

Department of Human Studies

Department Chair: Retta Evans, PhD, MCHES®

The Department of Human Studies offers undergraduate majors in three programs: Community Health & Human Services, eSports, and Kinesiology. Community Health and Human Services majors choose between two concentrations: Health Promotion and Education (non-teaching) or Human Services (non-teaching). Community Health and Human Services also offers a minor in Health Promotion and Education, a minor in Human Services, and a certificate in Health Coaching. Kinesiology majors choose among four concentrations: Physical Education Teacher Certification (grades P-12), Sports Physiology and Performance (non-teaching), Exercise Bioenergetics (non-teaching), or Exercise Science (non-teaching). Kinesiology also offers a minor in Athletic Coaching and a minor in Exercise Science. Additionally, students can pursue a degree or certificate in eSports Performance Management & Coaching. Programs leading to degrees and/or certificates in Counseling, Educational Leadership, and Higher Education Administration are offered at the graduate level.

Students should contact the Office of Student Services in the School of Education and Human Sciences early in their studies to obtain the name of their advisor and pertinent program information. Students should consult their advisor prior to each registration period for the appropriate guidance (e.g., students are expected to take courses in the appropriate sequence, including prerequisites).

CHHS-Comm Hlth Human Serv Courses

CHHS 140. Taking Action in Emergencies: Preparedness, Management, First Aid, and CPR. 3 Hours.

This course will prepare students to take action during community emergencies and personal crises. The course will introduce students to the competencies to prevent, protect against, respond to, and recover from emergencies that threaten to overwhelm routine capabilities. Safety and crisis management will be discussed, and students will develop skills in administering first aid. Students also have the opportunity to become certified in cardiopulmonary resuscitation (CPR).

CHHS 141. Lifelong Health & Wellness. 3 Hours.

This course equips students with knowledge and skills that support a healthy lifestyle. Topics include dimensions of wellness; components of fitness; nutrition; weight management; stress and sleep; chronic and infectious diseases; addictions related to alcohol, tobacco, and other drugs; sexual behavior/issues; and environmental health. Students will explore local organizations that promote the dimensions of wellness, engage in experiential health promotion learning in their community, and create a sustainable action plan for lifelong health and wellness that can be a part of their life on campus and in the city. This course satisfies the Blazer Core City as a Classroom requirement.

CHHS 200. Quality of Life. 2 Hours.

Total health; effects of lifestyle on total health. Decision-making skills to enable health enhancing choices and engage in health enhancing activities to improve and maintain health status. For education majors only.

CHHS 223. Community Problem Solving & Systems-Based Approaches. 3 Hours.

This course provides a comprehensive overview of the health and human services infrastructure for the United States of America. The course examines the history of community and public health, while also characterizing the community-based organizations that have shaped health and human services policy. The course examines how to leverage institutions within communities to address health and human services challenges using system-based approaches. The course examines how to leverage institutions within communities to address health and human services challenges using data-based decision making and systems-based approaches.

CHHS 230. Concepts of Health, Disease, and Prevention. 4 Hours.

This course supports the understanding of how and why manifestations of a disease occur; the burden of disease on the body and within society; and incorporates this knowledge into health education and promotion decision-making.

Prerequisites: BY 101 [Min Grade: C] and BY 102 [Min Grade: C]

CHHS 231. Addressing the Burden of Infectious & Chronic Diseases. 4 Hours.

This course supports the understanding of how and why manifestations of infectious and chronic disease burden occur within society and addresses individual and social determinants of health factors through health education and promotion practices.

Prerequisites: BY 101 [Min Grade: C] and BY 102 [Min Grade: C]

CHHS 300. Ethics, Leadership, & Professionalism in Health & Human Services. 3 Hours.

This course offers students greater understanding of the ethics and values that guide individuals in the health and human services professions. Students will focus on the knowledge, skills and dispositions essential for ethical decision-making in responsible practice. Case studies through integrated learning will be utilized for discussion, self-exploration, and skill building for problem solving of ethical issues and dilemmas.

CHHS 305. Social & Cultural Competency: Learning to Work with All People. 3 Hours.

This course promotes the knowledge and skills needed to explore issues of helping and collaborating with people from various backgrounds and experiences in a productive, professional, and ethical manner. Topics span the discipline of community health and human services, integrating materials, concepts, and frameworks from numerous disciplines in the helping professions.

CHHS 342. Professional Skills for Health & Wellness Promotion. 3 Hours.

This course conveys the foundations of the Health Education/Promotion profession and the necessary competencies of the Certified Health Education Specialist (CHES). Topics include the background and history of health education/promotion, ethical decision-making, introduction to theories, and health promotion planning models and tools. Students learn to apply their learning to health promotion efforts within settings and organizations, employing data-based decision making and evidence-based strategies.

CHHS 343. Behavior Change to Improve Health & Well-being. 3 Hours.

This course examines the behavioral and social determinants that impact the health and well-being of humans. Students will learn how to employ theoretical frameworks and evidence-based strategies to change human behavior to improve health and well-being.

CHHS 350. Human Services: Making a Difference in People's Lives. 4 Hours.

The field of human services works to meet human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems encountered by individuals and families. This course introduces the evolving field of human services. Students will have the opportunity to learn about the history of the human services profession and the competencies of human services providers. Course content will discuss the broad range of services, jobs, functions, and roles of human service professionals. It will emphasize the values, concepts, and theories within the profession.

CHHS 402. Mental Health, Stress Management & Wellness Promotion. 3 Hours.

This course explains how an individual can manage their internal and external stressors to optimize their mental and emotional well-being. Topics span the discipline of health promotion and wellness, including theoretical models, discussions on the importance of relationships and social support, personality differences and risk of disease, how attitudes and emotions can change body chemistry, heart rates, hormone levels, and immunity against disease.

CHHS 404. Global Trends in Health Education/Promotion. 3 Hours.

This course will introduce students to past and current global health issues and health education/promotion priorities around the world. Health education and promotion practices in different countries within various region of the world will be explored.

CHHS 408. Substance Abuse Prevention and Education. 3 Hours.

This course explores the impact of commonly abused substances—such as alcohol, cannabis, opioids, and stimulants—on individuals and communities. Students will learn evidence-based strategies for prevention, harm reduction, and education aimed at reducing drug misuse and promoting healthy behaviors. Through interactive discussions and real-world case studies, the course equips students with practical skills to advocate for informed decision-making regarding alcohol and other substances.

CHHS 415. Case Management: Intake, Assessment, & Referral. 3 Hours.

This course introduces students to the core functions of case management within health and human services settings with a focus on intake, comprehensive assessment, and effective referral processes. Students will learn to apply person-centered approaches, utilize standardized assessment tools, and coordinate care across multidisciplinary systems. Emphasis is placed on ethical practice, cultural competence, and evidence-based strategies to support client engagement and continuity of care.

CHHS 418. Lifespan Dimensions in Women's Health and Nutrition. 3 Hours.

Highlights will include health issues specific to women, chronic diseases, body image and eating disorders, health promotion and disease prevention, pregnancy, childbirth and lactation, weight loss/maintenance, menopause and aging, fitness management and stress management.

CHHS 420. Interpersonal Skills & Coaching to Improve Health & Well-being. 4 Hours.

This course equips students with skills appropriate for addressing selected individual and small group health and human services problems. The course emphasizes learning to support clients through goal setting, problem solving, and strength-based processes to improve health and well-being.

CHHS 421. Health Communication, Advocacy, & Well-being Promotion. 3 Hours.

This course prepares students to design and deliver effective health communication strategies that promote well-being and empower individuals and communities. Emphasizing advocacy, cultural competence, and health literacy, students learn to apply evidence-based marketing strategies and communication skills to influence positive health behaviors. Through practical projects and case studies, the course develops competencies in message framing, stakeholder engagement, and policy advocacy.

CHHS 423. Human Sexuality. 3 Hours.

This course provides an overview of biological, sociological, psychological, and ethical aspects of human sexuality as encountered by health education specialists and human services practitioners. Content related to an anatomical overview, sexual decision making process, harm reduction approaches, social norms, societal issues, gender stereotypes, sexual complications, and the sexuality of special populations are emphasized.

CHHS 425. Assessing Needs, Capacity, & Mobilizing for Change. 3 Hours.

This course equips students with the skills to conduct individual, and community needs assessments, analyze capacity, examine abilities, and design strategies for mobilizing stakeholders toward sustainable change. Emphasizing participatory approaches, cultural competence, and evidence-based planning, students will learn to apply health and human services frameworks to address individual and social determinants that influence health and well-being. Through projects and case studies, the course develops competencies in data collection, empowerment, coalition building, and advocacy for community well-being.

CHHS 426. Wellness Promotion Peer Educators Part 1. 3 Hours.

The intent of this course is to provide students with the skills to facilitate group presentations on health-related content to their peers. Students will complete the Certified Peer Education Training, a comprehensive, interactive, and skills-based training. Students will learn about the programs and services offered at the UAB Student Health and Wellness Center and will be able to articulate this to new student users. Students will learn basic alcohol and other drug information in preparation for presentation to their peers.

CHHS 427. SHAPE Peer Education. 3 Hours.

This course is designed to provide students with the knowledge and skills needed to effectively communicate accurate information related to sexual health and decision-making. The concept of total health and the effects of lifestyle and decision-making on the quality of life will be emphasized. Students will learn decision-making and other skills that will enable them to make healthy choices and engage in healthy activities to improve and maintain an ideal level of quality of life. By the end of this course the student will be able to facilitate workshops on Sexual Decision Making, HIV Awareness, and Healthy Relationships.

CHHS 428. Wellness Promotion Peer Education Part 2. 3 Hours.

This course actively engages students in the delivery of peer education programs and services to the UAB campus community. The purpose of the Wellness Promotion Peer Education Part 2 course is to provide candidates with a supervised, field-based, work experience in a wellness promotion setting.

Prerequisites: CHHS 426 [Min Grade: C]

CHHS 431. Planning Interventions & Services Delivery. 3 Hours.

This course focuses on the systematic planning, implementation, and coordination of health education programs and human services interventions to improve population well-being. Students will learn to apply evidence-based models, logic frameworks, and resource management strategies to design effective interventions and service delivery systems.

Prerequisites: (CHHS 141 [Min Grade: C] or HE 141 [Min Grade: C] or HPE 200 [Min Grade: C] or KIN 222 [Min Grade: C] or HE 222 [Min Grade: C]) and (CHHS 342 [Min Grade: C] or HE 342 [Min Grade: C]) and (CHHS 343 [Min Grade: C] or HE 343 [Min Grade: C])

CHHS 432. Leading for Social Impact: Project Management in Health & Human Services Organizations. 3 Hours.

This course prepares students to lead health and human services initiatives by applying project management principles to drive social impact and organizational effectiveness. Students will develop skills in strategic planning, resource allocation, team leadership, and stakeholder engagement using evidence-based frameworks. Emphasis is placed on cultural competence, ethical leadership, and outcome evaluation to ensure sustainable change within diverse communities and service systems.

CHHS 452. Program Evaluation & Intervention Effectiveness. 3 Hours.

This course provides students with the knowledge and skills to evaluate health promotion and human services programs and measure intervention effectiveness using evidence-based methodologies. Students will learn to apply logic models, performance indicators, and data analysis techniques to assess outcomes and improve program quality. Emphasis is placed on cultural competence, ethical evaluation practices, and the use of research findings to inform decision-making in health and human services settings.

Prerequisites: (CHHS 431 [Min Grade: C] or HE 431 [Min Grade: C])

CHHS 455. Fundraising, Grantmanship, & Philanthropy for Social Impact. 3 Hours.

This course introduces students to the principles and practices of fundraising, grant writing, and philanthropic engagement within health and human services organizations. Students will learn to develop compelling proposals, cultivate donor relationships, and leverage funding strategies to support evidence-based programs and community initiatives. Emphasis is placed on ethical standards, sustainability planning, and advocacy to maximize social impact and promote health equity.

CHHS 460. Management of Human Services Organizations. 3 Hours.

This course provides the opportunity for development of managerial theory and philosophy of the human services professional. Topics covered in the course include understanding organizations and systems perspectives, use of structure to facilitate the organizational mission, job analysis and job design, human resources planning, recruitment and hiring of human services professionals, and maximizing employee potential. Supervision, performance appraisals, use of data for organizational evaluation, and the role board members are other areas of emphasis.

CHHS 489. Intervention Strategies for Community Health & Human Services. 3 Hours.

This course emphasizes the selection of evidence-based intervention strategies to promote behavior change within diverse communities. Students will learn to select and apply appropriate teaching methods, communication techniques, and culturally responsive materials to strengthen intervention efforts and improve program outcomes. Emphasis is placed on ethical practice, theoretical foundations, and practical skills in curriculum development, facilitation, and organizational strategies aligned with health education and human services competencies.

Prerequisites: CHHS 223 [Min Grade: C] and CHHS 343 [Min Grade: C]

CHHS 490. Special Projects in Community Health & Human Services. 1-6 Hour.

This course provides students with the opportunity to explore a specialized health and human services topic through a professional literature review or an applied research project. Emphasis is placed on integrating health education and human services competencies, including data analysis, evidence-based practice, and ethical standards. Students will develop skills in project design, critical evaluation, and dissemination of findings to address community health needs and promote well-being.

CHHS 491. Addressing Problems in Community Health & Human Services. 1-6 Hour.

This course explores complex and controversial issues in community health and human services, including state and national priority topics such as health equity, access to care, and social determinants of health. Students will critically analyze emerging challenges, review evidence-based solutions, and engage in discussions on policy, ethics, and advocacy. Emphasis is placed on applying health education and human services competencies to develop informed strategies for addressing these pressing problems.

CHHS 497. Human Services Internship. 1-9 Hour.

The purpose of the internship is to provide an opportunity for students to apply knowledge and skills they have learned during their course work in human services. The internship offers students the opportunity to gain hands-on experience in a real world setting and under the leadership of an experienced health education or human services professional. This is also the time whereby students are sharpening their skills as a soon-to-be job applicant. Attaining professional development, appropriate credentialing and developing a well-crafted resume and interviewing skills are part of that process.

CHHS 499. Community Health & Human Services Capstone Experience. 1-9 Hour.

Through completion of an individually designed service-learning project, this course provides students with the opportunity to apply community health and human services competencies through engagement, study, and reflection. Students will apply their knowledge and skills in a supervised work experience within a pre-approved health and human services agency/organization. This course should be taken within the last two semesters of graduation.

ECG-Counseling, Human Services Courses

ECG 300. Career Mapping. 3 Hours.

Get what you want by identifying and building key skills being sought by employers and graduate school admission committees today. This course provides an interactive exploration into arriving at your destination and having fun along the way. Gain tips and insights from executives in your field into professional development, resume/interviewing, communication, team building, networking (live and virtual), and other key areas necessary to help you present yourself as the applicant of choice. Master these steps and begin to map your journey toward career success.

ECG 460. Sign Language I: Survival. 3 Hours.

Beginning course in manual communication. Finger spelling and language of signs to facilitate communication with individuals who have severe hearing impairments.

ECG 461. Sign Language II: Intermediate. 3 Hours.

Manual communication; signed English. Finger spelling and language of signs.

Prerequisites: ECG 460 [Min Grade: C]

ECG 462. Sign Language III: Advanced. 3 Hours.

American Sign Language. Syntax structure for more effective communication with adult deaf persons. Sign concept and concept transmission.

Prerequisites: ECG 461 [Min Grade: C]

ECG 463. Intro Interpreting for Deaf. 3 Hours.

Basic theories, principles, and practices of interpreting for deaf in general and specialized settings; guidelines appropriate in situational settings. Development of interpreting skills and manual communications skills.

Prerequisites: ECG 462 [Min Grade: C]

EDF-Foundations of Education Courses

EDF 361. Ethical Issues in Professional Practice. 3 Hours.

Examines professional ethics and legal issues related to teaching, student supervision, contractual obligation, conditions of employment, and other workplace issues related to conduct and practice in the field of public school teaching. Legal mandates and professional codes of ethics are analyzed. Also addressed are the development of professional judgment and of moral decision making abilities.

EDF 362. Foundations of Education I: Social, Historical, Philosophical. 3 Hours.

This course addresses the relationship among educators, schools, and society through seminars, field experiences in schools, and exposure to civic and community organizations. Historical and contemporary perspectives on political, economic, and social issues and problems in education, the role and value of diversity and equity in education, an introduction to professional ethics, and the importance of civic responsibility are significant components of this course.

Prerequisites: EDU 200 [Min Grade: C](Can be taken Concurrently)

EDF 363. Special Topics in Education Foundations. 3 Hours.

Educational Foundations Special Topics. This course addresses a range of special topics related to educational foundations. Course design and focus will vary and may include service learning and study away formats.

EPR-Educational Psychology Courses

EPR 214. Introduction to Educational Statistics. 3 Hours.

This introductory statistics course will cover basic descriptive and inferential statistics, including: Measures of central tendency; measures of variability; frequency distributions; normal curve of distribution; sampling; hypothesis testing, analysis of variance; correlation; regression; and introduction to chi-square.

EPR 363. Foundations of Education II: Psychological. 3 Hours.

Psychological principles basic to the understanding of the learner, learning process, and learning situation is covered, as well as all major principles of Human Development.

Prerequisites: EDU 200 [Min Grade: C](Can be taken Concurrently)

EPR 410. Measurement and Evaluation in Education. 3 Hours.

For early childhood/elementary education majors only. Basic concepts and principles of measurement and evaluation of personal and academic progress in classroom. Formative and summative assessment; Response to Instruction; and PLAN2020. Elementary descriptive statistics and measurement techniques used in student evaluation. Quantitative literacy is a significant component of this course.

EPR 411. Measurement and Evaluation in Education. 3 Hours.

For secondary education majors only. Principles of student assessment. Basic concepts and principles of measurement and evaluation of personal and academic progress in classroom; Formative and summative assessment; Response to Instruction; and PLAN2020. Elementary descriptive statistics and measurement techniques used in student evaluation. Quantitative Literacy is a significant component of this course. Admission to TEP required.

Prerequisites: EHS 436 [Min Grade: C] or EHS 438 [Min Grade: C] or MU 432 [Min Grade: C] or MU 433 [Min Grade: C]

EPR 414. Lifespan Human Development. 3 Hours.

Physical, cognitive, social and moral development across the lifespan and including death and dying from a variety of theories are covered.

Prerequisites: PY 101 [Min Grade: C]

KIN - Kinesiology Courses

KIN 101. Beginning and Advanced Beginning Swimming. 1 Hour.

This course provides the student with basic aquatic safety skills as well as aquatic survival skills. The strokes include beginner, front crawl, elementary back stroke, breast stroke, back crawl and side stroke. Intermediate or advanced swimmers will be administratively withdrawn from the course.

KIN 102. Intermediate Swimming/Swimmer Course. 1 Hour.

This course provides the intermediate swimmer the opportunity to improve swim strokes and includes part of the American Red Cross "Learn to Swim" Program. Students will gain the knowledge and skills needed in basic water safety and resources to make participation in aquatics activities a lifetime pursuit. Students must be able to jump in the deep end, recover and tread or float for one minute, then swim 25 yards using crawl stroke or elementary backstroke.

KIN 103. Lifeguard Training. 1 Hour.

This course provides the strong swimmer with the skills and knowledge required for effective lifeguarding at swimming pools, non-surf, and open-water beaches. Students will have the opportunity to earn their lifeguarding certification from The American Red Cross. Must be able to swim 300 yards continuously and surface dive 7 - 10 feet to retrieve a 10 lb. object.

KIN 104. Tennis. 1 Hour.

This course provides students with knowledge and practical skills essential for playing tennis. Through practice drills and match play, students will learn key techniques such as serving, volleying, and groundstrokes, while also developing a strategic understanding of the game. By the end of the course, students will be able to engage in recreational or competitive play.

KIN 105. Golf. 1 Hour.

This course provides students with the knowledge and skills needed to play the game of golf. Through practice drills and on-course play, students will learn key techniques such as driving, chipping, and putting, while also applying the rules and etiquette of the game. By the end of the course, students will be equipped to enjoy recreational or competitive rounds of golf.

KIN 108. Weight Training and Aerobics. 1 Hour.

This course includes basic weight training and aerobic instruction and workouts.

KIN 110. Racquetball. 1 Hour.

Beginning skills, rules, and strategy in racquetball.

KIN 111. Outdoor Pursuits Leadership. 1 Hour.

The course is designed to provide students with an overall view and appreciation for outdoor activities such as hiking, general kayaking/canoeing, and camping/backpacking.

KIN 112. Dance and Gymnastics. 1 Hour.

This course provides future teachers background in planning and conducting basic dance and gymnastic instruction. Intended for physical education majors.

KIN 114. Rec Games/Outdoor Leisure. 1 Hour.

This course provides students with the opportunity to engage in a variety of recreational games designed to enhance fitness, coordination, and teamwork. Students will explore activities such as cornhole, croquet, disc golf, and ultimate frisbee, along with low-organized games that emphasize teamwork. The course will focus on the rules, strategies, and skill development necessary for each game while promoting a positive attitude toward physical activity.

KIN 115. Weight Training. 1 Hour.

Instruction on basic resistance training principles and techniques for beginning and intermediate trainees.

KIN 117. Team Sports. 1 Hour.

This course provides students with fundamental skills in various team sports, including team handball, football, volleyball, basketball, soccer, speedball, tchoukball, and rugby. Through practical skill development and gameplay, students will focus on the basic techniques, strategies, and rules for each sport. Emphasis will be placed on improving individual skill proficiency, teamwork, and sportsmanship, while also exploring methods for teaching and coaching these sports. By the end of the course, students will be equipped to play these sports and will have the basic tools to effectively instruct others.

KIN 118. Sports Using Implements. 1 Hour.

This course provides students with fundamental skills required for a variety of sports that involve the use of implements, including badminton, cricket, hockey, lacrosse, softball, pickleball and tennis. Through practical skill development and gameplay, students will focus on mastering the techniques, strategies, and rules necessary for each sport. Emphasis will be placed on improving individual skill execution, applying the appropriate strategies, and fostering teamwork. By the end of the course, students will be prepared to play these sports and will have the basic tools to effectively instruct others.

KIN 119. Football. 1 Hour.

Basic skills, rules and strategies in football.

KIN 121. Soccer. 1 Hour.

Basic skills, rules and strategies in soccer.

KIN 122. Basketball. 1 Hour.

Basic skills, rules and strategies in basketball.

KIN 124. Beginning Whitewater Kayaking. 1 Hour.

This course is designed to take interested student from zero knowledge to being able to competently maneuver a Kayak in flat water and demonstrate basic paddling safety skills.

KIN 127. Running and Jogging. 1 Hour.

This course includes basic running and jogging instruction and training.

KIN 128. Rock Climbing. 1 Hour.

Introduction to the fundamentals of rock climbing. Lectures and drills designed to give students an introduction to the skills and knowledge to rock climb safely in a single pitch sport climbing environment.

KIN 130. Scuba Diving. 1 Hour.

This course includes physiology, physics, safety issues, and guidelines of recreational scuba diving through lectures, quizzes, and final exams. Students will learn and be able to demonstrate the proper assembly and use of scuba equipment as well as proper swimming and breathing techniques. Students must provide their own snorkel, fins, and mask. Must be able to tread water for 10 minutes and swim 200 yards.

KIN 131. Aerobics. 1 Hour.

Opportunity to improve cardiovascular fitness, flexibility, muscular strength and endurance and body composition in a group setting. Improves rhythm and coordination, body and space awareness, energy management appreciation of a healthy lifestyle and mental focus and concentration.

KIN 132. Group Exercise Leadership. 1 Hour.

Review and application of exercise science theory to group exercise. Repertoire of exercise for flexibility, strength, aerobic dance, and step training. Practice teaching each segment of a class at end of course will be able to teach a 60 minute group exercise class.

Prerequisites: KIN 115 [Min Grade: C]

KIN 136. Intro to Kinesiology: Exercise Science, Physical Education, and Sport. 3 Hours.

This course offers an overview of kinesiology, exploring its historical development and philosophical and scientific foundations. Students will be introduced to the diverse career opportunities within kinesiology, along with key professional organizations that support the field. Through this course, students will gain an understanding of how kinesiology contributes to health, fitness, rehabilitation, sport, and human performance across various settings.

KIN 201. Officiating Techniques. 1 Hour.

This course offers an in-depth exploration of the principles and practices of sports officiating across various athletic disciplines, including adapted sports officiating. The course emphasizes essential skills needed to officiate games effectively, such as rules interpretation, game management, communication strategies, and ethical decision-making. Students will have a comprehensive understanding of officiating mechanics and be well-prepared to pursue opportunities in sports officiating at the youth, high school, and collegiate levels.

KIN 222. Concepts of Health and Fitness. 3 Hours.

Fitness and related health concepts. Fitness assessment, variety of fitness-related activities, and development of personal fitness program. Nutrition and cardiovascular health.

KIN 231. Digital Gaming. 3 Hours.

This introductory course provides students with an understanding of video games as a cultural and interactive medium. Exploring the rich history, rules, narratives, and impact of video games, students will delve into the theoretical underpinnings of this evolving medium. They will critically analyze the social, psychological, and cultural aspects of video games, while also examining the risks associated with playing violent games and engaging with counter arguments.

KIN 300. Organization in Physical Education and Coaching. 3 Hours.

This course is designed to provide aspiring educators and coaches with opportunities to enhance their comprehension of challenges and solutions associated with organizing physical education and coaching programs, including traditional sports and eSports, in elementary and secondary school settings.

KIN 301. Teaching Health Education and Physical Education in Elementary Schools. 3 Hours.

This course addresses the needs of the elementary classroom teacher to understand the importance and the content of a developmentally appropriate physical education program and a comprehensive health education program. The focus is on integrating physical education and health education with K-5 academic subject content.

Prerequisites: CHHS 141 [Min Grade: C] or CHHS 200 [Min Grade: C] or KIN 222 [Min Grade: C]

KIN 305. Motor Development. 3 Hours.

This course explores the principles and processes of motor development across the lifespan, with a focus on early childhood through adolescence. Students will examine the physical, cognitive, and environmental factors that influence the acquisition and refinement of motor skills. The course covers key concepts such as developmental milestones, motor learning theories, perceptual-motor integration, socio-cultural factors, and the role of physical activity in promoting healthy development.

KIN 307. Applied Kinesiology. 3 Hours.

Knowledge of anatomical terminology and analysis of internal muscular forces that act on bones resulting in motion at major movable joints. Introduction to the application of biomechanics to comprehend the external and internal forces that occur in human movement.

Prerequisites: BY 115 [Min Grade: C] and (MA 105 [Min Grade: C] or MA 106 [Min Grade: C] or MA 107 [Min Grade: C] or MA 109 [Min Grade: C] or MA 110 [Min Grade: C] or MA 125 [Min Grade: C] or MA 126 [Min Grade: C] or MA 225 [Min Grade: C] or MA 226 [Min Grade: C])

KIN 308. Adapted Physical Education. 3 Hours.

This methods course provides knowledge and skills for assessing, interpreting, programming, and instructing K-12 students with disabilities in physical education. Topics include the law, inclusion, IEP writing, differentiation, modifications, instructional delivery, and generalities of specific disabilities. The course will engage students through lecture, peer teaching, and problem-based learning activities. Best practices teaching children with disabilities will be applied through clinical experiences in select schools.

Prerequisites: ECY 300 [Min Grade: C]

KIN 311. Elementary School Physical Education. 3 Hours.

This course explores the content of a developmentally appropriate physical education program for elementary school children. Emphasis is placed on designing, implementing, and evaluating physical activities that align with the needs of young learners. Students will engage with practical strategies and best practices for fostering physical literacy, motor skill development, and lifelong healthy habits in children through developmentally appropriate physical education programs.

KIN 311L. Educational Dance and Gymnastics. 1 Hour.

This course will provide physical education teacher education candidates with the knowledge and skills required to teach the key elements for various dance and gymnastics routines. Candidates will demonstrate their own proficiency and their ability to teach dance and gymnastics to elementary aged students.

KIN 320. Teaching Skill Acquisition in Secondary Schools. 3 Hours.

This course prepares physical education teacher education candidates to analyze and teach motor skills through lesson design, skill analysis, peer teaching, and applied practice in secondary school settings.

KIN 320L. Sports Skill Proficiency. 1 Hour.

This course provides candidates with hands-on practice in fundamental sport skills while learning to analyze, break down, and teach the critical elements of skill performance in physical education settings.

KIN 323. Techniques Teaching Fitness and Nutrition in Schools. 3 Hours.

This course will enable physical education teacher education candidates to learn techniques and strategies for teaching fitness and nutrition in K-12 physical education programs.

KIN 330. Introduction to eSports. 3 Hours.

This course provides a comprehensive exploration of eSports, covering its historical development, cultural significance, and economic impact. Students will analyze the factors that have propelled eSports to become a dominant sports phenomenon, including technological advancements, online platforms, and streaming services. They will compare eSports to traditional sports, examining controversies, challenges, and opportunities for integration within the sports ecosystem. Additionally, students will investigate the role of eSports in educational institutions and professional settings exploring structures organizations and career opportunities.

KIN 331. eSports in Action. 3 Hours.

This course immerses students in the world of competitive gaming. Through gameplay and analysis, students will develop critical thinking and problem-solving skills, making strategic decisions and adapting to dynamic situations. They will evaluate the game's meta, understanding player roles and archetypes. Teamwork and communication will be emphasized, enabling students to coordinate with teammates and make quick decisions.

KIN 340. Planning/Management of Fitness Facilities. 3 Hours.

Management, marketing, operational leadership, evaluation, and planning principles of commercial, corporate, clinical, and community health/fitness facilities.

Prerequisites: KIN 136 [Min Grade: C] and CHHS 141 [Min Grade: C]

KIN 350. Sports Analytics. 3 Hours.

The aim of this course is to provide a foundational understanding of Sports Analytics. Students will explore how descriptive and predictive statistical modeling can inform sports performance and strategic decisions. Emphasis will be placed on introducing students to key team and individual sports performance metrics and data visualization concepts through the use of publicly available statistical software.

Prerequisites: (MA 105 [Min Grade: C] or MA 106 [Min Grade: C] or MA 110 [Min Grade: C]) and (EPR 214 [Min Grade: C] or MA 180 [Min Grade: C] or BUS 214 [Min Grade: C])

KIN 400. Physiology of Exercise. 4 Hours.

Knowledge of acute and chronic physiological responses to exercise. Includes clinical laboratory experiences.

Prerequisites: BY 115 [Min Grade: C] and BY 116 [Min Grade: C]

KIN 402. Basic Athletic Training. 2 Hours.

Knowledge and skills in organization and administration, mechanisms of injury, recognition and evaluation of injuries, injury management, general nutritional concerns, medical conditions and taping and bracing techniques.

Prerequisites: BY 115 [Min Grade: C](Can be taken Concurrently) and KIN 136 [Min Grade: C](Can be taken Concurrently) and KIN 307 [Min Grade: C]

KIN 405. Sports Nutrition. 3 Hours.

Digestion, absorption and metabolism of nutrients and ergogenic aids relative to sports performance.

Prerequisites: BY 116 [Min Grade: C]

KIN 406. Sport Law. 3 Hours.

This course is designed to provide an introduction to basic legal principles and their application to the sport industry, specifically sports at the high school, university and professional levels. This course provides broad strokes of areas of law such as legal procedures, contracts, torts, and constitutional/labor law.

KIN 407. Coaching Young Athletes. 3 Hours.

This course is designed to enhance knowledge of the key principles of coaching across multiple domains, including sport psychology, sport pedagogy, sport physiology, sport management, and e-sports. Emphasis is placed on applying these principles to improve athlete performance, foster team dynamics, and manage coaching responsibilities effectively. Students will explore best practices for motivating athletes, designing training programs, and navigating the administrative and leadership roles within sports environments.

KIN 409. Assessment in Physical Education. 3 Hours.

This course focuses on the development, implementation, and analysis of assessments within P-12 physical education programs. Emphasis is placed on assessing students' cognitive, affective, and psychomotor domains, as well as evaluating overall program effectiveness. Students will learn to design and use a variety of assessment tools and techniques to measure student progress and program outcomes, ensuring alignment with educational standards and developmentally appropriate practices.

KIN 425. Biomechanics. 3 Hours.

The study of anatomical, mechanical and neurophysiological factors influencing human motion. Emphasis is given to the qualitative and quantitative application of biomechanical principles to analyze human movement.

Prerequisites: BY 115 [Min Grade: C] and BY 116 [Min Grade: C] and KIN 307 [Min Grade: C] and (MA 105 [Min Grade: C] or MA 106 [Min Grade: C] or MA 107 [Min Grade: C] or MA 125 [Min Grade: C] or MA 126 [Min Grade: C] or MA 225 [Min Grade: C] or MA 226 [Min Grade: C])

KIN 431. eSports in the Mass Media. 3 Hours.

In this course, students will be able to examine eSports's evolution in the mass media. The course will review the history of eSports, its growth and evolution in modern-day society, and how mass media has played a role in the industry's rapid growth. Additionally, the course will look at the different types of media (social, digital, broadcast, etc.) used in eSports from a branding and marketing perspective. The course will evaluate the impact of media in eSports and the different careers available in the mass media industry.

KIN 440. Principles of Conditioning the Athlete. 3 Hours.

Isometric, isotonic, eccentric, variable resistance, and isokinetic training; tapering of the athlete; designing endurance and resistance training programs; weight training techniques for specific sports.

Prerequisites: BY 115 [Min Grade: C] and KIN 400 [Min Grade: C]

KIN 442. Principles of Strength & Conditioning II. 3 Hours.

Isometric, isotonic, eccentric, variable resistance, and isokinetic training; tapering of the athlete; designing endurance and resistance training programs; weight training techniques for specific sports.

Prerequisites: BY 115 [Min Grade: C] and KIN 400 [Min Grade: C]

KIN 450. Physical Activity for Individuals with Disabilities/SL. 3 Hours.

Knowledge and skills needed to meet the unique fitness and physical activity needs of individuals with various disabilities. Design and implementation of personal training/fitness programs and disability sports/recreation programs for individuals with disabilities based on assessments of health-related strengths and needs. This is a designated service-learning course integrating academic learning, civic learning, and meaningful service to the community.

Prerequisites: BY 116 [Min Grade: C] and CHHS 141 [Min Grade: C]

KIN 451. Physical Activity for Senior Adults. 3 Hours.

Knowledge and skills needed to lead physical activity and exercise in older adults.

Prerequisites: BY 116 [Min Grade: C] and CHHS 141 [Min Grade: C]

KIN 455. eSports Management. 3 Hours.

This course introduces students to fundamentals of effective eSports management. Students identify best practices in eSports management by examining case studies of the emerging eSports industry and associated stakeholders. Students explore financial, legal & ethical, governance, marketing, sponsorship, and operational issues surrounding the eSports industry.

KIN 456. Mental Performance in Exercise, Fitness, and Sport. 3 Hours.

This course covers psychological antecedents and consequences of exercise, fitness, e-sports, and sports participation. Emphasizes theory, research, and practical application in confidence, self-efficacy, personality, motivation, arousal, cognition, attributions, and attitudes.

KIN 460. Clinical Exercise Physiology. 3 Hours.

In depth study of the use of exercise as a form of treatment and prevention of chronic disease.

Prerequisites: BY 116 [Min Grade: C] and CHHS 141 [Min Grade: C] and KIN 400 [Min Grade: C]

KIN 470. Advanced Treatment Athletic Training. 3 Hours.

Seminar in treatment and prevention of athletic injuries.

Prerequisites: KIN 402 [Min Grade: C]

KIN 485. Exercise Testing/Prescription. 3 Hours.

Knowledge and skills needed to perform pre-exercise health risk and physical fitness assessments, interpret results and develop exercise prescriptions for apparently healthy individuals and individuals with medically controlled diseases (based on 'American College of Sports Medicine' guidelines). This course also includes a high level review of exercise physiology and application of behavioral and motivational strategies to support clients in adopting and maintaining healthy lifestyle behaviors.

Prerequisites: BY 115 [Min Grade: C] and (BY 116 [Min Grade: C] or CHHS 140 [Min Grade: C]) and KIN 307 [Min Grade: C] and KIN 400 [Min Grade: C](Can be taken Concurrently)

KIN 489. Physical Education Instructional Strategies for P-12. 6 Hours.

This course prepares physical education teacher education candidates to design, implement, and evaluate developmentally appropriate P–12 physical education programs. Emphasis is placed on developing effective teaching strategies, curriculum planning, and assessment skills. Candidates will also gain hands-on teaching experience through guided practice in school settings.

KIN 492. Special Projects in Kinesiology. 1-6 Hour.

Designed as an independent study for students who wish to conduct an in-depth investigation into a Kinesiology related topic.

KIN 493. Problems in Kinesiology. 3-6 Hours.

Provides students with current information regarding a selected physical education related issue. Classes taught under this course title are outside the current physical education program requirements.

KIN 495. Elementary & Secondary Physical Education Student Teaching. 9 Hours.

Student teaching provides an opportunity for physical education teacher education candidates to synthesize and apply all knowledge and skills acquired during previous coursework. Interns teach for 15 weeks at two levels, elementary and either middle or high school. The candidates must pass edTPA assessments to receive teacher certification.

KIN 496. Physical Education Internship Seminar. 1-9 Hour.

Supports and extends efforts of student teaching. Problem solving related to situations such as classroom management, grading, professionalism and ethics, legal issues, teacher rights, and others that occur during internship.

KIN 498. Strength & Conditioning Field Experience. 6 Hours.

This course provides interns with the opportunity to observe and apply concepts of strength and conditioning in a professional setting under the guidance of a site supervisor holding an active CSCS certification. The internship experience will include at least two different experiences in sport, gender, age range, or other.

KIN 499. Kinesiology Internship. 3-6 Hours.

Takes place in a setting that is related to the degree and major area of emphasis and serves as the culminating experience of the formal education process. Students complete their internship hours with guidance from their agency supervisor.

Prerequisites: KIN 485 [Min Grade: C] and KIN 136 [Min Grade: C] and KIN 400 [Min Grade: C] and KIN 307 [Min Grade: C]