KINESIOLOGY

KNES 406 | HEALTH, FITNESS, AND NUTRITION | 4 quarter hours
(Graduate)
This course is designed to assist students in gaining insight into their health/wellness attitudes, behaviors, and choices. Health/wellness experiences and topics examine the total wellness concept, as a self-designed, dynamic style of living which focuses on optimal functioning and quality of life. Emphasis is placed on the physical, emotional, intellectual, social, occupational, and spiritual dimensions of health/wellness.

KNES 413 | FOLK & SOCIAL DANCE | 2 quarter hours
(Graduate)
Fundamentals, techniques, terms and teaching principles of line dance, square dance, ballroom, and swing dance will be covered. Students are introduced to basic style and basic choreography.

KNES 421 | SWIMMING | 2 quarter hours
(Graduate)
This course is designed to provide the student with skill instruction and analysis of the most widely used swimming strokes and basic dives. Principles of hydrodynamics and basic water safety will also be emphasized. Various individual skill levels will be considered to provide a safe and inclusive experience. Additionally, this course introduces the student to the concepts and procedures for teaching basic swimming in a school setting.

KNES 511 | MOTOR DEVELOPMENT THROUGH THE LIFESPAN | 4 quarter hours
(Graduate)
Through lecture, film analysis, direct observation and instruction of children, and class discussion, students will gain a greater understanding of the maturational and environmental factors that affect human growth and motor development. Theories for motor development will be the focus. Since this development is a process that continues throughout our life span, prenatal through adult characteristics will be examined. Graduate students will be required to post authentic videos of examples of motor development theories seen in their classrooms with detailed explanations.

KNES 517 | CLASSROOM MANAGEMENT AND INSTRUCTION FOR ELEMENTARY PHYSICAL EDUCATION | 4 quarter hours
(Graduate)
The course is designed to promote an understanding of the contribution that physical education makes to the elementary school curriculum and the development of the whole child. Lesson planning, instructional delivery, assessment of learning and classroom management will be focused as students engage in 15-20 hours of field experience teaching whole classes of children in schools. Reflective teaching will allow teacher candidates to develop skills and dispositions needed to be effective teachers in the physical education classroom.

KNES 525 | LANGUAGE AND LITERACY IN THE PHYSICAL EDUCATION | 4 quarter hours
(Graduate)
This course explores the roles of language and literacy in the physical education setting and the teacher’s responsibility for fostering them in all students. Through guided examination of prevailing theories of language acquisition and development that currently influence classroom practices across the K-12 continuum, this course enables future teachers of physical education to grow in their understanding of the varied literacy-learning contexts that students bring to their physical education experiences. Issues that emerge in planning and conducting literacy instruction in programs with diverse student demographics are discussed and deliberated through University classroom sessions as well as required field experiences. This course is designed to assist future physical education teachers in supporting literacy development in all students. Graduate students will be required to present as unit plan of instruction and how literacy was integrated throughout.

KNES 541 | INTRODUCTION TO PHYSICAL EDUCATION | 4 quarter hours
(Graduate)
This is the first in a sequence of theory and practice courses that serves to familiarize teacher candidates with the world of schools and specifically physical education in schools. Through observation and participation in schools, self-reflection, independently created assignments, cooperative learning assignments and classroom discussion, candidates will acquire familiarity with the physical education classroom including social/cultural context, classroom climate, classroom management, curricular coherence, standards-based instruction, and teacher professional beliefs and practices. Written critical reflections serve as an initial foundation for the development of a teaching philosophy. Graduate students will be required to monitor weekly group discussions in D2L, complete an additional school culture assignment, and present a case study to the class.

KNES 566 | EDUCATIONAL PSYCHOLOGY AND MEASUREMENT OF LEARNING IN PHYSICAL EDUCATION | 4 quarter hours
(Graduate)
This course presents those principles of educational psychology specifically related to the psychomotor learning domain. Selection of tests to measure learning of physical skills for all populations, administration of tests, data collection, and the statistical analysis needed to evaluate the learning process will be included. Specifically, measures of central tendency, variability, and correlation statistics; and standard tests of health and skill related components of fitness, motor performance, anthropometry, and specific sport analysis will be presented and practiced in this course. Graduate students will be required to present to the class the assessment plan for two of their classes and discuss the anticipated challenges.

KNES 572 | CURRICULUM AND INSTRUCTION FOR SECONDARY PHYSICAL EDUCATION | 4 quarter hours
(Graduate)
This course is designed to provide an understanding of physical education curriculum planning, teaching methods, classroom management, unit and lesson plans used in a secondary school physical education setting. Specifically, how the uniqueness of the high school student, their development, culture, diversity, and social issues affect instruction and assessment. Students will engage in field work to observe and participate in whole class instruction, to integrate theoretical classroom content with on-site experiences. Graduate students will be required to present the written curriculum, lesson planning requirements, and integration of technology within physical education in their school.
KNES 574 | ADAPTIVE PHYSICAL EDUCATION | 4 quarter hours  
(Graduate)
This course introduces students to teaching exceptional students with mild, moderate, and severe disabilities by presenting a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students who may not be able to participate in the general physical education program. This will include state learning standards, curriculum, assessment, planning, and instruction in physical education. Accommodations, grouping, and technology for diverse students with disabilities in physical activity settings will also be introduced to students. Candidates will develop the knowledge and confidence to plan and implement differentiated instruction in teaching physical education to student with disabilities K-12. Graduate students will be required to present three case studies of special needs students they have worked with and the accommodations that were developed, used, and their effectiveness.

KNES 577 | ELEMENTARY & SECONDARY STUDENT TEACHING | 6 quarter hours  
(Graduate)
Five school days a week of supervised teaching in a cooperating elementary & secondary school for the academic quarter. Feedback and discussion of problems encountered in student teaching as well as new materials and techniques of student teaching. Requires application and approval as well as passing score on content test.

KNES 587 | STUDENT TEACHING SEMINAR | 2 quarter hours  
(Graduate)
This course is taken concurrently with KNES 577, Student Teaching. In this course, students will have opportunities to reflect on their student teaching experience and prepare materials to support their employment searches and careers as teachers.