

# HEALTH AND PHYSICAL EDUCATION (HPE)

# Course numbers with the # symbol included (e.g. #400) have not been taught in the last 3 years.

## HPE 500 - Introduction to Health and Physical Education

**Credits:** 2

This course is intended to lay the foundation for future Health and PE pedagogy courses. Topics of discussion will include the role of health and physical education in today's society, "old" versus "new" physical education and philosophy of education and physical education. Also, wellness and health promotion, teaching health via a skills-base approach, outcomes and assessments, career and professional considerations of teaching and future trends within the profession.

**Equivalent(s):** KIN 500

## HPE 570 - Elementary Physical Education Practicum

**Credits:** 4

As a prospective teacher, you will be asked to examine, discuss, and implement teaching strategies learned in HPE 610 - Elementary Physical Education Pedagogy. Sixty hours of observation and teaching in the schools will be expected. As this is a "gateway" course to student teaching or the 5th year internship, it is expected that students invest efforts into the development of pedagogical skills needed for effective teaching. Prereq: HPE 610.

**Attributes:** Writing Intensive Course

**Equivalent(s):** KIN 570

## HPE 600 - Movement and Gymnastics Exploration

**Credits:** 4

This course is designed to enhance the students' knowledge of and ability to demonstrate, implement, and evaluate the movement fundamentals and gymnastics skills and progression that forms the foundation of preschool, elementary, and secondary school physical education content. The course will combine the elements of movement education and gymnastics progressions to develop a basis for students to learn the fundamentals of movement and how to teach them.

**Equivalent(s):** KIN 600

## HPE 601 - Lifetime Sports

**Credits:** 3

This course is designed to acquaint students with a variety of lifetime sports. The emphasis will be placed on students' ability to effectively participate in, teach and assess various activities. The following lifetime sports will be covered: cross country skiing, snowshoeing, badminton, pickle ball, tennis, fitness-related activities, weight training and golf.

**Equivalent(s):** KIN 601

## HPE 603 - Team Sports

**Credits:** 3

This course is designed to expose students to the teaching of games through a tactical approach. This approach places a heavy emphasis on small-sided, modified games with subsequent question and answer sessions. The course will focus on instruction, game play, skill development, and analysis leading to playing competence and knowledge of teaching in soccer, ultimate Frisbee, basketball, handball, flag football, volleyball and softball.

**Equivalent(s):** KIN 603

## HPE 610 - Elementary Physical Education Pedagogy

**Credits:** 4

This course is designed for future physical education teachers focusing primarily on "what" and "how" to teach elementary physical education. The class adopts a skill theme and movement concept approach to the curriculum. Teaching skills will be developed through readings, lecture/discussion, assignments, peer teaching and teaching children in the gymnasium.

**Equivalent(s):** KIN 610

## HPE 648 - Current Issues in Teaching Health

**Credits:** 4

This course provides the background information and skills teachers need to implement a health education program in schools at the grade levels in which they are certified. Aligned with the CDC Characteristics for Effective Health Education the course introduces the National Health Education Standards and prepares students in the development of teaching skills needed for implementing effective health education while including functional information based on local data and student need.

**Equivalent(s):** KIN 648

## HPE 653B - Biomechanics of Human Movement

**Credits:** 2

Principles and methodology of analyzing movement in sport and physical education using principles of biomechanics and physics. Uses videos and field-based methodology to facilitate students' understanding of movement analysis and applying analyses to teaching and coaching.

Prereq: BMS 507 and BMS 508.

**Equivalent(s):** KIN 653B

## HPE 655 - Middle School and Secondary Physical Education Pedagogy

**Credits:** 4

Course content will include concepts related to effective teaching such as: planning, organization, communication, management, modifications, and evaluation. Mosston's spectrum of teaching styles will be discussed in relationship to meeting the individual needs of students. Curriculum models will be discussed in order to show the range of content available to physical educators. Application of theoretical concepts will occur in peer teaching episodes.

**Equivalent(s):** KIN 655

## HPE 666 - Middle School and Secondary Physical Education Practicum

**Credits:** 4

Students in this course will be given the opportunity to spend 60 hours in a middle or high school observing, assisting and teaching physical education classes. These experiences will be augmented by weekly seminars whereby issues pertaining to focused observations and thoughts related to teaching and learning will be discussed. A major culminating "I Believe" paper will be required and this course will be the HPE capstone experience.

**Attributes:** Writing Intensive Course

**Equivalent(s):** KIN 666

## HPE 671 - Health Education Pedagogy

**Credits:** 4

This course provides a foundation for teaching health education in K-12 settings. Aligned with the CDC Characteristics for Effective Health Education, the course builds on previous knowledge of the National Health Education Standards and other appropriate practices while preparing pre-service teachers to increase the health literacy and proficiency levels of their future students.

**Equivalent(s):** KIN 671

**HPE 675 - Motor Development and Learning**

**Credits:** 4

This class examines motor development throughout the life-span utilizing an ecological perspective that incorporates the individual, the environmental conditions and the required tasks. The class is divided into 4 modules. Modules include the theoretical underpinnings of motor development, elements of fitness, assessment, and individual constraints. The class concludes with peer teaching episodes.

**Equivalent(s):** KIN 675

**HPE 676 - Adventure Activities**

**Credits:** 3

This course provides for the acquisition of knowledge and skills for students to utilize adventure education methods and philosophies when teaching physical education through an experiential pedagogy. Students will be exposed to adventure methodologies: climbing, orienteering, initiatives, low ropes course and high ropes course. Students will realize facilitation and teaching strategies through peer and practice teaching with local students from Oyster River Middle School in Durham.

**Equivalent(s):** KIN 676

**HPE 693 - Teaching Assistantship in HPE**

**Credits:** 2

This course provides the opportunity for a student to work with a member of the HPE faculty in an experience to be determined and agreed upon. Cr/F.

**Repeat Rule:** May be repeated for a maximum of 4 credits.

**HPE 694 - Supervised Teaching in Health and Physical Education**

**Credits:** 6

Students in this course will be involved in observing, assisting and teaching health and physical education classes in local schools as their culminating experience in the HPE major. These experiences will be augmented by weekly seminars whereby issues pertaining to focused observations and thoughts related to teaching and learning will be discussed. Throughout the duration of this course, students will be asked to reflect on the teaching they observe as well as their own teaching.

**Co-requisite:** EDUC 694D

**Equivalent(s):** KIN 694

**HPE 696 - Independent Study in Health and/or Physical Education**

**Credits:** 2-4

An advanced, individual scholarly project under the direct supervision of a faculty member. Prereq: junior or senior; departmental approval.

**Repeat Rule:** May be repeated for a maximum of 8 credits. May be repeated up to 4 times.

**HPE 696W - Independent Study**

**Credits:** 2-4

An advanced, writing-intensive, individual scholarly project under the direct supervision of a faculty member. Student and Faculty Adviser will prepare a written proposal that outlines: the questions to be pursued, the methods of investigation, the student's qualifications to conduct the research, the nature of the finished written product (e.g. case study, position paper, extended lab report). This proposal must be approved by the major faculty and the department chair prior to the student's registration for HPE 696 WI. All HPE 696 WI projects must include: Some forms of informal, ungraded writing such as a journal, reading summaries, draft chapters, or invention activities. Regular writing interaction between student and faculty adviser (i.e. at least weekly or biweekly), to include written feedback from the adviser. A finished product that is polished via revision. Faculty sponsors and students should consult the resources and guidelines of the UNH Writing Program. Prereq: junior or senior; departmental approval.

**Attributes:** Writing Intensive Course

**Repeat Rule:** May be repeated for a maximum of 8 credits. May be repeated up to 4 times.

**HPE 699H - Honors Project**

**Credits:** 4

Project first involves tutorial sessions to introduce the student to the experimental design, after which a research question is developed. After an appropriate literature review, the student collects and analyzes data, forms conclusions, and prepares a written report on the findings.

**Attributes:** Honors course

**HPE 702 - Health Content and Youth Risk Behavior**

**Credits:** 4

Explore topics related to adolescent health, well-being, and risk behaviors that are relevant in the health education classroom today. Grounded in health behavior theories and behavior change, students explore ten dimensions of wellness: Cultural, Emotional, Environmental, Financial, Intellectual, Occupational, Physical, Sexual, Social, and Spiritual. Students develop a content base for teaching Standard 1 of the National Health Education Standards in coordination with the skill standards as outlined by the NH Health Education Curriculum Guidelines. Prereq: HPE 648.

**Equivalent(s):** KIN 702

**HPE 712 - Health Education Practicum**

**Credits:** 4

This practicum provides prospective educators an opportunity to observe, develop and practice teaching skills in the health classroom. Students are expected to accumulate 60 hours of observing, assisting and teaching experience in schools. In addition, weekly seminars integrate field experience with lesson planning, school wellness policies and the Whole School, Whole Community, Whole Child approach. This serves as an opportunity for refinement and continued development of teacher skills and attributes for teaching health education. Prereq: HPE 648, HPE 671.

**Equivalent(s):** KIN 712

**HPE 742 - Physical Education Practicum for Students with Disabilities**

**Credits:** 4

The purpose of the practicum is to provide the educators with opportunities to create, plan and manage physical education/activity experiences for individuals with disabilities within school and community settings.

**Equivalent(s):** KIN 742

**HPE 766 - Middle School and Secondary Physical Education Practicum****Credits:** 4

Students in this course will be given the opportunity to spend 60 hours in a middle or high school observing, assisting and teaching physical education classes. These experiences will be augmented by weekly seminars whereby issues pertaining to focused observations and thoughts related to teaching and learning will be discussed. A major culminating "I Believe" paper will be required and this course will be the HPE capstone experience.

**Attributes:** Writing Intensive Course**Equivalent(s):** HPE 666, KIN 666**HPE 781 - Inclusion in Physical Education****Credits:** 4

As schools move towards inclusive settings, general physical education (GPE) teachers need the knowledge, skills, and dispositions for educating students with disabilities in general and adapted physical education (APE) settings. The course begins with an understanding of the term disability followed by the legal mandates that define school policy and student placement. Throughout the course an overview of disability will be analyzed with readings that include an analysis of the social medical models designed to challenge the social construction of disability and orientations for practice. Classroom time will include direct teaching of individuals with disabilities.

**Attributes:** Writing Intensive Course**Equivalent(s):** KIN 781