

PHYSICAL EDUCATION (PHED)

PHED-ELEC AEROBIC DANCING (1 Credit)

PHED-101 FOUNDATIONS IN PHYSICAL ACTIVITY (3 Credits)

An introductory course for Physical Education and Sport Studies majors that will explore history and trends surrounding health related physical activity and sport. The diverse professional and scholarly career choice available within the disciplines of sport studies and physical education will be discussed with an emphasis on professional/clinical practice within human development, human movement, coaching, sport management and the teaching professions.

PHED-101A FOUND. OF PHYSICAL EDUCATION (3 Credits)

PHED-102 GYMNASTICS (3 Credits)

This course is an integration of movement education gymnastics and Olympic-style gymnastics using the medium tumbling and balance skills, small equipment and large equipment. Students will polish their skill abilities, learn to teach and learn to teach spotting techniques. Emphasis will be placed upon cooperative learning creativity and problem solving. Student will develop a working portfolio. Ability level is beginner to intermediate.

Restrictions: RGM.113

PHED-104 DANCE & AESTHETIC ACTIVITIES: LEARNING TO MOVE, LEARNING TO TEACH! (3 Credits)

This course focuses on common and specialized content knowledge used in the performance and instruction of a variety of dance forms including aerobic, mixers, square and social dances. It is designed for beginning students with little or no previous experience in dance and will focus on exploring history and cultural meanings of dance, individual movement styles and dance as creative and aesthetic practice. In addition, this course will explore basic kinesiological and physiological principles underlying dances as aesthetic practice.

Restrictions: RGM.113

PHED-105 EARLY CHILDHOOD MOTOR DEV. (3 Credits)

This course will provide theory and content relative to infant and early childhood gross motor development. Course content will include the developmental perspective, physical growth and maturation and early motor behavior from birth to 5-years. Motor development sequences will be studied in depth comparing infants and young children without and with developmental delays. Students will learn to plan developmentally appropriate lessons for the field experience of this course, Kinder-Kinetics. The field experience will occur each Thursday throughout the semester involving preschool children, including those with disabilities.

PHED-107 HEALTH-RELATED FITNESS/WELLNES (3 Credits)

This course offers an in-depth look into four components of health-related physical fitness and their relationship to the development of personal fitness and wellness. The focus will be on principles of training, teaching and testing techniques, various models and modes of exercise, nutrition trends related to performance. Students will learn how to develop fitness programs as part of the public school physical education curriculum. This course will include an experimental components. Students will be exposed to active learning through classroom instruction and vigorous physical activity.

Restrictions: RGM.113

PHED-108 SPORTS & GAMES, LEARNING TO MOVE, LEARNING TO TEACH! (3 Credits)

This course focuses on the common and specialized content knowledge emphasized in the teaching and coaching of select games and sports. In this course, students will be assessed on their knowledge of rules, strategies and techniques of three select games and sports as well as their capacity to demonstrate competent motor-skill performances during game play. Students will also learn to systematically analyze sport skill performances, structure appropriate practice sessions and provide congruent feedback to students and athletes. Activity-specific measures of physical fitness will also be collected during this course.

PHED-109 PERSONAL PERFORMANCE ACTIVITIES: LEARNING TO MOVE; LEARNING TO TEACH! (3 Credits)

This course focuses on the common and specialized content knowledge emphasized in the teaching of and participation in select personal performance activities. In this course, students will be assessed on their knowledge and application of skills and their ability to seek personal challenge, while maintaining personal (and partner or group) safety in three select personal performance activities (e.g., In-line skating, indoor wall climbing, tumbling, etc.). Students will also learn to systematically analyze skill performances, structure appropriate practice sessions and provide congruent feedback to fellow participants. Activity-specific measures of physical fitness will also be collected during this course.

PHED-110 OUTDOOR PURSUITS: LEARNING TO MOVE, LEARNING TO TEACH! (3 Credits)

This course focuses on the common and specialized content knowledge emphasized in the teaching of and participation in various outdoor pursuits. In this course, students will be assessed on their application of skills, their capacity for personal challenge and decision-making; and their ability to apply safe procedures, etiquette and other conventions common to the activities covered in class (e.g., Canoeing, Backpacking/Camping, Orienteering, Snowshoeing, Cross-Country Skiing) Activity-specific measures of physical fitness will also be collected during this course.

PHED-111 FITNESS ACTIVITIES: LEARNING TO MOVE, LEARNING TO TEACH! (3 Credits)

This course focuses on the common and specialized content knowledge emphasized in the teaching of and participation in fitness activities. In this course, students will be assessed on their application of knowledge and skills associated with three fitness activities: weight training, aerobic conditioning and yoga. Students will also learn to systematically analyze associated skills, organize exercise work-out routines and provide congruent feedback associated with correct technique. Activity-specific measures of physical fitness will also be collected during this course.

PHED-201 INDIVIDUAL & DUAL SPORTS (3 Credits)

A two-course sequence focused on the basic instruction of movement activities. Activities may include archery, badminton, cross-country skiing, cycling, golf, inline skating, orienteering, Tai Chi, tennis, weight training or yoga. This course may require weekend meeting times. In some instances, students will be responsible for providing their own equipment. Some lessons may require students to organize personal transportation and to from off-campus personal instructional venues (e.g. local driving range, state park, etc.). Additional fees for equipment rental or admissions may be required of students.

Restrictions: RGM.113

PHED-202 INDIVIDUAL/DUAL SPORTS PART 2 (3 Credits)

A two-course sequence focused on the basic instruction of movement activities. Activities may include archery, badminton, cross-country skiing, cycling, golf, inline skating, orienteering, Tai Chi, tennis, weight training or yoga. This course may require weekend meeting times. In some instances, students will be responsible for providing their own equipment. Some lessons may require students to organize personal transportation and to from off-campus personal instructional venues (e.g. local driving range, state park, etc.). Additional fees for equipment rental or admissions may be required of students.

Restrictions: RGM.113

PHED-203 PHYSICAL ED. CURRICULUM (3 Credits)

The study of developmentally appropriate physical education curriculums for elementary, middle and high school programs. Historical and contemporary models be examined. Focus will be provided toward designing curricula based upon the NASPE National Standards for Physical and the New York State Learning Standards for Physical Education.

Restrictions: RGM.113

PHED-208 PREVENTION/CARE INJURIES (3 Credits)

Prevention and emergency care of injuries incurred in physical education and athletic activities in the environment of children and young adults. A track program including the review of emergency medical treatment and a survey of principles related to the mechanics of athletic injury and the scientific basis of conditioning of specific injuries and their rehabilitation are addressed. Specialized conditioning programs of fitness are discussed.

Corequisite(s): Take BIO-212

PHED-209 MOTOR LEARNING (3 Credits)

This course is designed to provide a basic introduction to the field of motor learning. The focus will be toward skill acquisition with primary consideration given to the learning of skills, factors that influence skill learning, and the effectiveness of various instructional strategies. This course shall be directed toward individuals preparing for a career in which motor skill instruction is an important part of the job, as is the case of physical education teachers, coaches, dance instructors, physical and occupational therapists, athletic trainers, and instructors in military and industrial training settings.

PHED-301 TEAM SPORTS-PART 1 (3 Credits)

A two-course sequence where students learn to teach the fundamental skills, game strategy, officiating techniques, and keeping statistics for team handball, soccer, volleyball, softball, track and field. Students will be introduced to the Sport Education Model.

Restrictions: RGM.113

PHED-302 TEAM SPORTS-PART 2 (3 Credits)

A two-course sequence where students learn to teach the fundamental skills, game strategy, officiating techniques, and keeping statistics for team handball, soccer, volleyball, softball, track and field. Students will be introduced to the Sport Education Model.

Restrictions: RGM.113

PHED-303 ELEMENTARY SCHOOL METHODS (3 Credits)

Designed for physical education majors, this course allows students to study fundamental motor skills/fundamental motor patterns, developmentally appropriate class organization and management techniques, instructional techniques across the preK-6 grades for all methods with the Direct, Combination and Indirect Teaching Styles. Students will learn techniques to integrate subject matter from other academic areas, as well as how to individualize instruction. Take in Elementary Field Block. Students will be evaluated on a series of examinations, lesson plans, teaching assignments, and a working portfolio.

Restrictions: RGM.113

PHED-304 SECONDARY SCHOOL METHODS (3 Credits)

This course provides the student with a comprehensive and practical model for developing principles, program content, motivation, class organization and management techniques, instructional teaching methods and style along with and materials specified to teaching physical education in middle and high schools. Taken in Secondary Field Block. Students will be evaluated on a series of examinations, lesson plans, teaching assignments and portfolio.

Restrictions: RGM.113

PHED-306 ASSESSMENT (3 Credits)

This course will cover various forms of criterion reference and norm reference assessments specific to physical education k-12. Focus will be given toward authentic assessment, and matching assessments to the NASPE and New York State Learning Standards for Physical Education. Students will learn to design and administer developmentally appropriate assessments to measure the psychomotor, cognitive and affective domains involving video and computer assisted technology.

Corequisite(s): MATH-107

Restrictions: RGM.113

PHED-307 ATHLETIC COACHING (3 Credits)**PHED-307A COACHING OF FOOTBALL (3 Credits)****PHED-307B COACHING BASEBALL/SOFTBALL (3 Credits)**

This course deals with history, rules, regulations and recommendations; coaching methods, performance skills; technical information; organization and management; methods of training, conditioning; equipment, officiating, and coaching responsibilities.

PHED-307C COACHING OF SOCCER (3 Credits)

This course deals with history, rules, regulations, and recommendations; coaching methods, performance skills, technical information; organization and management, methods of training, conditioning; equipment, officiating and coaching responsibilities.

PHED-308 THE COACHING OF BASKETBALL (3 Credits)**PHED-308A COACHING OF BASKETBALL (3 Credits)**

This course deals with history, rules, regulations and recommendations, coaching methods, performance skills, technical information, organization and management, methods of training, conditioning, equipment, officiating and coaching responsibilities.

PHED-308B COACHING OF TENNIS (3 Credits)

This course deals with the history, rules, regulations and recommendations, coaching methods, performance skills, technical information, organization and management, methods of training, conditioning; equipment, officiating and coaching responsibilities.

PHED-308C THEORY/TECHNIQUES OF COACHING (3 Credits)

This course includes the history, objectives, rules, regulations and policies of interscholastic sports; coaching methods, technical information (offense, defense, strategies), and national coaching standards; organization and management of practices; special training and conditioning of athletes in the specific sport; care and fitting of equipment; special safety precautions, and officiating methods. Harassment issues specific to coaches, coaching, and athletes will be addressed. Taken in Secondary Field block.

PHED-308D COACHING OF VOLLEYBALL (3 Credits)

This course deals with history, rules, regulations and recommendations, coaching methods, performance skills; technical information; organization and management; methods of training; conditioning; equipment, officiating and coaching responsibilities.

PHED-309 NUTRITION (3 Credits)

Scientific concepts and principles of nutrition, nutrition education, and nutrition biochemistry, specific to athletic performance, fitness, and personal wellness of exercising populations will be the focus of this course, which is designed for individuals pursuing careers in athletics and fitness-related fields. Scientific applications based upon laboratory applications will cover the scope and sequence of nutrition for athletic performance and nutrition disorders specific to athletics, fitness and wellness.

PHED-309A ADVENTURE EDUCATION (3 Credits)

This course will focus on the 'hard' and 'soft' skills associated with contemporary outdoor/ adventure education. Activities in the course may include hard skills associated with backpacking, camping, canoeing, orienteering, and/or rock climbing. 'Soft' skills covered in this course may include teaching personal responsibility, group decision-making and/or conflict resolution. This course may require weekend meeting times and will require an overnight experience in a backcountry setting. In some instances, there may be additional costs associated with equipment rental, park admissions or transportation. Some off-campus experiences may require students to provide their own transportation to and from various instructional venues.

Restrictions: RGM.113

PHED-310 PHIL/PRINC INTERSCHOLASTIC ATH (3 Credits)

Interscholastic athletics and its role in the total physical and general educational program in today's schools will be emphasized. National, state and local organizations directly involved with high school athletics will be examined. Legal implications, safety procedures, principles of budgets, records, purchase and care of athletic equipment will be reviewed and discussed. Personal standards for and responsibilities of the coach as a teacher, leader and public person are discussed.

PHED-311 PHYS ACT FOR PERSONS W DISABILITIES (3 Credits)

A course designed to prepare students with the theories and techniques for adapting physical activities in inclusive and alternative settings. Students will study historical and contemporary trends and issues related to programming physical activities for persons with disabilities. Included would be an examination of assessments and the IEP process, parental concerns related to special education, and the nature of the physical, cognitive and emotional/behavioral disabilities. Students will also learn to modify and adapt individual, dual and team sports. Safety concerns will be stressed throughout the course.

PHED-312 BIO-KINESIOLOGY (3 Credits)

A detailed study of biomechanical and kinesiological concepts specific to human movement in physical education and sport. This will include mechanical laws of physics and motor control specific to human movement. The student will learn movement evaluations and analysis techniques.

Prerequisite(s): Take BIO-212

Restrictions: RGM.113

PHED-313 WOMEN IN SPORTS (3 Credits)

This course covers the past, present and future of women and sport, addressing subjects such as women's sports in ancient Crete, industrial league sport for women, biomedical considerations, and psychosocial dimensions of women's sport including sociocultural, political, and economic factors that have led to changes in women in sport.

PHED-314 EXERCISE PHYSIOLOGY (3 Credits)

Physiological principles based on the adjustment of the human to exercise are studies with emphasis on neuromuscular activity, circulation, respiration, metabolism, fatigue and fitness.

Corequisite(s): Take PHED-107, BIO-211 and BIO-212

PHED-314L EXERCISE PHYSIOLOGY LAB (1 Credit)

Physiological principles based on the adjustment of the human to exercise are studies with emphasis on neuromuscular activity, circulation, respiration, metabolism, fatigue and fitness.

Prerequisite(s): Take BIO-101 BIO-211 BIO-212

PHED-399 SPECIAL TOPICS IN HUMAN MOVEMENT (3 Credits)

This course involves intensive study in a particular area or topic related to physical education, sport studies, or a specific movement or somatic experience. The content of the course of the course will be announced prior to the semester in which it will be offered. The course may be taken more than once if the content of the course has changed.

PHED-399C SPECIAL TOPIC: EXERCISE RX FOR SENIORS (3 Credits)

This course involves intensive study in a particular area or topic related to physical education, sport studies, or a specific movement or somatic experience. The content of the course of the course will be announced prior to the semester in which it will be offered. The course may be taken more than once if the content of the course has changed.

PHED-399D SPECIAL TOPIC: THE FEMALE ATHLETE TRIAD (3 Credits)

This course involves intensive study in a particular area or topic related to physical education, sport studies, or a specific movement or somatic experience. The content of the course of the course will be announced prior to the semester in which it will be offered. The course may be taken more than once if the content of the course has changed.

PHED-399E SP TOP: THERAPEUTIC EXERCISE (3 Credits)**PHED-399F Sp Tp: Ldrshp/Spec Olympics (3 Credits)**

PHED-399G SP TOP: ADV EVALUATION SKILLS/TECHNIQUE (3 Credits)
Recognition and evaluation of injury/illness common to competitive activity. Students will learn techniques required to assess injury/illness for administering first-aid and emergency care. This course expands on topics covered in PHED 208. Excellent primer for students interested in pursuing careers in physical therapy, athletic training and medicine.

Corequisite(s): Take BIO-211 BIO-212 and PHED-208.

Restrictions: RGM.113

PHED-399J SP TOPI PHYSIOLOGY, PSYCHOLOGY & Politics of Food (3 Credits)

What we eat is influenced by a variety of factors: economics, taste, availability, and desire to be healthy. But how much influence do we have over our food choices? This course will explore how the social ecological theory is evident in every food decision we make. Specific foci include: physiology of digestion and absorption with special emphasis placed on the effects of psychology and food allergies/medical conditions; obesity; eating disorders; environment (GMO's); economics and public health policy. It is suggested that students have taken PHED 309, permission to enroll can be discussed with the professor.

PHED-399K SP TOP. STRENGTH & CONDITIONING (3 Credits)

This course involves intensive study in a particular area or topic related to physical education, sport studies, or a specific movement or somatic experience. The content of the course will be announced prior to the semester in which it will be offered. The course may be taken more than once if the content of the course has changed.

PHED-399L SP TOP. SPORT PSYCHOLOGY FOR COACHES (3 Credits)

This course involves intensive study in a particular area or topic related to physical education, sport studies, or a specific movement or somatic experience. The content of the course will be announced prior to the semester in which it will be offered. The course may be taken more than once if the content of the course has changed.

PHED-401A ADV. ATHLETIC TRAINING (3 Credits)

This course is designed to give advanced instruction for students wishing to become certified athletic trainers. The course will address clinical evaluation of injuries and illnesses commonly sustained by the competitive athlete. Procedures of all therapeutic modalities commonly used in Sports Medicine and other selected topics on current issues relating to athletics will be explored.

Corequisite(s): Take PHED-208, BIO-211 and BIO-212

PHED-403 MOTOR BEHAVIOR: TO LEARN & TO GROW (3 Credits)

This course is designed to introduce common and specialized theoretical knowledge associated with motor learning and motor development (across the lifespan). Students will describe and apply motor learning principles related to the instruction of motor skills common to sport and physical activity. Students will also describe and apply theories and principles related to the acquisition and use of motor skills across the lifespan. During this course students will learn to analyze motor skills through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning. Students will also learn, be assessed on and learn to assess developmentally appropriate performances of fundamental motor skills.

PHED-407 ELEMENTARY METHODS AND MODELS IN PHYSICAL EDUCATION (3 Credits)

This course is designed to prepare physical educators with the groundwork to become successful teachers. In this course emphasis will be placed on understanding and acquiring content knowledge, and then conceptualizing and organizing that content for the purpose of instruction. Drawing from the Shape America Standards, students will learn to plan lessons that address the wide range of developmental abilities found in our elementary schools. We will also learn to create and apply task progressions that help children learn fundamental skills. Through practice teaching we will learn to effectively communicate the critical elements of what we teach, assess how well children learn and reflect upon what worked and what did not. In addition to the development of instructional methods, this course will also offer a survey of curriculum models common to elementary physical education and an overview of the curriculum process in New York State. This course will also require structured observations in local public schools, opportunities to shadow and co-teach with area teachers and the completion of projects, such as the Ed-TPA instructional assessment.

PHED-408 SECONDARY METHODS AND MODELS IN PHYSICAL EDUCATION (3 Credits)

The purpose of this course is for physical education teacher candidates to develop knowledge and skills for planning, implementing, and evaluating appropriate and effective physical education programs at secondary and middle school level. Learning experiences will focus on knowledge and skills related to effective instructional strategies, efficient management and organizational principles, and effective class control and motivational techniques specific to teaching physical education for secondary and middle school students. This course also focuses on all processes involved in the design, implementation and practical applications of the curriculum processes in elementary and secondary school physical education. The course has an attached field experience running a total of 60 hours in include observation, shadowing and teaching in an area partner school at the secondary level. Students will gain valuable planning and teaching experiences in many physical education school environments under the tutelage and supervision of certified physical education teachers in authentic instructional contexts.

PHED-411 ASSESSMENT & TECHNOLOGY IN PHYSICAL EDUCATION (3 Credits)

This course will cover various forms of criterion reference and norm reference assessments specific to physical education K-12. Focus will be directed toward authentic forms of assessment, and matching assessments to SHAPE and New York State Learning Standards for Physical Education. Students will explore aspects of assessment of school physical education including testing, data collection, data analysis, and data presentation. The use of technology like wearable technology, monitors etc. to promote physical activity, collect and collate data will be emphasized.

Corequisite(s): MATH-107

PHED-413 DIR. STUDY-COACHING EXPERIENCE (1-3 Credits)**PHED-413B DIR. STUDY-INTERNSHIP (3 Credits)**

This course provides students the opportunity to do an internship in fields related to physical education and sports studies or health-related professions.

Restrictions: RGM.113

PHED-413C ADV.DIR.STUDY-INTERNSHIP (1-3 Credits)**PHED-413D DIR STUDY INTERNSHIP II (1-3 Credits)**

This course provides students the opportunity to serve an internship in fields related to physical education and sport studies.

Restrictions: RGC.105

PHED-413E DIR. STUDY-KINDERKETICS (1 Credit)**PHED-414 SOCIAL THEORY OF SPORT (3 Credits)**

This course will examine sport in the social and political context of contemporary society. Critical theories relating to race, class, gender, ethnicity, faith traditions, economics, and political structure will be examined in the context of our social responsibility in human movement environments. There will be a service component to this course.

PHED-415 Psycho-Social Aspects of Sports and Physical Activity (3 Credits)

The class will focus on a multitude of factors influencing sport, leisure, and motor behavior. Questions of how social psychological variables influence motor behavior and how physical activity affects the psychological make up of an individual will be explored.

PHED-432 INDEPENDENT STUDY (3 Credits)

This course is designed to give the individual an opportunity to work on a one-on-one basis with a professor. Study may be directed toward research involving area schools or agencies, creative projects or seminars. Student responsibilities include: identification of the topic/problem to be studied (prior to registration), selection of a faculty member with whom to work, the development of specific course objectives that may be realistically achieved by the end of the semester (in collaboration with the faculty member) and the summary and analysis of findings (also to be completed by the end of the semester).

PHED-490 PHYS ED STUD.TCH: ELEMENTARY (5 Credits)

Student teaching is the culminating experience in the professional preparation of teachers. The elementary student teaching experience consists of approximately seven weeks of full-time experience in an elementary classroom. Students are expected to: apply developmentally appropriate instruction, develop both long and short term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator.

PHED-491 PHYS ED STUD TCH: SECONDARY (5 Credits)

Student teaching is the culminating experience in the professional preparation of teachers. The secondary student teaching experience consists of approximately seven weeks of full-time experience in a secondary classroom. Students are expected to: apply developmentally appropriate instruction, develop both long and short term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator.

PHED-493 SEMINAR IN PHYSICAL EDUCATION (3 Credits)

This course focuses on professional integrity and right relationships and how they shape our practice as teachers. Emphases include the use of reflection, collaboration and communication, and participation in the physical education professional community. In addition, the course examines ways of gaining access to and helping to sustain community resources, and establishing productive relationships within the school and community. Finally, this course explores the implementation of various curricula, liability and risk, the use of technology, professionalism, and preparation for the Ed-TPA assessment.

Corequisite(s): PHED-407, PHED-408, PHED-411