HPE - Health and Physical Education

HEALTH AND PHYSICAL EDUCATION Courses

HPE 200. Foundations of Education, Physical Education and Health. 3 Credits.
Teacher candidates gain insight into the techniques, methodology, and philosophy of field-based health and physical education teachers. Teacher candidates will be expected to observe and participate in the teaching of simple lessons. This course requires a completed ODU clearance/background check prior to entering a school or community agency. Visit: odu.edu/office for clearance procedures. If students do not have the clearance by the first week of classes, they will be dropped. This course requires a 20 hour placement in an elementary setting.

HPE 218. Aquatics and Outdoor Education. 2 Credits.
Teacher candidates gain insight into the techniques, methodology, and philosophy of field-based health and physical education teachers. Teacher candidates will be expected to observe and participate in the teaching of simple lessons. Prerequisites: open to PE - Teacher Prep majors only.

HPE 220. Teaching of Team Sports. 3 Credits.
This course covers skills and strategies of team sports, where opposing teams interact directly and simultaneously to achieve an objective. The team sports will be broken down into the components of territory, net/wall, and fielding/run scoring games. The student teacher will become familiar with teaching and organizational techniques appropriate for each activity. Emphasis is placed on a tactical approach and knowledge of sport specific skills, game strategy, rules, teaching facilitation, organization, and demonstration of different parts of a lesson. Prerequisites: open to PE - Teacher Preparation majors only.

HPE 222. Teaching Individual Sports and Dance. 3 Credits.
This course is designed as both a laboratory and methods class in which the student learns skills and strategies of pickleball, bowling, badminton, golf, tennis, gymnastics, and dance. It is designed to develop knowledge, understanding, and attitudes of fundamental movements. The student teacher will become familiar with teaching and organizational techniques appropriate for each activity. Emphasis is placed on a tactical approach and knowledge of specific skills, game strategy, rules, teaching facilitation, organization, and demonstration of different parts of a lesson. Prerequisites: open to PE - Teacher Prep majors only.

HPE 295. Topics in Physical Education. 1-3 Credits.
This course provides an opportunity for in-depth study of selected topics in physical education. Prerequisite: sophomore standing and approval of program advisor.

HPE 300. Teaching Elementary Physical Education. 3 Credits.
This course is designed to acquaint the teacher candidate with elementary age children, their characteristics, interests, needs, and learning styles. Observation, analysis, and prescription of motor skills, curriculum design using skill themes and movement concepts are aimed at providing the teacher candidate with an increased understanding of how these actions directly relate to the process of effective teaching. Includes a 15 hour field experience. Prerequisites: A grade of C or better in ENGL 211C or ENGL 221C or ENGL 231C and HPE 200.

HPE 301W. Methods and Materials in Teaching Physical Education. 3 Credits.
This course is designed to acquaint the teacher candidate with the current theories, techniques, and practices utilized in teaching physical education at the secondary level. Discussions will focus on the various age group characteristics, interests, needs and learning styles as related to a school setting. Observation, analysis, and prescription of motor skills, curriculum design using skill themes and movement concepts, instructional techniques, and curriculum models are aimed at providing the professional educator with an increased understanding of how these factors directly relate to a process of effective teaching. This writing intensive course includes a 15 hour field experience. Prerequisites: A grade of C or better in ENGL 211C or ENGL 221C or ENGL 231C and HPE 200.
HPE 406/506. Tests and Measurement in Physical Education and Health. 3 Credits.
This course is designed to acquaint the student with tests and measurement in the fields of health and physical education, test construction, scoring, and methods of using results. Prerequisites: junior standing.

HPE 409/509. Physiology of Exercise. 3 Credits.
An investigation into the physiological adjustments of the human organism to exercise, including systematic and biochemical molecular changes. Major areas of concern include neuromuscular, metabolic, and cardiorespiratory changes during exercise and the influence of such variables as nutrition, drugs, environment, age, sex, training and body weight. Prerequisites: BIOL 240 or BIOL 250.

HPE 430/530. Nutrition and Fitness Education. 3 Credits.
The study of techniques for the teaching of nutrition and health-related fitness. Content to be covered includes nutrition and various aspects of fitness training appropriate for the teaching of PreK-12 physical education and health. Prerequisites: HPE 200 and HPE 402.

HPE 469/569. Practicum Experience and Instructional Planning in Health and Physical Education. 3 Credits.
Instructional planning coupled with a clinical experience that allows the teaching candidate to teach and observe professionals in a field-based setting. Portfolio development, reflective assessment of teaching, and student assessment techniques will be emphasized. This course requires a completed ODU clearance/background check prior to entering a school or community agency. Visit: https://www.odu.edu/occ for clearance procedures. If students do not have the clearance by the first week of classes, they will be dropped. Prerequisites: HPE 200 and admission into teacher education program.

HPE 480. Teacher Candidate Seminar. 1 Credit.
Study and group discussion of problems growing out of the student teaching (teacher candidate internship) experience. Prerequisites: acceptance into teacher education and approval of the program advisor.

HPE 485. Teacher Candidate Internship. 12 Credits.
A culminating experience that provides a field-based application of effective techniques in behavior, management, instructional strategies, and the development of professional attributes in K-12 school setting. This course requires a completed ODU clearance/background check prior to entering a school or community agency. Visit: https://www.odu.edu/occ for clearance procedures. If students do not have the clearance by the first week of classes, they will be dropped. Prerequisites: acceptance into teacher education, completion of approved program, passing scores on the appropriate PRAXIS II content examination, and an approved application for Teacher Candidate Internship.

HPE 497. Topics in Health and Physical Education. 1-3 Credits.
Prerequisite: permission of the instructor.

HPE 498. Topics in Health and Physical Education. 1-3 Credits.
Prerequisite: permission of the instructor.

HPE 502. Methods and Materials in Health Education. 3 Credits.
This course will enable teacher candidates to gain insight into the techniques, methodology, and philosophy of field-based health and physical education. Teacher candidates will be expected to observe and participate in the teaching of simple lessons.

HPE 504. Adapted Physical Education. 3 Credits.
Students will become acquainted with the practices and researching of different disabilities, the learning modes of the exceptional child, and IDEA (the law that advocates free and appropriate education). The course will also examine how to work within the ecosystem surrounding a child with disabilities. A vital component of the course will be the practical application of theory.

HPE 506. Tests and Measurement in Physical Education and Health. 3 Credits.
This course is designed to acquaint the student with tests and measurement in the fields of health and physical education, test construction, scoring, and methods of using results.

HPE 509. Exercise Physiology. 3 Credits.
An investigation into the physiological adjustments of the human organism to exercise, including systematic and biochemical molecular changes. Major areas of concern include neuromuscular, metabolic, and cardiorespiratory changes during exercise and the influence of such variables as nutrition, drugs, environment, age, sex, training and body weight. Prerequisites: BIOL 240 or BIOL 250.

HPE 530. Nutrition and Fitness Education. 3 Credits.
The study of techniques for the teaching of nutrition and health-related fitness. Content to be covered includes nutrition and various aspects of fitness training appropriate for the teaching of PreK-12 physical education and health.

HPE 569. Practicum Experience and Instructional Planning in Health and Physical Education. 3 Credits.
A clinical experience that allows the teaching candidate to teach and observe professionals in a field-based setting. Portfolio development, reflective assessment of teaching, and student assessment techniques will be emphasized. This course requires a completed ODU clearance/background check prior to entering a school or community agency. Visit: www.odu.edu/ TES for clearance procedures. If students do not have the clearance by the first week of classes, they will be dropped. Prerequisites: HPE 200 and admission into teacher education program.

HPE 587. Teacher Candidate Seminar. 1 Credit.
Study and group discussion of problems growing out of the student teaching (teacher candidate internship) experience. Students must pass Praxis II to complete this course. Prerequisites: acceptance into teacher education and approval of the program advisor.

HPE 601. Adapted Physical Education Design and Supervision. 3 Credits.
This course is divided into three sections. The first section deals with learning how to administer and interpret several evaluation tools. The second section concentrates on developing computer, videotaping, and other technology skills for adapted PE. The third section focuses on overall supervision of adapted PE programs in various school and institutional environments.

HPE 607. Movement Analysis of Individual and Team Sports. 3 Credits.
This laboratory and methods class focuses on the skills and strategies of teaching individual sports (e.g., bowling, badminton, golf, and tennis) and team sports (e.g., football, basketball, volleyball, and softball), using a tactical approach.

HPE 609. Principles of Movement Analysis in Dance and Rhythmic Activities for Physical Education. 3 Credits.
The course is designed to help teachers and coaches improve their skills in analyzing movement skills in dance and rhythmic activities. Such skill analysis is necessary to effectively diagnose movement deficiencies, prescribe techniques for improving performance, and modifying activities for the adaptive program.

HPE 636. Research Problems in Health & Physical Education. 3 Credits.
Practice in the use of statistical and analytical techniques in solving problems in health and physical education; supervised student research.

HPE 668. Internship in Health & Physical Education. 1-6 Credits.
Designed to provide detailed practical experience (400 clock hours) in a health and physical education field setting. Prerequisite: completion of 75% of graduate work.

HPE 680. Problems in Health Education. 3 Credits.
Problems in teaching health education on the elementary and secondary level; family life education, substance use and abuse, and mental and emotional health.

HPE 695. Topics in Health & Physical Education. 1-3 Credits.
Selected topic courses in health and physical education.

HPE 697. Independent Study In Health & Physical Education. 1-3 Credits.
Investigations in health, physical education. Problems approved in advance are investigated under the supervision of the faculty advisor.
HPE 698. Thesis. 3 Credits.

HPE 699. Thesis. 3 Credits.

HPE 704. Advanced Studies in Adapted Physical Education. 3 Credits. This course provides experiences of teaching adapted physical education content in lecture and gymnasium settings. Students will develop an understanding of a broad spectrum of disability related content that is applicable to physical education, and gain a deep knowledge of specific topics within disability studies. General and disability specific teaching strategies will be discussed.

HPE 718. Applied Learning and Coaching Theory. 3 Credits. This course examines applied theories of learning and coaching in sport and physical education. Emphasis will be placed on understanding the differing coaching/learning theories and strategies, designing effective practice and game plans, and learning the different learning levels and styles through observing, analyzing, and critiquing skills. Current research and practice will be emphasized.

HPE 719. Planning and Administration in PE and Sport Programs. 3 Credits. This course is designed to provide in-depth information about the planning and administrative aspects of sport/physical education programs. Content includes, but is not limited to, teaching/training planning, safety and injury prevention, behavioral management, field/facility maintenance, budgetary considerations, public relations, and legal and risk management procedures associated with coaching/teaching PE.

HPE 720. Curriculum Development in Physical Education. 3 Credits. A course designed to acquaint the student with the basic principles and practices in curriculum development. Curriculum development methodologies for both K-12 and college curricula will be addressed.

HPE 721. Motivational Issues in Sports. 3 Credits. Motivational and psychological issues relate with sport performance enhancement, athlete/student wellbeing, and clinical issues with specific populations.

HPE 740. Motor Learning and Development. 3 Credits. This course covers a combination of motor development and motor learning topics. The course information and structure are designed to optimize practitioners’ effectiveness in the classroom and on the field via practical application of motor behavior theories, concepts and principles. Attention is directed toward understanding the acquisition of skills from the fundamental, initial level to the sport-specific, more advanced level, toward optimal age and skill-level practices and developing appropriate motor skill assessments for infants through older adulthood. Past and current research findings are incorporated into each of the course topics.

HPE 745. Assessment/Evaluation and Technology in Sport/PE. 3 Credits. This course covers assessment/evaluation theory and practices in PE/Sport. Multiple evaluation designs and techniques in different domains such as teaching/coaching, learning, and performance will be discussed along with technology applications in PE/Sport.

HPE 746. Advanced Quantitative Research in Adapted Physical Activity. 3 Credits. This quantitative research method course delves into two aspects: (1) to understand the quantitative study design and evidence hierarchy as they relate to research and practices in adapted physical activity, and (2) to provide skills and understanding necessary for doctoral students in adapted physical activity to interpret and conduct quantitative research. Prerequisites: FOUN 812.

HPE 819. Planning and Administration in PE and Sport Programs. 3 Credits. This course is designed to provide in-depth information about the planning and administrative aspects of sport/physical education programs. Content includes, but is not limited to, teaching/training planning, safety and injury prevention, behavioral management, field/facility maintenance, budgetary considerations, public relations, and legal and risk management procedures associated with coaching/teaching PE.

HPE 820. Curriculum Development in Physical Education. 3 Credits. A course designed to acquaint the student with the basic principles and practices in curriculum development. Curriculum development methodologies for both K-12 and college curricula will be addressed.

HPE 840. Motor Learning and Development. 3 Credits. This course covers a combination of motor development and motor learning topics. The course information and structure are designed to optimize practitioners’ effectiveness in the classroom and on the field via practical application of motor behavior theories, concepts and principles. Attention is directed toward understanding the acquisition of skills from the fundamental, initial level to the sport-specific, more advanced level, toward optimal age and skill-level practices and developing appropriate motor skill assessments for infants through older adulthood. Past and current research findings are incorporated into each of the course topics.

HPE 845. Assessment/Evaluation and Technology in Sport/PE. 3 Credits. This course covers assessment/evaluation theory and practices in PE/Sport. Multiple evaluation designs and techniques in different domains such as teaching/coaching, learning, and performance will be discussed along with technology applications in PE/Sport.

HPE 846. Advanced Qualitative Research in Adapted Physical Activity. 3 Credits. This quantitative research method course delves into two aspects: (1) to understand the quantitative study design and evidence hierarchy as they relate to research and practices in adapted physical activity, and (2) to provide skills and understanding necessary for doctoral students in adapted physical activity to interpret and conduct quantitative research. Prerequisites: FOUN 812.