

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION & WELLNESS

COURSE OFFERINGS

EDU 417H MATERIALS, METHODS AND OBSERVATIONS IN TEACHING HEALTH. (3).

The course will include the study, observation, and practice of teaching methods for health and personal safety in the school and/or community setting. Students are required to complete a 30-hour clinical/observation experience in a health education setting. Prerequisite: Grade of "C" or better in PEP 200, at least sophomore standing, and permission of the instructor.

EDU 417P MATERIALS, METHODS AND OBSERVATION IN TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL. (3).

The course will include the study, observation, and practice of elementary physical education teaching methods. Students are required to complete a 30-hour clinical/observation experience in an elementary school setting. Prerequisite: Grade of "C" or better in PEP 200, at least sophomore standing, and be a Physical Education major.

EDU 417Q MATERIALS, METHODS AND OBSERVATIONS IN TEACHING PHYSICAL EDUCATION IN THE SECONDARY SCHOOL. (3).

The course will include the study, observation, and practice of secondary physical education teaching methods. Students are required to complete a 30-hour clinical/observation experience in a secondary school setting. Prerequisite: Grade of "C" or better in PEP 200, at least sophomore standing, and be a Physical Education major.

EDU 458 EDUCATION ASSESSMENT PREPARATION. (1-3).

This course is designed to prepare education students for success in passing the required assessments for DESE teacher certification. This class will offer preparation for the MOGEA and the MOCA (MEGA) assessments. (May be taken more than once.)

PED 111 PERSONAL AND COMMUNITY HEALTH. (2).

Promotes positive attitudes, habits, values, and behaviors that lead to efficient and healthy living. Students will develop an understanding of why and how to promote healthy lifestyles. Community health programs and resources will be explored.

PED 303 HEALTHCARE ETHICS. (3).

The course will include the study, history, an understanding of healthcare ethics, as well as the study of common ethical issues that are discussed today. The purpose of this course is for the students to obtain a working knowledge of how ethical issues come about and are decided. The assignments are designed to provide the students background knowledge and the steps and processes to determine their own opinions on current common ethical issues. Prerequisites: Grade of "C" or better in PEP 200, PED 111, and at least junior standing.

PED 411 SCHOOL AND COMMUNITY HEALTH. (3).

Teachers' roles in promoting health and preventing disease through Comprehensive School Health Program, including methods of integrating health into the classroom. Prerequisites: Grade of "C" or better in PED 111, PEP 200 and at least sophomore standing.

PED 415 TOPICS IN HEALTH. (2-3).

An in-depth study of specific health areas according to student interest (e.g., disease prevention and treatment, war and peace, global warming and world health). Prerequisites: Grade of "C" or better in PED 111, PEP 200 and at least junior standing.

PED 418 STRESS, MENTAL, EMOTIONAL AND SPIRITUAL WELLNESS (3).

Course provides an understanding of stress, its causes/consequences, and an opportunity to personally apply stress management techniques in a variety of settings. Course also focuses on perspectives and tools to assist people in achieving mental, emotional and spiritual wellness. Prerequisites: Grade of "C" or better in PEP 200 and at least sophomore standing.

PED 420 EXERCISE PRESCRIPTION FOR INDIVIDUALS WITH SPECIAL NEEDS (3).

Course is designed to prepare wellness majors with knowledge and skills needed to plan and implement appropriate physical activities for individuals with special needs. Students are required to complete a 20-hour clinical/observation experience in an approved adapted setting. Prerequisites: Grade of "C" or better in PEP 200, PEP 201, & PEP 312.

PED 422 DRUG AND SEX EDUCATION (3).

Course provides an understanding of the use and abuse of legal and illegal drugs. The course also focuses on public issues surrounding human sexuality. Controversial issues relating to public/social policy, prevention/treatment, intimate behaviors, reproduction/disease, and social issues are discussed. Prerequisites: Grade of "C" or better in PED 111, PEP 200 and at least sophomore standing.

PEP 200 FOUNDATIONS OF PHYSICAL EDUCATION AND WELLNESS. (3).

Introduction to the history, principles, and philosophy of physical fitness, kinesiology, and sport. The course will include the study of kinesiology, wellness, physical education and the practice of leadership activities that promote physical fitness and sport.

PEP 201 NUTRITION, FITNESS AND CONDITIONING. (3).

Introduction to theories, concepts, principles, assessments, modes, and training techniques underlying the development of fitness and wellness programs. Emphasizes the role of fitness in school physical education and wellness programs. A practical component is included in the course

PEP 205 CPR/SAFETY AND FIRST AID. (2).

Introduction to the knowledge and techniques needed in emergency situations including CPR, first aid, AED, injuries and illnesses. Lab component meets the requirement for American Red Cross certification for First Aid and Adult CPR.

PEP 210 PHYSICAL EDUCATION FOR THE ELEMENTARY CLASSROOM TEACHER. (1).

An introduction to developmentally appropriate physical education for students majoring in elementary education and special education. Includes basic content and pedagogical techniques in physical education. Must be taken concurrently with EDU 210.

PEP 301 KINESIOLOGY. (3).

Investigation of the mechanics, structure, and function of human motion. Emphasis placed on analysis of movement as it relates to physical activity and skill performance. Prerequisite: a science course. Prerequisite: Grade of "C" or better in BIO 103/104L. BIO208/209L (preferred).

PEP 307 PSYCHOLOGICAL/SOCIOLOGICAL ASPECTS OF PHYSICAL EDUCATION. (3).

Assists Physical Education students to understand the psychological and sociological aspects and their effects on human performance and communities as they relate to physical education and athletics. Prerequisites: Grade of "C" or better in PEP 200, PSY 101, and at least junior standing.

PEP 312 MOTOR LEARNING. (3).

Introduction to principles related to the teaching, learning and performance of motor skills. Emphasis is on the application of this knowledge to teaching and learning strategies for motor skill acquisition.

PEP 320 ASSESSMENT IN PHYSICAL EDUCATION. (3)

This course will provide theoretical and practical information and experience for the development and implementation of assessments used in the physical education in K-12 schools and used in various fitness and coaching settings. Prerequisites: grade of "C" or better in PEP 200 & PEP 201.

PEP 350 BASIC PHYSICAL EDUCATION METHODOLOGY. (1).

Introduction to the methodology for the instruction of physical education in a K-12 setting. Prerequisite: Grade of "C" or better in PEP 200, at least sophomore standing. Must be taken concurrently with PEP 406

PEP 360 EXERCISE PHYSIOLOGY. (3).

A study of cardiovascular, pulmonary and muscular systems as they relate to dynamics of exercise. Prerequisite: Grade of "C" or better in BIO 103/104L & PEP 201. BIO208/209L (preferred).

PEP 365 COACHING SPORTS AND ATHLETICS. (3).

A study of the history, theories, philosophies, rules, and terminology of competitive sports. The course will focus on methods of teaching skills and strategies, conducting practices, and the organization and preparation for competition in selected sports. The course will prepare students for coaching certification through a culminating assessment. Prerequisite: Grade of "C" or better in PEP 200.

PEP 372 INSTRUCTION AND ANALYSIS IN MOVEMENTS & RHYTHMS. (3).

Future physical educators will acquire fundamental knowledge and skills for planning and teaching rhythms, games, tumbling, and other developmentally appropriate movement activities for elementary school. Students are required to complete a 20-hour clinical/observation experience in an approved K-8 setting. Prerequisite: Grade of "C" or better in PEP 200, at least sophomore standing.

PEP 378 INSTRUCTION AND ANALYSIS IN LIFETIME ACTIVITIES AND DANCE (3).

Future physical educators will develop content and pedagogical skills and knowledge in Lifetime Activities and Dance. Students will also develop the skills and knowledge essential for teaching, analyzing, and developing students' ability in the activities and dance. This course will include terminology, etiquette, techniques, and strategies for each activity and dance. Prerequisite: Grade of "C" or better in PEP 200, at least sophomore standing.

PEP 379 INSTRUCTION AND ANALYSIS OF INDIVIDUAL AND TEAM SPORTS (3).

Future physical educators will develop content and pedagogical skills and knowledge in individual and team sports. Students will also develop the skills and knowledge essential for teaching, analyzing, and developing students' ability in individual and team sports. This course will include rules, terminology, drills, and strategies of each sport. Includes a 20-hour observation in an approved K-12 or coaching setting. Prerequisite: Grade of "C" or better in PEP 200, at least sophomore standing.

PEP 380 CARE OF ACTIVITY/SPORT INJURIES – UPPER BODY. (2).

Provides knowledge and skill techniques in the history and examination of sports injuries that occur in the upper extremity. Students will acquire knowledge of common sports injuries and be able to briefly examine these injuries based on history and injury pathology. A 20-hour practical observation is required in this course.

PEP 381 CARE OF ACTIVITY/SPORT INJURIES – LOWER BODY. (2).

Provides knowledge and skill techniques in the history and examination of sports injuries that occur in the lower extremity. Students will acquire knowledge of common sports injuries and be able to briefly examine these injuries based on history and injury pathology. A 20-hour practical observation is required in this course.

PEP 406 CURRICULUM DESIGN IN PHYSICAL EDUCATION. (2)

Introduction to curriculum development and program design of a comprehensive K-12 setting for physical education. (Writing Intensive). Prerequisite: Grade of "C" or better in PEP 200, EDU 417 P or Q, at least sophomore standing. Must be taken concurrently with PEP 350.

PEP 410 PHYSICAL EDUCATION STANDARDS, LAW AND MANAGEMENT. (3).

Introduction to standards, laws and management for the Physical Education Teacher. Prepares Physical Education Teacher Education candidates to successfully complete Teacher Education portfolio requirements. Grade of "C" or better in PEP 200, at least junior standing.

PEP 417 MATERIALS, METHODS AND OBSERVATION IN COACHING. (3).

The course will include the study, observation, and practice of physical education teaching and coaching methods. Students are required to complete a 20-hour clinical/observation experience in an approved coaching setting. Prerequisite: Grade of "C" or better in PEP 200, at least sophomore standing, and be a Wellness major or approved by instructor.

PEP 420 ADAPTED PHYSICAL EDUCATION. (3).

Designed to prepare physical education generalists with knowledge and skills needed to plan and implement appropriate physical education programs for individuals having special needs. Students are required to complete a 20-hour clinical/observation experience in an approved adapted setting. Prerequisites: grade of "C" or better in PEP 200, PEP 201, and PEP 312.

PEP 480 SPECIAL TOPICS IN PHYSICAL EDUCATION AND WELLNESS. (2-3).

Provides professional physical education and wellness students with courses which will provide research into current issues and trends in the area of physical education and wellness. Prerequisites: Grade of "C" or better in PED 111, PEP 200, and at least junior standing

WEL 407 PROGRAM DESIGN AND DELIVERY IN WELLNESS. (3).

Students will discuss current programs in the areas of health and wellness. Various speakers from different community health programs will present. Students will also design their own wellness programs by assessing needs and determining goals. Focus will be on all components of a successful program, including but not limited to hiring staff, advertising, budgeting, delivery, recruitment, and evaluation. Prerequisite: Grade of "C" or better in PED 111, PEP 200, PEP 201, and at least junior standing.

WEL 485 WELLNESS FACILITY MANAGEMENT. (3).

This course examines the principles and practices necessary to plan, develop, promote, operate, and maintain sporting events, athletic centers, and recreational facilities. An emphasis is placed on issues concerning personnel, finance, profitability, security, event scheduling, equipment management, facilities maintenance, and topics related to liability and risk management. Prerequisites: at least sophomore standing.

WEL 495 WELLNESS PRACTICUM & INTERNSHIP. (3).

Students will secure placement with a Wellness Program Facility (e.g., YMCA, hospital-based program, nursing home) to work 10-20 hours each week under joint supervision of the facility and the students' advisor. Prerequisite: Grade of "C" or better in PED 111, PEP 200, PEP 201, and at least junior standing.

WEL 499 WELLNESS INTERNSHIP & CAPSTONE. (3-12).

Students will secure placement with a program directly related to their Wellness emphasis area, (e.g., YMCA, hospital-based program, nursing home, the LINC, LU Athletic Director) to complete a 400-hour internship and capstone project. The internship will be under joint supervision of the facility and the internship coordinator. Prerequisite: Grade of "C" or better in PED 111, PEP 200, PEP 201, and at least junior standing.