KINESIOLOGY (KIN)

Courses

KIN 101. Intro to Adventure Based Educ. 3 Credits.
A course designed for the student to understand the adventure approach to experiential education in various environments. The students will have the opportunity to experience an adventure curriculum including initiatives, problem-solving activities, and low and high ropes course elements.
Typically offered in Fall & Spring.

KIN 102. Adventure and Contemporary Activities. 2 Credits.
Provides future physical educators with the knowledge and skills necessary to instruct, demonstrate, and assess a variety of adventure and contemporary activities. Students will be able to set up, facilitate, and process various ground initiatives as well as low and high ropes course elements. Students will also become proficient performing various contemporary or "alternative" activities such as mountain biking, orienteering and touchball among others.
Typically offered in Spring.

KIN 103. Introduction to Teaching Physical Education. 3 Credits.
Students will gain an introduction to the field and basic foundational knowledge that will be used in succeeding coursework. The majority of the course will focus on best practices in physical education instruction and quality physical education programs. Students will have multiple opportunities to develop lesson plans and teach those plans at a local elementary school. Topics also include advising, clearances, ethics, health education, sub-disciplines of kinesiology and the history of physical education. Clearances must be presented during the first week of classes to remain enrolled, see the College of Education.
Typically offered in Fall.

KIN 104. Fitness and Wellness I. 2 Credits.
Fitness and Wellness I is designed to provide Physical Education Teacher Education (PETE) students the foundational knowledge needed for teaching a comprehensive K-12 fitness and wellness curriculum. PETE students will gain the knowledge and skills they need to make meaningful and lasting behavior changes needed for living a healthy lifestyle. They will examine contemporary literature and research on fitness and wellness and participate in, design, implement, and assess numerous pedagogical activities.
Typically offered in Fall.

KIN 105. Fitness and Wellness II. 2 Credits.
This course (FW2) builds upon the information and concepts established in Fitness and Wellness I (FW1). While FW1's foci were on scholastic curriculum and pedagogy, FW2 examines individual subjects commonly taught in public school physical education. In this course students will a) examine best instructional practices, b) study developmentally appropriate content, and c) apply pedagogical content knowledge by planning, teaching, and assessing fitness and wellness content. The goal of this course is to provide Physical Education Teacher Certification students with contemporary content and methods necessary to teach meaningful and effective classes.
Pre / Co requisites: KIN 105 requires a prerequisite of KIN 104.
Typically offered in Spring.

KIN 108. Introduction to School Wellness Education. 6 Credits.
Students will gain an introduction to school wellness education and basic foundational knowledge that will be used in succeeding coursework. School Wellness Education is defined as interdisciplinary approach to promoting comprehensive well-being through home, school and community interventions. The course will focus on collaborative approaches to wellness, best practices in wellness education and quality wellness programming in schools. Students will have multiple opportunities to develop lesson plans and teach those plans at a local elementary school. Topics also include Whole School, Whole Child, Whole Community (WSCC), advising, clearances, ethics, sub-disciplines and the history of wellness education. Clearances must be presented during the first week of classes to remain enrolled (see the College of Education).
Typically offered in Fall.

KIN 140. Aquatic Fundamentals/ Emergency Water Safety. 2 Credits.
Review of basic aquatic skills with advanced stroke techniques, safety, and survival techniques. Typically offered in Fall & Spring.

KIN 186. Motor Development and Motor Learning. 3 Credits.
Understanding how children and adolescents acquire motor skills and become a skillful movers requires an integration of knowledge from the fields of motor development and motor learning. Motor development focuses on the progressive age-related changes in motor behavior attributed to growth, development and maturation. Motor learning focuses on the relatively permanent changes in motor behavior brought about by practice and experience. The focus of motor development and motor learning each provides a unique aspect to understanding the motor behavior of the moving child and adolescent; however it is the relationship between the aspects that provide a rich understanding of how both acquire motor skills. Physical education teachers must be able to use motor development knowledge to design goals appropriate for the developmental stage and perceptual motor abilities of the learner; and use motor learning knowledge to design appropriate movement tasks and practice conditions for the type of skill.
Typically offered in Fall.

KIN 201. Developmental Gymnastics and Dance. 2 Credits.
The purpose of this two-credit course is to provide health and physical education teacher candidates with the appropriate methods, materials, and skills needed for teaching gymnastics and dance in the K-12 physical education curriculum. Focus will be placed on the development of skills and concepts as they relate to gymnastics and dance.
Typically offered in Fall.

KIN 202. Invasion Games. 2 Credits.
The course will incorporate three elements throughout the semester: teaching, performance, and analysis. The Tactical Games Approach for all subjects will be utilized along with a clear focus on an Invasion Game concept, will be used to develop a clear and logical teaching approach to various physical education subjects. With this approach the students will learn each sport in its entirety, not just the specific skills used when in possession of the ball or disc. Students will be required to develop fundamental demonstration skills for each sport while simultaneously learning the skill progression for each. After learning each skill, the students will then perform systematic analyses on their classmate’s performance on various motor skill elements.
Typically offered in Fall.

KIN 203. Net and Wall Games. 2 Credits.
The course provides future physical educators with the knowledge and skills necessary to instruct, demonstrate, and assess the lifetime sports of tennis, badminton, volleyball, and pickleball. The Tactical Games Approach for all subjects will be utilized along with a clear focus on the Invasion Games concept and will be used to develop a clear and logical teaching approach to various physical education topics. With this approach students will learn the different sports in their entirety, not just specific skills used when in possession of the ball. Students will be required to develop fundamental demonstration skills for each sport while simultaneously learning the skill progression for each. After learning each skill, the students will then perform systematic analyses on their classmate’s performances on various motor skill elements.
Typically offered in Spring.

KIN 205. Curriculum and Instruction: Inclusion in Health & Physical Education. 3 Credits.
To provide Health and Physical Education majors with the skills, knowledge and attitudes: 1) to provide individuals with disabilities appropriate physical education/activity in inclusive setting, 2) to prepare participants with disabilities for lifetime physical activity and fitness pursuits in the school and community settings, 3) to advocate for appropriate physical activities for individuals with disabilities; 4) to modify the environment for participation of individuals with disabilities to the maximal extent possible in the general physical education class/community based settings; 5) to assess students with disabilities and make recommendations for goals, objectives, specially designed instruction, placement, and modifications to curriculum, equipment, and other support services; 6) to work as a team player on the multidisciplinary team.
Pre / Co requisites: KIN 205 requires prerequisites of KIN 103 and KIN 186. KIN 205 requires a co-requisite of KIN 206. Field clearances required.
Typically offered in Spring.

KIN 206. Motor Development and Motor Learning. 3 Credits.
Understanding how children and adolescents acquire motor skills and become a skillful movers requires an integration of knowledge from the fields of motor development and motor learning. Motor development focuses on the progressive age-related changes in motor behavior attributed to growth, development and maturation. Motor learning focuses on the relatively permanent changes in motor behavior brought about by practice and experience. The focus of motor development and motor learning each provides a unique aspect to understanding the motor behavior of the moving child and adolescent; however it is the relationship between the aspects that provide a rich understanding of how both acquire motor skills. Physical education teachers must be able to use motor development knowledge to design goals appropriate for the developmental stage and perceptual motor abilities of the learner; and use motor learning knowledge to design appropriate movement tasks and practice conditions for the type of skill.
Typically offered in Fall.
KINESIOLOGY (KIN)

KIN 206. Adapted PE & Health for Students with Disabilities. 3 Credits.
Through classroom and hands-on teaching experiences this course will provide health and physical education teacher certification majors with the skills, knowledge and attitudes to meet the needs of students with disabilities in inclusive and segregated health and physical education classes and to meet the NASPE beginning teacher standards and the PA chapter 49.13 special education standards.
Pre / Co requisites: KIN 206 requires prerequisites of KIN 103, KIN 186, and field clearances. KIN 206 requires a co-requisite of KIN 205.
Typically offered in Spring.

KIN 246. Sport, Culture and Society. 3 Credits.
Current theories and research in the area of sport and society will be introduced. Focus of the course is interdisciplinary, incorporating sociological, psychological, historical, anthropological, philosophical, and economic perspectives. Topics include moral, ethical, racial, and gender issues in sport in relation to the North American culture.
Gen Ed Attribute: Diversity Requirement, Interdisciplinary Requirement.

KIN 253. Adapted Aquatics, Lifetime Sport and Fitness. 3 Credits.
Course designed to increase knowledge and skills in providing appropriate and safe adapted aquatics, sports, and fitness activities to individuals with disabilities. Outside hours required. Typically offered in Fall.

KIN 254. Disability Studies: An Interdisciplinary Introduction. 3 Credits.
A study of the psychological and social implications of physical disabilities.
Distance education offering may be available.
Typically offered in Fall & Spring.

KIN 275. Lifeguarding. 2 Credits.
Theory and techniques relative to preventive lifeguarding, emergencies in and around water, water rescues, search and recovery operations, types and uses of equipment, records and reports, health and sanitation, and supervision of waterfront areas. Possibility of American Red Cross certification.

KIN 300. Curriculum and Instruction Elementary PE. 3 Credits.
Students in this course will examine the design, implementation and evaluation of an elementary physical education program.
Pre / Co requisites: KIN 300 requires prerequisites of KIN 103 and KIN 186.
Typically offered in Fall.

KIN 302. Curriculum and Instruction Mid-Sec PE. 3 Credits.
This third course in pedagogy will relate all topics to the middle and secondary physical education setting. Intended to give students a comprehensive overview of topics that relate to the planning, execution and reflection of lessons presented in the physical education setting.
Pre / Co requisites: KIN 302 requires prerequisites of KIN 103 and KIN 186.
Typically offered in Spring.

KIN 304. Secondary School Wellness Education. 6 Credits.
Teacher candidates will learn to positively impact the wellness of K-12 students through the Whole School, Whole Child and Whole Community framework. As part of the course, students will learn to plan and implement effective middle and high school wellness education lessons, follow developmentally appropriate practices, demonstrate best practices, describe an effective secondary wellness program and design a school wellness policy as required by Federal law. The course addresses the Center for Disease Control and Prevention's (6) risk behaviors which lead to premature death and disability.
Pre / Co requisites: KIN 304 requires prerequisites of KIN 108 and KIN 186.
Typically offered in Fall.

KIN 305. Pedagogy and Critical Issues in Urban School Wellness Education. 3 Credits.
This course affords teacher candidates the opportunity to gain the experience, confidence and pedagogical skills to effectively teach school wellness education in an urban setting. The course will examine critical issues such as the social, cultural, historical, political, and economic forces that have shaped their development and that of urban schools. An emphasis will be placed on analyzing and reflecting critically on past and present educational reform initiatives and how they impacted the students, teachers, families and the community. Finally, topics such as the racial achievement gap, immigration, deindustrialization, urbanization, crime and relevant community institutions will be explored.
Pre / Co requisites: KIN 305 requires prerequisites of KIN 108 and KIN 186.
Typically offered in Spring.

KIN 347. Software Applications and Assessment HPE. 3 Credits.
Students apply word processing and graphics software to produce knowledge tests, worksheets, skill checklists, certificates of merit, and public relations handouts. Spreadsheet software will be applied to budget and inventory projects. Grading, crossword puzzle, computer-assisted instruction, and physical fitness assessment software also will be applied. Students also will learn e-mail. Typically offered in Spring.

KIN 360. Path for Adapted Phys Act Specialists. 3 Credits.
Study of common disabling conditions with regard to anatomical and physiological changes and the modifications needed to be made during physical activity to be safe, successful and follow best practice.
Typically offered in Spring.

KIN 362. Assessment and Programming Adapt Phy Act. 3 Credits.
For students who want to specialize in adapted physical education. To improve students' understanding of evaluation and programming in the psychomotor domain for special populations. Principles of therapeutic exercise, and guidelines for exercise programs for those disabilities commonly seen in schools and fitness centers.
Typically offered in Spring.

KIN 400. Professional Seminar - Adapted Physical Activity. 3 Credits.
Issues and current events in the professional development of adapted physical activity specialists including communication and collaboration with related personnel; understanding requirements for job applications, resume building, and grant writing; professionalism; and current topics such as certification, ethics, and public relations.
Pre / Co requisites: KIN 400 recommends the following prerequisite courses: KIN 205, KIN 206, and KIN 362.
Typically offered in Spring.

KIN 402. Physical Education Practicum. 3 Credits.
Field-based teaching experience in K-12 health and physical education.
Pre / Co requisites: KIN 402 requires prerequisites of KIN 205, KIN 206, KIN 300, KIN 302, field clearances and FATE (formal admission to teacher education required). Consent: Permission of the Department required to add. Typically offered in Fall.

KIN 403. School Wellness Education Practicum. 6 Credits.
Teacher candidates will acquire the knowledge and skills to promote a culture of wellness in the classroom and throughout the school based upon the ten components of the Whole School, Child and Community Model. Teacher candidates will a) demonstrate best instructional practices in wellness education, b) study developmentally appropriate content, c) implement the whole school, whole child and whole community framework, d) analyze and reflect upon their own and others' teaching, and e) apply pedagogical content knowledge by planning, implementing, assessing and reflecting upon teaching experiences in wellness education. The ultimate goal of this course is to effectively implement these strategies through the successful completion of planned instruction.
Pre / Co requisites: KIN 403 requires prerequisites of KIN 300, KIN 304, and Formal Admission to Teacher Education (FATE).
Typically offered in Fall.

KIN 448. Research Lab Techniques In Prevent Medicine. 3 Credits.
Research laboratory techniques in preventive medicine.
Pre / Co requisites: KIN 448 requires prerequisite of BIO 209.

KIN 452. Principles Of Coaching. 3 Credits.
Principles and methods of coaching sports in the school program.
Typically offered in Fall & Spring.

KIN 457. ASL Literature. 3 Credits.
Introduction to American Sign Language literature analyzes genres in their social and cultural contexts as expressions of Deaf identity and the Deaf experience, as well as how historical and current issues in Deaf culture are represented in literary form. Focus will be on art, traditional folklore, storytelling, poetry, drama, oratory, jokes, and nonfiction narrative.

KIN 458. Physical Disabilities Of Childhood. 2 Credits.
A course designed for students in special education. Common orthopedic and neurological disabilities of childhood, especially chronic deviations. Emphasis is on understanding the medical aspects and problems of rehabilitation.

KIN 465. Mechanical Analysis Of Motor Skill. 3 Credits.
A problem-solving approach to skill analysis using qualitative and quantitative video and cinematographic analysis as well as elementary force-time and accelerometer techniques. Useful for teachers, trainers, coaches, and exercise professionals.
KIN 473. Independent Study and Special Projects. 1-3 Credits.
Provide an opportunity for selected students to pursue areas of special interest and talent or to take advantage of special conferences or seminars.
Consent: Permission of the Department required to add.

KIN 475. Mental Training In Sport. 3 Credits.
Techniques of mental training for sport and physical activity, including relaxation training, concentration skills, breathing regulation, positive imagery, autogenic training, and meditation.
Typically offered in Spring.

KIN 489. Student Teaching. 6 Credits.
Health and physical education teaching situations in elementary, junior, and senior high schools under qualified cooperating teachers and college supervisors.
Pre / Co requisites: KIN 489 requires prerequisites of KIN 402, HEA 304, HEA 306, HEA 440 with a grade of C or better and formal admission into teacher education. All field clearances required and successful completion of Praxis II test.
Consent: Permission of the Department required to add.
Typically offered in Spring.

KIN 490. Student Teaching. 6 Credits.
Observation and participation in health and physical education teaching situations in elementary, junior, and senior high schools under qualified cooperating teachers and college supervisors.
Pre / Co requisites: KIN 490 requires prerequisites of KIN 402, HEA 304, HEA 306, HEA 440 and formal admission into teacher education. All field clearances needed and successful completion of Praxis II test.
Consent: Permission of the Department required to add.
Typically offered in Spring.
Repeatable for Credit.

KIN 498. Physical Education Workshop. 1-3 Credits.
Contact department for more information about this course.
Repeatable for Credit.