

CIPE - Curriculum and Instruction Physical Education

Courses numbered 100 to 299 = *lower-division*; 300 to 499 = *upper-division*; 500 to 799 = *undergraduate/graduate*.

CIPE 111. Foundations in Physical Education (3).

Introduction to the history, principles, philosophy and foundations of physical education with concomitant outgrowths for modern society.

CIPE 202. Individual Sports (2).

Introduces basic skills and strategies of individual sports/activities. Prerequisite(s): K-12 physical education major.

CIPE 203. Adventure Sports (2).

Introduces activities focusing on life adventures. Prerequisite(s): K-12 physical education major.

CIPE 204. Movement Concepts (2).

Introduces fundamental motor patterns and movement education. Prerequisite(s): K-12 physical education major.

CIPE 205. Team Sports (2).

Introduces basic skills and strategies of team sports. Prerequisite(s): K-12 physical education major.

CIPE 300. Rhythmic Activities in PreK-12 Physical Education (2).

Teaches the value, methodology and curricular content of rhythmic activities appropriate for PreK-12 physical education students. Prerequisite(s): admission to teacher education program.

CIPE 306. Water Safety Instructor (2).

Meets American Red Cross standards for certification in Emergency Water Safety and Water Safety Instructor Training. Students must show proficiency at the American Red Cross Swimmer skill level within three weeks after enrolling. This course has a lab component. Prerequisite(s): HPS 107A or departmental consent.

CIPE 310. Organization and Administration of Physical Education Program (3).

Addresses the leadership and management skills and duties required of the physical educator in the public school system. Designed to provide students with the knowledge, skills and tools they will need to organize and administrate physical education, intramural and athletic programs, and to oversee the management of the physical plant and facilities. Ethics, human resources, budgeting, legal and safety issues, and community collaboration and resources are also studied. Prerequisite(s): HPS 201A, B, C, D, 460; admission to teacher education, completion of preprofessional block.

CIPE 310H. Organization and Administration of Physical Education Program Honors (3).

Addresses the leadership and management skills and duties required of the physical educator in the public school system. Designed to provide students with the knowledge, skills and tools they will need to organize and administrate physical education, intramural and athletic programs, and to oversee the management of the physical plant and facilities. Ethics, human resources, budgeting, legal and safety issues, and community collaboration and resources are also studied. Prerequisite(s): HPS 201A, B, C, D, 460; admission to teacher education, completion of preprofessional block.

CIPE 311. ISAM: Physical Education in Secondary Grades 6-12 (4).

Provides the skills and knowledge for teacher candidates to successfully teach secondary physical education grades 6-12. Instruction for teaching techniques, teaching progression, skill analysis and development are provided. Students learn effective, authentic assessment of student learning in physical education. Studies the

adolescent and management techniques for both middle school and high school students. Learning styles are studied and a variety of learning strategies are studied and implemented. A grade of B- or higher must be attained to be recommended for student teaching. Prerequisite(s): admission to teacher education program. Corequisite(s): CIPE 312.

CIPE 312. ISAM: Preteaching Internship: Physical Education-Secondary (1).

Through systematic observation in a secondary school (middle or high school), students observe and examine the nature of teaching and the role of teachers in secondary school physical education classes. A grade of B- or higher must be attained to be recommended for teaching internship. Prerequisite(s): admission to teacher education program. Corequisite(s): CIPE 311.

CIPE 324. ISAM: Physical Education in Elementary Grades PreK-5 (4).

Provides the skills and knowledge for teacher candidates to successfully teach elementary physical education grades PreK-5. Instruction for teaching techniques, teaching progression, skills analysis and development are provided. Students learn effective, authentic assessment of student learning in physical education. Studies primary and intermediate grades. Management techniques and age-appropriate activities are practiced. Learning styles are studied and a variety of learning strategies are studied and implemented. A grade of B- or higher must be attained to be recommended for student teaching. Prerequisite(s): admission to teacher education program. Corequisite(s): CIPE 325.

CIPE 325. ISAM: Preteaching Internship: Physical Education-Elementary (1).

Through systematic observation in an elementary school, students observe and examine the nature of teaching and the role of teachers in elementary physical education classes. A grade of B- or higher must be attained to be recommended for teaching internship. Prerequisite(s): admission to teacher education program. Corequisite(s): CIPE 324.

CIPE 329. Health and Wellness Concepts for PreK-12 Teacher Education (2).

Designed for the physical education PreK-12 teacher candidate to gain the skills and knowledge to integrate health and wellness with physical activity. The health and wellness concepts are designed to promote living a positive, healthy lifestyle for a lifetime. Provides a foundation of information for students to learn to teach health and wellness in HPS 400. Prerequisite(s): admission to teacher education program.

CIPE 329H. Health and Wellness Concepts for PreK-12 Teacher Education Honors (2).

Designed for the physical education PreK-12 teacher candidate to gain the skills and knowledge to integrate health and wellness with physical activity. The health and wellness concepts are designed to promote living a positive, healthy lifestyle for a lifetime. Provides a foundation of information for students to learn to teach health and wellness in HPS 400. Prerequisite(s): admission to teacher education program.

CIPE 334. Assessment and Technology for PreK-12 Physical Education (3).

Provides teacher candidates the skills and knowledge needed to learn effective, authentic assessment of student learning in physical education in addition to providing the skills and knowledge to effectively implement technology into PreK-12 health and physical education classes. A framework is provided that offers a process for designing curriculum, instruction and assessment so they are conceived, developed and implemented in a clear, thoughtful manner. Assessment is aligned with district, state and national content standards to demonstrate the value of individual student learning and to support a congruent process of both assessment of student learning and of

program effectiveness. Technology skills associated with HPER disciplines are developed. Prerequisite(s): admission to teacher education program and completion of Block 1 of teacher education program.

CIPE 334H. Assessment and Technology for PreK-12 Physical Education Honors (3).

Provides teacher candidates the skills and knowledge needed to learn effective, authentic assessment of student learning in physical education in addition to providing the skills and knowledge to effectively implement technology into PreK-12 health and physical education classes. A framework is provided that offers a process for designing curriculum, instruction and assessment so they are conceived, developed and implemented in a clear, thoughtful manner. Assessment is aligned with district, state and national content standards to demonstrate the value of individual student learning and to support a congruent process of both assessment of student learning and of program effectiveness. Technology skills associated with HPER disciplines are developed. Prerequisite(s): admission to teacher education program and completion of Block 1 of teacher education program.

CIPE 360. Adapted Physical Education (3).

Assists students in developing the necessary skills for the implementation of enjoyable physical activity into the lives of persons impaired, disabled or handicapped. In addition to classroom work, students participate in observations and physical activity with persons impaired, disabled or handicapped. Prerequisite(s): BIOL 223 or HS 290, or equivalent, and admission to teacher education and completion of preprofessional block.

CIPE 360H. Adapted Physical Education Honors (3).

Assists students in developing the necessary skills for the implementation of enjoyable physical activity into the lives of persons impaired, disabled or handicapped. In addition to classroom work, students participate in observations and physical activity with persons impaired, disabled or handicapped. Prerequisite(s): BIOL 223 or HS 290, or equivalent, and admission to teacher education and completion of preprofessional block.

CIPE 402. Health Education for the Physical Educator (2).

Provides practical applications of theoretical models of health education for the physical education classroom. Discusses health problems, strategies for effecting change and outcome assessment. Develops selected instructional materials. The use of multiple intelligences, integration techniques, classroom management, health education standards, curriculum and technology support the goal of this course. *Course includes diversity content.* Prerequisite(s): CIPE 329.

CIPE 402H. Health Education for the Physical Educator Honors (2).

Provides practical applications of theoretical models of health education for the physical education classroom. Discusses health problems, strategies for effecting change and outcome assessment. Develops selected instructional materials. The use of multiple intelligences, integration techniques, classroom management, health education standards, curriculum and technology support the goal of this course. *Course includes diversity content.* Prerequisite(s): CIPE 329.

CIPE 425. Health, Movement and Physical Activity (2). ▴

Provides the prospective elementary teacher with the knowledge and techniques necessary to be able to integrate health, wellness and physical activity appropriate to elementary education classroom expectations and requirements aligned with Elementary Education Unified K-6 program standards. Content includes understanding the foundations of general, special and inclusive education, development and characteristics of all learners including those with disabilities.

Course purpose is to develop a blending of curriculums and techniques to support positive academic growth. Using multiple intelligences, integration techniques, classroom management, health standards, and curriculum and technology supports the goal of this course.

CIPE 471. Teaching Internship - Physical Education - Secondary (6).

Application for teaching internship must be made to the coordinator of laboratory experiences prior to the semester in which the student intends to enroll. The assignment for teaching internship begins with the opening of the public schools and the student is expected to follow the public school calendar for a semester. A grade of B- or higher must be attained to be recommended for licensure. Prerequisite(s): completion of all courses in the major field and Core II of the teacher education program. Corequisite(s): CIPE 472, CIPE 473.

CIPE 472. Teaching Internship - Physical Education - Elementary (6).

Application for teaching internship must be made to the coordinator of laboratory experiences prior to the semester in which the student intends to enroll. The assignment for teaching internship begins with the opening of the public schools, and the student is expected to follow the public school calendar for a semester. A grade of B- or higher must be attained to be recommended for licensure. Prerequisite(s): completion of all classes in the major field and Core II of the teacher education program. Corequisite(s): CIPE 471 and CIPE 473.

CIPE 473. Teaching Internship Seminar - Physical Education (1).

Weekly seminar evaluates strategies for managing classrooms and assesses instructional strategies. Students also discuss the employment process and the requirements for teacher certification. A grade of B- or higher must be attained to be recommended for licensure. Corequisite(s): CIPE 471, CIPE 472.