MAT in Health and Physical Education
Course Descriptions

EDUG-700 Learning in Cultural Contexts (3.00 cr.)
This course explores major theories and models for understanding how children and adolescents learn; seeks to understand the complex interaction among biological, sociocultural, and psychological factors that influence learning; applies this knowledge about learning to learning and teaching in schools; and investigates the interplay between school culture and students’ cultures and the implications for student achievement. The course begins with a sharp focus on the students as an individual learner, then centers on the individual working with a teacher, and finally centers on the learner in cultural context. Explanations of structural barriers to student achievement are examined including stereotype threat, curriculum-home communication mismatch, the privileging of certain approaches to learning, and solutions for teachers are investigated. The importance of close observation of children/adolescents and careful consideration of actual student achievement data in sociocultural context are stressed. Field experiences required.

EDUG-701 Power Tools for Educators: Using Technology for Communication, Presentation, Instructional Design, Planning and Assessment (3.00 cr.)
To meet the needs of students, to operate effectively in a school environment, and to accomplish professional responsibilities, teachers must be able to use an array of 21st century tools to communicate, maintain and manage data, conduct research, design and present lessons, and to participate in professional networks. The purpose of this course is to introduce to the basic technology tools of teachers, their applications, and the ethics associated with the profession. Through this course you will learn and practice forms of communication specific to teaching, parent conferences and class newsletters/website. You will learn the basic elements of lesson planning and assessment and the software that supports these tasks. You will consider the uses of presentation software and web design to support student’s learning. You will carefully consider the ethical dimensions associated with communicating, presenting, data management, designing instruction, and assessing, including the key provisions of the Family Education Rights Privacy Act (FERPA) and guidelines for email communications. Field experiences required.

EDUG-702 Teaching Diverse Learners in the Classroom (3.00 cr.)
One challenge that teachers face is how to work with a broad range of cultural, linguistic, and intellectual differences among their students. This course will examine differences and similarities among students and explore sociocultural and structural influences on student achievement. It will address the questions, “Who are the students in the classroom?” and “What must teachers consider when planning and implementing instruction for all of their students?” The course will focus on basic concepts related to addressing student needs through differentiation, inclusion, and teaching English as a Second Language. Field experiences required.

EDUG-703 Behavior and Classroom Management (3.00 cr.)
This course is designed to give teachers the knowledge and skills to create and maintain effective learning environments. One important aspect of classroom management, behavior management, will be given particular focus. Teachers will understand how to implement positive behavior support (PBS) to help their students learn and engage in appropriate behavior. Field experiences required.

EDUG-704 Leadership in Schools and Society (3.00 cr.)
This course helps teachers analyze the complex historical, cultural, sociological, philosophical, and theoretical perspectives which impact schools. It examines the educational process in the context of modern society and how that process is influenced by the forces of the larger community. Participants will reflect on and critically analyze their professional internship experience. Recognizing the teacher as a leader within a professional community is an important component of the course. This course helps answer the questions, “how do schools work,” “how did we get here,” and “where are we going and how do we get there?” Field experiences required. Corequisites: EDU-790 and EDU-795.
EDUG-790 MAT Internship (3.00 cr.)
Designed to provide a full-time experience at the appropriate grade level within the area of specialization. Internships are offered in the areas of Elementary Education (K-6), English as a Second Language (K-12), or Special Education (K-12). The candidate engages in a variety of supervised instructional activities, with gradual induction into full-time teaching responsibilities. The candidate will be supervised by both a cooperating teacher in a public school classroom and a college supervisor from the Meredith faculty. All program requirements must be met prior to enrollment. Co-requisites: EDU-704 and EDU-795. Fee assessed.

EDUG-795 Graduate Colloquium in Education (3.00 cr.)
A capstone seminar taken concurrently with the graduate internship. This course is designed to strengthen the professional skills of reflection as related to instructional practice, assessment and evaluation of student learning, and analysis of personal and effective classroom practices. Emphasis is placed on the five areas of the North Carolina Professional Teaching Standards. Co-requisites: EDU-704 and EDU-790.

ESSG 710: Pedagogical Applications in Health and Physical Education (3.00 cr)
A study of effective instruction in health and physical education for K-12 students focusing on specific teaching skills critical to enhancing student engagement and learning. Course content includes creating a respectful learning environment, classroom management, assessment and evaluation, diversity, professionalism and ethics. Students will have the opportunity for examination and critical analysis of effective teaching research.

ESSG 711: Program Design and Implementation in Health and Physical Education (3.00 cr)
A study of curriculum development in health and physical education focusing on current theories and models including factors affecting the curriculum: standards, scope, sequence, scheduling, implementation plan, curriculum theories, program assessment and evaluation techniques.

ESSG 712: Teaching Physical Education in the Elementary School: MAT (3.00 cr)
Course offers prospective physical education teachers experience in instructional methodology appropriate at the elementary level. Emphasis is placed on the synthesis of theory and practice in physical education at the elementary level and understanding the role of physical education in the development of children. Content includes curriculum design, planning and implementing units and lessons, teaching approaches, assessment and evaluation appropriate at the elementary school level. Also incorporated are adapted physical education teaching approaches, assessment and evaluation appropriate for individuals with special needs. Research which supports the most effective teaching practices will be included. (15 clinical hours in public schools are required for this course)

ESSG 713: Teaching Physical Education in Secondary Schools: MAT (3.00 cr)
Study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific physical education content area teaching. Students will examine how to create and implement lesson plans and units of study within the scope of secondary school curricula, which will promote meaningful learning environments and promotion of 21st century skills for K-12 students. Study of designing and implementing appropriate movement experiences for students with disabilities also emphasized. Research that supports the most effective teaching practices will be examined. (15 clinical hours in public schools are required in this course)

HEDG 710: Foundation and Methods in Health Education K-12 (3.00 cr)
Course provides application of current K-12 school health instruction with emphasis upon curriculum design, instructional strategies, lesson planning, use of appropriate assessments and reflective practices. Additional focus on health content in a multidisciplinary approach within a school setting, exploring community involvement and an increased awareness on global diversity. (15 clinical hours in public schools are required for this course)