

Phys Education Theory (PEMT)

Courses

PEMT-109. First Year Experience: Chicago Body Works. 3 Hours.

This course will give students a comprehensive and practical view of the importance of fitness and nutrition in their daily lives. Students will be engaged in activities that they can participate in for life. They will learn the underlying fundamentals of a fit for life attitude. Each student will be provided with the knowledge and understanding of how to assess their current level of fitness and how to make improvements in the five health-related fitness component areas (cardiovascular fitness, body composition, flexibility, muscular strength and muscular endurance) through various physical and skill related activities. Also emphasized will be the importance and application of proper nutrition. A strong focus will be the multifaceted and diverse challenges faced by individuals committed to pursuing wellness in Chicago.

PEMT-109B. First Year Experience: Adventure In Chicago. 3 Hours.

This course is a hands-on experiential based approach to learning about and using cooperative learning, teams, challenge and adventure education, simulations and debriefing processes to create positive learning environments that promote engaged active learning. The course will focus on themes of self-knowledge, diversity, dealing with conflict, classroom dynamics, establishing effective learning environments, building peer and teacher-student trust and relationships that promote a "caring classroom".

PEMT-151. Fundamentals Of Rhythms. 3 Hours.

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

PEMT-201. Introduction To Principles And Methods In Physical Education. 3 Hours.

Principles, methods, aims and objectives of physical education; the place of physical education in the school curriculum; general and specific objectives; general techniques in teaching; principles of selecting content; progressions, building curricula to fit varying schools; lesson planning leadership, and squad organizations; co-operation with teachers, supervisors and administrators.

PEMT-203. Fitness Education. 3 Hours.

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

PEMT-231. Teaching Target, Net, And Wall Activities In Physical Education. 3 Hours.

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to target, net, and wall activity categories. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning target, net, and wall activity categories.

PEMT-235. Teaching Physical And Health Education Concepts For Classroom Teachers. 3 Hours.

This course will cover the fundamental principles and basic methodology of teaching physical and health education concepts for elementary classroom teachers. Students will be introduced to fundamental content knowledge and introductory teaching methodology. Students will achieve a broad understanding of quality physical and health education concepts and a variety of strategies to successfully implement them into active, developmentally appropriate lessons.

PEMT-242. Cooperative Learning In Adventure Education. 3 Hours.

This course is a hands-on experiential based approach to learning about and using cooperative learning, teams, challenge and adventure education, simulations and debriefing processes to create positive learning environments that promote engaged active learning. The course will focus on themes of self-knowledge, diversity, dealing with conflict, classroom dynamics, establishing effective learning environments, building peer and teacher-student trust and relationships that promote a "caring classroom".

PEMT-251. Fundamentals Of Rhythms. 3 Hours.

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

PEMT-276. Teaching Invasion, Striking, And Fielding Activities In Physical Education. 3 Hours.

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to invasion, striking, and fielding activities. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning invasion, striking, and fielding activity categories.

PEMT-300. Adventure Education Programming. 3 Hours.

Course will focus on how to integrate an interdisciplinary adventure-based program into traditional school curricula. The following topics will be investigated: Philosophical knowledge of adventure education, liability and safety in program design and developing interdisciplinary education units.

PEMT-302. Kinesiology. 3 Hours.

A systematic approach to the analysis of the responses of the human organism to both internal and external forces. The human body as an instrument for solving environmental challenges in movement will be investigated from both qualitative and quantitative perspectives. Lecture and laboratory.

PEMT-303. Adapted Physical Education And Recreation. 3 Hours.

The purpose of PEMT-303 is to provide students with the knowledge and basic skills required to meet the professional and legal mandates pertaining to kinesiology for individuals with disabilities. This course encompasses all sub-specialties in the profession with particular emphasis on children and their physical and motor development in schools. The course provides lesson plan writing, practical teaching opportunities and experiences for each student enabling each learner to gain the following; understanding of the knowledge and skills for students with disabilities, and planning and teaching students with disabilities in K-12 setting.

PEMT-305. Functional And Structural Human Anatomy. 3 Hours.

This course will cover the fundamental functional and structural anatomical aspects of the human body. Students will be introduced to the skeletal, muscular, nervous, respiratory, cardiovascular, endocrine and reproductive systems. Students will achieve a broad understanding of the function and structure of these systems and how this knowledge can be applied in health and physical activity settings.

PEMT-306. Exercise Physiology. 3 Hours.

This course will cover a broad understanding of the metabolic processes and various physiological systems that underlie human movement. Students will be introduced to the specific adaptations that occur within the body as a result of various types of physical activity. Students will achieve a strong understanding of how physiological concepts, related to human movement, explain the impact of exercise and physical activity on the body. Additionally, students will be able to apply their knowledge of these systems to provide more effective exercise, sport and physical activity programs. Departmental approval required.

PEMT-307. Assessment In Physical Education. 3 Hours.

This course will cover the role of assessment in k-12 physical education programs. Students will be introduced to the development of assessments in the psychomotor, cognitive and affective learning domains. In addition they will learn basic statistics, introductory data manipulation, presentation, and analysis. Students will achieve an understanding of the basic principles of assessment, creation of developmentally appropriate assessments, and achieve proficiency in the manipulation, presentation, and interpretation of assessment data.

PEMT-308. Motor Skill Behavior. 3 Hours.

This course will cover the central theories of motor skill behavior, concepts of motor skill behavior, and their practical application in instructional settings. Students will be introduced to motor skill learning theories, concepts explaining central and sensory control of movement, childhood motor development, and factors influencing motor skill learning. Students will achieve a broad understanding of how to apply these theories and concepts in practitioner based settings such as teaching, coaching, clinical and therapeutic environments.

PEMT-309. Sport & Exercise Psychology. 3 Hours.

This course will cover the psychological theories and constructs that underlie performance in sport, exercise and physical activity settings. Students will be introduced to the foundational theories that explain individual and contextual factors that influence behavior in the physical realm. A theory to practice approach will be used to understand the psychology of sport and exercise behavior.

PEMT-310. Socio-Cultural Influences On Physical Activity. 3 Hours.

This course will cover the contemporary and historical perspectives on social and cultural issues that influence youth in physical activity settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how they influence physical activity. Students will achieve a broader understanding of how these issues influence physical activity and strategies to encourage participation.

PEMT-311. Introduction To The Theory And Methodology Of Coaching. 3 Hours.

This course will cover the basic theory, methodology, and principles of athletic coaching. Students will be introduced to sport and exercise science theory, instructional methodology, and pedagogical principles related to athletic coaching. Students will achieve a broad understanding of how theory and methodology underpin quality athletic coaching and the ability to apply these concepts in practice. Requires Departmental authorization/approval.

PEMT-341. Physical Education Curriculum Design. 3 Hours.

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will achieve an understanding of how to develop and apply these models in k-12 physical education settings.

Prerequisite: PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

PEMT-343. Foundations Of Physical Education In Early And Elementary Education. 3 Hours.

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education in PreK thru 6th grades. Students will be introduced to planning, pedagogy, behavior management, assessment, and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful elementary school physical educator. Additionally, students will be required to observe 20 hours in an elementary physical education setting.

Prerequisite: PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

PEMT-344. Foundations Of Physical Education For Middle & High Schools. 3 Hours.

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education at the middle and high school levels. Students will be introduced to planning, pedagogy, behavior management, and assessment and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful middle or high school physical educator. Additionally, students will be required to observe 20 hours in middle or high school physical education settings.

Prerequisite: PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

PEMT-351. Independent Study In Physical Education. 1 Hour.

Special project of the student's choosing relating to some facet of physical education.

PEMT-352. Independent Study In Physical Education. 2 Hours.

(See PEMT-351 for description.).

PEMT-353. Independent Study In Physical Education. 3 Hours.

(See PEMT-351 for description.).

PEMT-355. Physical Education Clinical Experience. 3 Hours.

In this course students will be introduced to authentic physical education classroom settings and the planning, implementation, and assessment processes that occur. Students will be required to complete a minimum of 100 hours of clinical observation (50 elementary, 50 secondary) during this course. This course also will cover basic components of the edTPA portfolio, including a review of planning, implementation, and assessment in physical education. Students will achieve a broad understanding of the edTPA process and the factors that influence quality physical education within the school setting. Departmental Authorization/Approval required.

PEMT-375. Student Teaching And Seminar In Physical Education. 12 Hours.

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

Prerequisite: PEMT-355 with a minimum grade of C.

PEMT-375B. Student Teaching And Seminar In Physical Education. 6 Hours.

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

Prerequisite: PEMT-355 with a minimum grade of C.

PEMT-400. Adventure Education. 3 Hours.

The course will focus on how to integrate an interdisciplinary adventure-based program into physical education and recreational settings. The course is an experiential based approach to learning that uses cooperative learning, team building, simulations, and debriefing processes to create positive learning environments that promote engaged active learning. Liability and safety measures to consider when designing and developing adventure education programs will be addressed as well.

PEMT-410. Socio/Cultural Influences On Physical Activity, Sport, And Recreation. 3 Hours.

This course will cover contemporary and historical perspectives on social and cultural issues that influence youth and adults in physical activity, sport, and recreation settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how these factors influence physical activity, sport, and recreation.

PEMT-440. Contemporary Curricula In Physical Education. 3 Hours.

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will discuss the application of these curricula and how to implement them into their current physical education teaching setting.

PEMT-445. Contemporary Teaching Methods In Physical Education. 3 Hours.

This course will cover contemporary pedagogical principles and methodologies for the design and implementation of physical education at the elementary, middle, and high school levels. Students will discuss, apply, and implement the most current theoretical knowledge and practical experiences within physical education pedagogy.