HED 337  PED 307 (30hrs Secondary PE)
PED 351  PED 371
SPE 341  PED 372
Elective (if necessary)  PED 380

Senior
Fall  Spring
KIN 494  PED 493
PED 354  PED 497
PED 360  EDU 497
PED 441  EDU 498
PED 441L (200hrs W/R/F weekly)  Elective (if necessary)

Learning Goals & Objectives
Learning Goal 1 (KNOWLEDGE – OBSERVED IN WRITING)
Candidates in the Physical Education program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

- Know and apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.
Learning Goal 2 (KNOWLEDGE – OBSERVED SKILLS AND DISPOSITIONS)
Candidates in the Physical Education program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:
- Demonstrate that they are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness
- Implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
- Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- Utilize assessments and reflection to foster student learning and inform instructional decisions.

Learning Goal 3 (SERVICE)
Candidates in the Physical Education program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:
- Demonstrate dispositions essential to becoming effective professionals.

Learning Goal 4 (PROFESSIONALISM)
Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:
- Demonstrate dispositions essential to becoming effective professionals.

Learning Goal 5 (LEADERSHIP)
Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Students will:
- Demonstrate dispositions essential to becoming effective professionals.

Minors
The Coaching Minor is a common minor for many physical education students. The courses in the minor can be attached to any major. Completion of the minor often leads to graduate work at the master’s degree level in Coaching Science. The courses can also lead to NY State certification. The minor focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship. Some kinesiology courses have specific prerequisites, which are stated in the course descriptions.

Strength and Conditioning Minor (http://catalog.canisius.edu/undergraduate/school-education-human-services/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: spring of odd-numbered years.

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: fall of odd-numbered years.
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: 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 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.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: 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.
Prerequisite: signature of program director. Restriction: permission of program director.
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. 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 burnout 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 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 burnout and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Restriction: must be physical education or physical and health education major; permission of program director.
Offered: fall.

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

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

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