

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Mission – Sport, Fitness and Recreation Management

The mission of the Chadron State College Recreation program is to meet the educational needs of individuals interested in the broad field of Recreation, which includes the disciplines of Sport and Leisure Services, Community and Adventure Recreation, and Fitness and Exercise. The students in Recreation will develop the philosophies, knowledge and skills to become leaders in these disciplines. The program is designed to foster a commitment to providing lifelong recreational opportunities for the general public.

Student Learning Outcomes – Sport, Fitness and Recreation Management

- Participate in scholarly activities and services that promote student development by encouraging professional involvement, community service, certification, and lifelong learning.
- Develop an understanding of and be able to develop effective leadership styles to successfully enter management positions in the field of sports and recreation.
- Demonstrate competency in skills needed to design, implement, and administer a variety of programs and activities in the field of Exercise and Fitness, Sports, Community and Adventure Recreation, Recreation, and Leisure Services.
- Develop a knowledge base and the skills necessary to participate in lifelong recreational activities.
- Develop an understanding of and be able to contribute to the enhancement in the overall quality of life for participants in the field of sport and recreation.
- Design and outline outcomes for the development of a recreation program for their specific field.
- Gain a basic knowledge regarding legal liability, which is necessary to provide a safe and productive environment for participants in the field of sport and recreation.
- Develop an understanding of the importance and general principles of proper fiscal management in sport and recreational programs.

Mission – Physical Education

The mission of the Physical Education Teaching Endorsements, within the Health, Physical Education Department is twofold:

- To provide high quality education and training, leading to teacher certification in teaching Physical Education.
- To provide professional, managerial, and analytical skill development for potential HPER educators.

To meet the mission of the Physical Education Teacher Education program the following National Standards for Initial Physical Education Teacher Education will be utilized. Physical Education teacher candidates will:

- Demonstrate an understanding a common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

- Demonstrate physical literacy and skillful performance in physical education content areas and health-enhancing levels of fitness.
- Apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America National Standards and Grade-level outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
- Engage students in meaningful learning experiences through effective use of pedagogical skills utilizing communication, feedback, and instructional and managerial skills to enhance learning.
- Implement appropriate assessments to monitor students' progress and guide decision making related to instruction and learning.
- Demonstrate behaviors essential to becoming effective professionals. Candidates will exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development, and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals.

Student Learning Outcomes – Physical Education

1. Describe and apply common and specialized content knowledge for teaching preK-12 physical education.
2. Demonstrate competency in all fundamental motor skills, as well as skillful performance in at least four physical education content areas (e.g. games and sports, aquatics, dance and rhythmic activities, fitness activities, outdoor pursuits, individual-performance activities).
3. Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives and assessments that are aligned with local, state and/or *SHAPE America National Standards and Grade-Level Outcomes for K-12 Physical Education*.
4. Plan for and manage resources to provide active, fair and equitable learning experiences.
5. Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for all students.
6. Evaluate the changing dynamics of the learning environment and adjust instructional tasks as needed to further student progress.
7. Engage in behavior that reflects professional ethics, practice, and cultural competence.
8. Engage in continued professional growth and collaboration in schools and/or professional organizations.

Mission – Health Education

The main focus of the Chadron State College Health Education Program is to provide an endorsement in Health Education. It is the goal of the department to develop leaders in education who support the academic mission of department of Health, Physical Education and Recreation. Graduates with a health endorsement will have the knowledge to instruct students and community members to actively practice and promote good health and well-being through education, prevention, and intervention programs designed to enhance one's ability to participate in, and benefit from acquired knowledge and experience gained in regard to living a healthy lifestyle.

To meet the mission of the Health Education Teacher Education Program, the following Health Education Teacher Preparation Standards will be utilized. Health Education Teacher Education candidates will:

- Demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behaviors change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.
- Plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards.
- Implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability.
- Demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.
- Utilize multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.
- Collaborate with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners.
- Communicate with stakeholders and advocate for school health education as an integral component of the school experience.

Student Learning Outcomes – Health Education

1. Analyze local and/or state standards, as well as the National Health Education Standards, to determine how the standards contribute to healthy behaviors in learners.
2. Design a logical scope and sequence of meaningful, comprehensive and challenging learning experiences that meet the diverse needs of all learners.
3. Construct measurable, developmentally appropriate, performance-based objectives that are aligned with local and/or state standards, as well as the National Health Education Standards.
4. Plan instruction and use a variety of instructional strategies that facilitates skill development and application of functional health knowledge for all learners, adding accommodations and/or modifications specific to individual learners.
5. Implement instructional and assessment strategies that support all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability or physical ability, in order to create and sustain a productive, inclusive and supportive learning environment.
6. Apply communication skills, feedback and classroom management strategies equitably to promote a safe, inclusive and supportive learning environment that meets the diverse needs of all learners.
7. Analyze and select assessment strategies, tools and technologies to determine their appropriateness for enhancing learning among all students.
8. Collaborate with a variety of stakeholders to meet the diverse needs of all learners and to enhance school health programs.

9. Participate in ongoing, meaningful learning opportunities that are aligned with their professional needs, and they remain current with evolving technologies in order to meet the diverse needs of all learners, as well as the needs of the school and the community.
10. Demonstrate applicable communication strategies and use of instructional learning technologies within the school and community.

- Bachelor of Arts – Sport, Fitness and Recreation Management (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/ba-sports-recreation-management/>)
- Bachelor of Science - Education - Field Endorsement in Health and Physical Education (Grades PK-12) (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/bs-education-field-endorsement-health-physical-education-pk-12/>)
- Bachelor of Science - Education - Subject Endorsement in Physical Education (Grades PK-6) (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/bs-education-subject-endorsement-physical-education-pk-6/>)
- Bachelor of Science - Education - Subject Endorsement in Physical Education (Grades 7-12) (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/bs-education-subject-endorsement-physical-education-7-12/>)
- Bachelor of Science - Education - Subject Endorsement in Health Education (Grades 7-12) (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/bs-education-subject-endorsement-health-education-7-12/>)
- Bachelor of Science - Education - Middle Level Education Academic Area in Health and Physical Education (Grades 5-9) (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/bs-education-middle-level-education-academic-area-health-physical-education-grades-5-9/>)
- Supplemental Endorsement in Coaching (Grades 7-12) (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/supplemental-endorsement-in-coaching-7-12/>)
- Community and Adventure Recreation (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/community-adventure-recreation-minor/>)
- Fitness and Wellness (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/exercise-science-minor/>)
- Sports Leadership (<http://catalog.csc.edu/undergraduate/programs/health-physical-education-recreation/sports-leadership-minor/>)

HPER 102 SHOOTING ACTIVITIES³ Credits

The Shooting Activities course will expose students to the necessary rules and participation skills for a variety of shooting activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Shooting activities may include but not be limited to archery, trap, riflery, paintball, skeet, etc.

HPER 105 ADULT COMMUNITY RECREATION¹ Credit

Basic recreational activity designed for the adult learner. Emphasis will be placed on flexibility, strength, and cardiovascular maintenance.

HPER 107 INDIVIDUAL SPORT ACTIVITIES3 Credits

The Individual Sport Activities course will expose students to the necessary playing rules and participation skills for a variety of individual sports, which will allow for positive lifestyle changes through the involvement in lifelong activities. Individual Sport Activities may include but not be limited to, bowling, golf, tennis, racquetball, frisbee golf, etc.

Essential Studies: SLO #11

HPER 108 FITNESS ACTIVITIES3 Credits

The Fitness Activities course will expose students to the necessary rules and skills for a variety of lifetime fitness activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Fitness Activities may include but not be limited to, aerobics, weight training, physical fitness, fitness testing, pilates, etc.

Essential Studies: SLO #11

HPER 111 SOCIAL DANCE ACTIVITIES3 Credits

The Social Dance course will expose students to the history of dance, various styles of dance, and the acquisition of a variety of developmental dance steps to successfully participate in a social dance setting. This will allow for positive lifestyle changes through the involvement in lifelong activities. Social Dance may include but not be limited to a wide variety of cultural dances such as; Folk Dance, Latin Dance, Round and Square Dance, Ballroom Dance, and Country Western Swing/Line Dance.

Essential Studies: SLO #11

HPER 120 OUTDOOR ACTIVITIES3 Credits

The Outdoor Activities course will expose students to the necessary rules and participation skills for a variety of outdoor adventure activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Outdoor Adventure Activities may include but not be limited to canoeing, fishing, hiking, mountain biking, cross country skiing, etc.

Essential Studies: SLO #11

HPER 122 FOUNDATIONS OF HEALTH AND PHYSICAL EDUCATION1 Credit

Overview of latest thinking and research that form the foundations of Health and Physical Education and exploration of career preparation and opportunities in the field.

HPER 134 INTRODUCTION TO ATHLETIC TRAINING1 Credit

Prevention and basic first aid skills necessary to manage common injuries associated with sports, as well as provide techniques in emergency life support.

Notes: This course will not fulfill any requirements for departmental endorsements.

HPER 200 INDEPENDENT STUDY OR RESEARCH1-4 Credits

Designed to permit students to participate in more individual investigations and individualized courses of study.

Add Consent: Instructor Consent

Requirements: Permission of Academic Dean and Department Chair.

HPER 204 TRAINING METHODS3 Credits

Exploring the techniques involved in properly performing and instructing training methods in the field of strength and conditioning. Training methods will include resistance training, plyometrics, speed and agility training, flexibility, and proper warm-up and cool down techniques.

HPER 207 TEAM SPORTS ACTIVITIES3 Credits

The Team Sports Activities course will expose students to the necessary playing rules and participation skills for a variety of team sports, which will allow for positive lifestyle changes through involvement in the provided lifelong activities.

Essential Studies: SLO #11

HPER 209 ADVANCED FITNESS ACTIVITIES3 Credits

The Advanced Fitness Activities course will expose students to the necessary rules and skills for a variety of lifetime fitness activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Advanced Fitness Activities may include but not be limited to advanced strength training, powerlifting, Ironman training, triathlon training, etc.

HPER 220 THEORY AND PSYCHOLOGY OF COACHING3 Credits

Principles necessary to become a successful coach which will include philosophical, sociological and psychological aspects. Coaching theories, seasonal planning, practice planning, training methods, communication, and other common coaching issues will be discussed.

HPER 221 RECREATION PROGRAMMING3 Credits

History and objectives of special camps and the responsibilities of the camp counselor. The planning and administration of camp activities to include diverse populations. This course is designed to help students understand ways to ensure recreation leisure activities are accessible to all members in the community they serve.

HPER 232 APPLIED EXERCISE PHYSIOLOGY3 Credits

Detailed work on the skeletal muscular system with direct application to movement, stretching and strengthening of the skeletal muscles. Study of the nervous, skeletal, muscular, circulatory, and respiratory systems of the body as it applies to, and is affected by exercise.

HPER 233 PERSONAL HEALTH/WELLNESS3 Credits

Knowledge and practice in making decisions which effect the quality of life. Developing positive attitudes toward emotional and physical fitness. An emphasis on personal health assessment, awareness and individual program planning.

Essential Studies: SLO #11

HPER 234 INTRODUCTION TO SPORT AND RECREATION MANAGEMENT3 Credits

Basic concepts and philosophies of recreation and leisure, to explore the employment opportunities in the field of recreation, and to gain practical experience in designing, organizing, and conducting a variety of recreational activities.

HPER 236 HEALTH TOPICS3 Credits

Designed to provide the Health Educator with an in-depth knowledge base in current health problems in contemporary society.

HPER 321 COACHING TECHNIQUES:FOOTBALL2 Credits

Fundamentals and coaching techniques in football.

Prerequisites: HPER 220 and Sophomore or above status

HPER 322 COACHING TECHNIQUES:BASKETBALL2 Credits

Fundamentals and coaching techniques in basketball.

Prerequisites: HPER 220 and Sophomore or above status

HPER 323 COACHING TECHNIQUES:VOLLEYBALL2 Credits

Fundamentals and coaching techniques in volleyball.

Prerequisites: HPER 220 and Sophomore or above status

HPER 325 TEACHING INDIVIDUAL/DUAL SPORTS3 Credits

Techniques of teaching and coaching the individual and dual sports which may be taught to the recreation or public school student

Prerequisites: Sophomore or above status

HPER 329 HISTORY OF PHYSICAL EDUCATION2 Credits

Introduction to the historical development of physical education from ancient to modern times.

HPER 332 SAFETY AND FIRST AID² Credits

Safety in and around the school and home. Includes American National Red Cross First Aid and Cardiopulmonary Resuscitation certification.

Prerequisites: Junior or above status

HPER 333 LEADERSHIP IN RECREATION³ Credits

Considers problems in community recreation pertaining to leadership styles, leadership roles in the areas of facilities, programs, activities, methods of organization and administration.

Prerequisites: HPER 234 and Sophomore or above status

HPER 335 ADMINISTRATION OF SPORT AND RECREATION³ Credits

A study of administrative practices and their application to the field of athletics.

Prerequisites: Sophomore or above status

HPER 336 FITNESS EVALUATION AND EXERCISE PRESCRIPTION³ Credits

Integrate the principles and theories of exercise physiology, kinesiology, nutrition, psychology, and measurement with application to physical fitness testing and individualized exercise program design.

Prerequisites: HPER 232 and Sophomore or above status

HPER 337 RECREATION FOR DIVERSE POPULATIONS³ Credits

This course will expose students to a comprehensive review of inclusion, its history, theories and concepts, what constitutes inclusive facilities and programs and application of inclusion best practices in recreation activity areas.

Prerequisites: Sophomore or above status

HPER 339 THEORY OF PHYSICAL EDUCATION K-8³ Credits

Accepted theories and philosophies of kindergarten through eighth grade physical education. Special emphasis is given to theories of individual and team sports, the curriculum, the role of the teacher, and the needs of students in the Physical Education setting K-8.

Prerequisites: Sophomore or above status

HPER 340 PRACTICUM IN STRENGTH AND CONDITIONING³ Credits

Practicum in Strength and Conditioning will provide students with field experience within the Chadron State College Strength and Conditioning program. The field experience will be combined with classroom discussions dealing with research and practices relevant to the strength and conditioning professional.

Prerequisites: HPER 209, 232, and Junior or above status

HPER 342 GROUP FITNESS INSTRUCTION³ Credits

This course is designed to provide theoretical knowledge and practical skills in preparation for the American Council on Exercise (ACE) national certification exam in group fitness instruction. Topics include guidelines for instruction, essentials of instructor-participant relationship, principles of motivation, effective communication techniques, methods for enhancing group leadership, and the group fitness instructor's professional role.

Prerequisites: Sophomore or above status

HPER 400 INDEPENDENT STUDY OR RESEARCH¹⁻⁴ Credits

Designed to permit students to participate in more individual investigations and individualized courses of study.

Add Consent: Instructor Consent

Requirements: Permission of Academic Dean and Department Chair required.

HPER 422 INTRODUCTION TO ADAPTED PHYSICAL EDUCATION³ Credits

An overview of Adapted Physical Education. Designed to introduce students to the requirements of special needs in Physical Education as required in IDEA Amendments of 1997. Emphasis on all types of movement experiences for special populations.

Prerequisites: Junior or above status

HPER 423 COACHING TECHNIQUES: WRESTLING² Credits

Fundamentals and coaching techniques in wrestling.

Prerequisites: HPER 220 and Junior or above status

HPER 424 COACHING TECHNIQUES: TRACK² Credits

Fundamentals and coaching techniques in track.

Prerequisites: HPER 220 and Junior or above status

HPER 425 COACH TECHNIQUES: GOLF AND TENNIS² Credits

Fundamentals and coaching techniques in golf and tennis.

HPER 426 COACHING TECHNIQUES: BASEBALL/SOFTBALL² Credits

Fundamentals and coaching techniques in baseball and softball.

Prerequisites: HPER 220 and Junior or above status

HPER 427 RHYTHMIC MOVEMENT³ Credits

Review of rhythmic activities and the methods of teaching rhythmic movements to elementary and secondary school student. Students will learn to perform a variety of rhythmic and creative movement activities and the methods used in teaching educational dance. The students will learn fundamental and intermediate skills in gymnastics. Emphasis is placed on teaching gymnastic skills and learning proper spotting techniques.

Prerequisites: Junior or above status

HPER 428 CURRICULUM IN HEALTH³ Credits

A foundation in school health education, including health services, healthful school living, and health instruction. To develop skills in organizing and presenting comprehensive and sequential health curriculum of standard and controversial topics.

Prerequisites: Junior or above status

HPER 429 MOTOR MOVEMENT³ Credits

The exploration and explanation of materials, methods, and mechanisms that underlie the learning and performance of motor skills and practical experience in designing and implementing physical education activities, which develop fundamental and sport-related movement skills.

Prerequisites: Junior or above status

HPER 430 SEMINAR IN HPER³ Credits

Investigation of special topics in health, physical education or recreation through group study. Attempts will be made to meet the needs of groups of students.

Prerequisites: Junior or above status

Notes: The seminar may be repeated.

HPER 431 COMMUNITY AND ENVIRONMENTAL HEALTH³ Credits

Survey of community and public health, including the basics of health organizations, environmental health problems, and dilemma of health care delivery, selected diseases, and innovations in community health.

Prerequisites: HPER 236 and Junior or above status

HPER 432 TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION³ Credits

The history of measurements in physical education, the selection and administration of appropriate tests, and the integration of their results by statistical procedures.

Prerequisites: Junior or above status

HPER 433 ADVANCED ATHLETIC TRAINING3 Credits

Designed for students who want to pursue a career in athletic training; required for NATA certification.

Prerequisites: HPER 134 and Junior or above status

HPER 435 CURRICULUM PLANNING IN PHYSICAL EDUCATION3 Credits

A study and evaluation of present day trends in physical education. A discussion of principles and procedures for curriculum construction and criteria for the selection of activities and judging outcomes.

Prerequisites: Junior or above status

HPER 436 ADVENTURE BASED LEARNING3 Credits

To acquaint prospective teachers and recreationists with the concepts of outdoor education. To provide a variety of experiential learning opportunities that enable students to develop knowledge and skills from direct experiences outside the traditional classroom. To better understand the use of personal leisure time in the out-of-doors.

Prerequisites: Junior or above status

HPER 437 LEGAL ASPECTS OF SPORTS AND RECREATION3 Credits

Study of the law and implications relative to physical education and sport. Emphasis on safety procedures, preventive measures, and legal responsibilities of the coach/administrator.

Prerequisites: Junior or above status

HPER 439 BIOMECHANICS OF SPORTS3 Credits

Improve ability to teach physical education and to coach athletic teams by learning to analyze a variety of sports activities in terms of fundamental principles of mechanics.

Prerequisites: HPER 232 and Junior or above status

HPER 440 PREVENTION AND CARE/ATHLETIC INJURIES3 Credits

Knowledge and practice in the care of athletic injuries and physical conditioning.

Prerequisites: Junior or above status

HPER 441 COORDINATED SCHOOL HEALTH PROGRAM3 Credits

Building on the foundation in school health education, this course will provide the knowledge and skills needed to investigate, define, design, implement and evaluate comprehensive coordinated school health programs. Focus on the health and physical activity components of the Coordinated School Health Program (CSHP) model.

Prerequisites: HPER 236 and Junior or above status

HPER 442 AQUATICS AND WATER SAFETY3 Credits

The Aquatic and Water Safety Activities course will expose students to the necessary safety rules and participation skills for a variety of aquatic activities, which will allow for positive lifestyle changes through the involvement in lifelong activities. Aquatic and water safety activities may include but not be limited to a variety of swimming techniques, lifeguard training, and water safety instruction.

Prerequisites: Junior or above status

HPER 449 EVENT AND FACILITY MANAGEMENT3 Credits

Explorations into the proper steps necessary to successfully plan and implement events associated with recreation and sport. Evaluation of the procedures utilized in the effective management of recreation and sport facilities.

Prerequisites: Junior or above status

HPER 453 SPORTS OFFICIATING3 Credits

Qualifications, philosophies, principles, and techniques governing the art of officiating sports.

Prerequisites: HPER 220 and Junior or above status

HPER 454 PRINCIPLES OF PERSONAL TRAINING3 Credits

To provide students with specific, real-world information about the knowledge, skills, and expectations associated with a competent personal trainer or fitness professional. Additionally, this course is designed to prepare students for the nationally accredited National Strength and Conditioning Association Certified Personal Trainer (NSCA-CPT) certification exam.

Prerequisites: Junior or above status

HPER 456 ESSENTIALS OF STRENGTH AND CONDITIONING3 Credits

Essentials of Strength and Conditioning will provide the students with an overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. Additionally, this course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam.

Prerequisites: HPER 232 and Junior or above status

HPER 490 INTERNSHIP IN SPORT AND RECREATION MANAGEMENT1-12 Credits

Provides practical experience in physical education, recreation, coaching or athletic training. Interested student

Prerequisites: HPER 234, 332, 333, 335, 437, 440, and Junior or above status

Add Consent: Department Consent

Notes: Interested students should contact the Internship and Career Services office to secure application materials; application should be made prior to the semester the internship will be started; the amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant, and the work hours.

HPER 494 TECHNIQUES OF COACHING I3 Credits

Fundamentals and techniques of coaching football, wrestling, track and field.

Prerequisites: HPER 220 and Junior or above status

HPER 495 TECHNIQUES OF COACHING II3 Credits

Fundamentals and techniques of coaching volleyball, basketball, and baseball/softball.

Prerequisites: HPER 220 and Junior or above status