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Academic Senate Minutes

Academic Senate

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Fall 10-28-1992

### Senate Meeting, October 28, 1992

Academic Senate  
*Illinois State University*

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ACADEMIC SENATE MINUTES

October 28, 1992

Volume XXIV, No. 5

Call to Order

Roll Call

Approval of Minutes of October 7, 1992

Chairperson's Remarks

Vice Chairperson's Remarks

Student Body President's Remarks

Administrators' Remarks

- ACTION ITEMS:
1. Academic Affairs Committee HPERD  
Deletion of Coaching Sequence
  2. Rules Committee Recommendations for  
Committee Appointments
  3. Council for Teacher Education  
Appointments
  4. Election of Students for  
Search Committees

- INFORMATION ITEMS:
1. College of Education Council Bylaws
  2. Revisions of the Bylaws of the  
Graduate School

Communications

Committee Reports

Adjournment

Meetings of the Academic Senate are open to members of the University community. Persons attending the meetings may participate in discussions with the consent of the Senate. Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES

(Not Approved by the Academic Senate)

October 28, 1992

Volume XXIV, No. 5

**CALL TO ORDER**

Chairperson Len Schmaltz called the meeting of the Academic Senate to order at 7:05 p.m. in the Circus Room of the Bone Student Center.

**ROLL CALL**

Chairperson Schmaltz called the roll and declared a quorum present.

**APPROVAL OF MINUTES OF SEPTEMBER 23, 1992**

XXIV-24

Motion to approve Academic Senate Minutes of September 23, 1992, by Borg (Second, Newby) carried on a voice vote.

**CHAIRPERSON'S REMARKS**

Chairperson Schmaltz yielded the floor to Senator James Parr who proposed a Sense of the Senate Resolution in memory of Dr. Robert K. Ritt:

**SENSE OF THE SENATE RESOLUTION IN MEMORY OF ROBERT K. RITT:**

The Academic Senate of Illinois State University notes with sadness the death on June 1, 1992, of Robert K. Ritt, a valued friend and colleague.

Dr. Ritt had a lifelong devotion to applied mathematics and mathematical physics. Besides his academic work, he worked with radar in the Navy, was a manager for Conductron Corporation in Ann Arbor, Michigan, and was president of Ritt Laboratories. He made contributions to theories of quantum, acoustical, and electromagnetic scattering, originated the theory of non-linear modeling, and had responsibility for analysis of radar and communications properties of NASA's Echo II satellite. He remained active in research, and regularly received invitations to speak at conferences abroad. He was an enthusiastic teacher with an unusual ability to show the "big picture."

He served the university as chair of the Mathematics Department, as an Academic Senator, and in critical positions including Chair of the Senate, JUAC, Budget Committee, and Needs and Priorities Committee. He always had an excellent grasp of the issues, a viewpoint of his own, a different insight to contribute.

Through his leadership, independence, and dedication he made great contributions to Illinois State University. We will miss his work, his observations, and his gentle good humor.

A moment of silence was observed in memory of Robert K. Ritt.

#### **VICE CHAIRPERSON'S REMARKS**

Vice Chairperson, Matt Shimkus, had no remarks.

#### **SBBB PRESIDENT'S REMARKS**

Student Body President Randy Fox had an excused absence.

#### **ADMINISTRATORS' REMARKS**

Provost Strand: I would like to comment on the process we are going to use on campus to discuss the mission statement of the University as well as the programs which were identified by the Illinois Board of Higher Education as part of its productivity exercise and those that were identified by the campus in response to that exercise.

First, with regard to the mission. There are two approaches being taken with respect to the mission statement. First of all there will be testimony offered at the November 23rd hearing of the Illinois Board of Higher Education where at least one and perhaps more people from campus will offer comments regarding the inappropriateness of the mission statement proposed by the Illinois Board of Higher Education Staff. There will be a more formal process by which the IBHE version of the Mission Statement will be analyzed and then our mission statement, contained in the Academic Plan, will be examined to ascertain whether or not the mission statement in the Academic Plan should be revised in any fashion. There will be a subcommittee of the President's Advisory Committee that will examine these statements. The subcommittee will have representation from the Academic Senate. Once the subcommittee completes its work, if there are any revisions in the ISU mission statement or suggestions for changes in the IBHE mission statement, those revisions will be reviewed by the President's Advisory Committee, then the proposed revisions will be reviewed through the traditional process by which the Illinois

State University mission statement is revised, namely the Academic Planning Committee, the Academic Affairs Committee of the Academic Senate, and then be submitted to the Academic Senate Membership for review. This will be the process that will unfold in regard to any possible revision of the mission statement of the institution -- both the IBHE and the ISU version of those statements.

You have before you a document which I asked to have distributed this evening which outlines the "Review Process for Programs Identified by the IBHE Staff as Part of the IBHE PQP Exercise" and the "Review Process for Programs Identified by Illinois State University in Response to the IBHE PQP Exercise." There are some overlaps in this listing, but there are more differences than there are similarities.

You will recall that there are nineteen programs at Illinois State University identified by the Illinois Board of Higher Education which we should consider either eliminating, consolidating, reducing or examining. Those programs included four at the doctoral level: the D.A. in Economics; the Ph.D. in Biological Sciences; the D. A. in Mathematics; and the ED.D. in Art. At the Master's Level three programs were recommended for consideration for elimination: M.S. in Agribusiness; M.S. in Agriculture (with U of I); and the M.A. in Foreign Languages. Others were recommended for study: The M.A. and M.S. in Sociology; the M.A. and M.S. in Home Economics; the M.A. and M.S. in Theatre; the MFA in Art; the M.S. in Accounting; M.A. and M.S. in Economics; and one graduate program in Music. At the baccalaureate level, programs recommended for consideration for elimination were: the B.S. in Agriculture and the B.S. in Agribusiness. The statement made in Music was that one or more of their undergraduate programs should be considered for elimination. Finally, a request was made that we modify the B.A. and B.S. in International Business. Those are the nineteen programs identified by the IBHE staff.

You see before you a calendar of events that will unfold as we examine those programs; starting with a request that the Program Profile Form that is attached to the handout be returned to me by Friday, October 30th. Then there is a series of events that will conclude with the IBHE Hearing on November 23rd, prior to the IBHE meeting on November 24th where the members will vote on the staff recommendations. The presumption is that most of those IBHE Staff Recommendations will be endorsed by the IBHE membership. From December 1992 to March, 1993, Illinois State negotiates with the IBHE staff on actions to be taken regarding programs on the IBHE list (options include, but are not limited to, removing programs from the list and/or substituting alternate funding reallocation options for programs currently on the list).

From April 1993 -- July 1993, we come back to campus governance review processes and the Board of Regents members, while being kept informed rather informally throughout this period, will be receiving official reports during the summer. We have to submit a response to the IBHE next October.

On the second page, you will find the review process for our own programs -- those which have been identified by Illinois State University in response to the IBHE PQP Exercise. That process starts with the Program Profile Form due on Friday of this week. Also October 30th has been listed as the deadline for College Deans to submit to the Provost detailed current information on any programs on the present list which should be reconsidered for continued inclusion and/or new programs which should be added to the list. November 20th is the date by which the Provost will decide if the current list submitted to the IBHE should be modified. December 11th is the deadline by which any conflicts between Dean and Provost regarding inclusion of program on Illinois State list will be resolved by the Provost. The process will conclude with the determination by the end of the Fall semester as to whether or not that program will remain on our list.

You are receiving this information tonight as a matter of information so that you are well acquainted with the process and procedures. This information was given to the College Deans and Department Chairs some weeks ago, so they have had sufficient lead time to prepare for the October 30th deadline. This summarizes what we are doing on campus as far as looking at the mission statement and programs. We will be represented at the hearings in Chicago on November 23rd, and there will be testimony offered in behalf of our mission and several programs. I want you to be aware that we will be there in behalf of the mission statement and programs. I would caution anyone against thinking that there will be miraculous happenings as a result of that testimony. IBHE members will hear the testimony from ISU and others from disciplines throughout the country, but I suspect that tradition will prevail, and tradition is that IBHE staff recommendations basically are endorsed by the IBHE members. There have been very few times when the IBHE members have made changes in the staff recommendations.

Senator Zeidenstein: On the first page calendar of events, the second from the bottom entry, July 1993 to September 1993 - Board of Regents members receive reports at regularly scheduled meetings, or special hearings, etc. ---- Reports from whom?

Provost Strand: From the campuses. We will be keeping them up to date at each meeting as to what is happening on the campuses. By the time we get to the summer, we will have solidified our

campus position as to which programs we want to strongly resist in terms of not accepting the IBHE recommendations, and we will be hoping that they will take a position in support of the campus position -- objecting to the IBHE recommendations.

Senator Zeidenstein: The November 24th date of this year on which IBHE members vote on staff recommendations pertaining to PQP exercise -- as I understand it, they will vote to endorse or not endorse, accept or not accept, selected number of staff recommendations. Then there is a period of negotiation, reports back and forth, and finally not until sometime in October 1993, is there another IBHE vote. What I am asking is, what is the nature of the November 24, 1992 vote, compared to the nature of the October 1993 vote?

Provost Strand: The November 24, 1992 vote will be to endorse the staff recommendations that were contained in a rather voluminous report and impacted those 19 programs that I referenced. In October, 1993, the Board of Higher Education will have received reports from each of the twelve public University campuses as to what each campus has done to implement those recommendations. They will decide on what to do with those campus reports. I would also point out that this is not the only exercise that will be underway next year. In addition to this review process on campus, the Illinois Board of Higher Education has another rather long list of topics that will be addressed during the next year. Phase II of this productivity exercise will be initiated shortly after this November 24, 1992 meeting. We will be working simultaneously on two sets of assignments for the Board of Higher Education.

Senator Zeidenstein: I am trying to determine whether a vote to accept staff recommendations on November 24th is or isn't really a vote to accept staff recommendations. I understand what you are saying. One or more recommendations can be accepted as IBHE policy on November 24th of this year. Then I notice the dates of July, 1993 to September, 1993 -- reports on progress of implementing the recommendations. The last sentence says Board of Regents members receive such reports before they vote on which IBHE recommendations to affirm and which to reject. All right, I didn't see that it was Board of Regents. The bottom line is that on November 24th, if there are one or more particular recommendations accepted by the Board of Higher Education, does that, in effect, mean that that is the policy and that everything that happens afterwards is the aftermath of trying to cope with the policy.

Provost Strand: As the Board of Higher Education has now phrased its recommendations, these, in fact, will be recommendations to the campuses to either accept program consolidation, elimination,

reduction recommendations, and revised mission statements. It will not be policy at this point.

Senator Zeidenstein: I forgot that the IBHE "only" advises the Governor and the State Legislature.

Provost Strand: Yes. The Board of Higher Education does not have policy making authority with regard to the deletion of programs. That is a prerogative of the separate governing boards.

Senator Nelsen: I have a question related to two sections of this. The period of December, 1992 - March, 1993, it indicates near the end of that paragraph that as part of the ongoing negotiations there will be discussion of substituting alternate funding reallocation options for programs currently on the list, and then later on in April, 1993 through July, 1993, ISU is going to receive reports on results of negotiations between the IBHE staff and campus officials. Doesn't it presuppose when you go into negotiations that we already have something to negotiate with that has been approved by a legitimate academic body, so that if you went in and negotiated a deal that you would give up X on the list in lieu of Y; that in fact X would be available and it might not be turned down. Shouldn't one agree with that list for negotiations.

Provost Strand: I have two responses. One is that we will continue to argue that we should not be held to the same percentage standard as other universities because of our underfunding as well as the fact that we are currently above the state average with the percentage of our budget devoted to instruction, and below the state average with the percentage of our budget devoted to research and public service. That is one part of the alternate funding reallocation. In an ideal environment your logic would probably prevail and, "Yes, you probably should have cleared your funding alternatives with all governing bodies before you discuss them." However, there would be informal discussion going on. Can you imagine what would happen on this campus if we started talking about a two million dollar list of alternate funding programs? There would be no confidentiality kept, because we do it in public session. We would then go to the IBHE staff talking about the two million dollars of funding cuts or eliminations that would be alternates to what they are proposing. It would just blow our initial strategy as well as create a tremendous demoralizing influence on the campus.

Senator Nelsen: I certainly understand that. My question originates from two areas of concern. One is governance. The other is how strong can you go into these negotiations, when you are not sure if your troops are lined up behind you. It might feel



like you are out there a little bit alone in the process. Until we have a chance to deal with it.

Provost Strand: There will be some strategies that will be offered that may not require certain governance process approvals. Everything doesn't have to swing upon the ability to come back and gain governance approval. We will, however, attempt to keep appropriate parties informed. Members of the Executive Committee of the Academic Senate can attest to the fact that there have been discussions all along about what has been happening and those discussions occur in campus settings that try to keep the nucleus of campus governance leaders informed of state happenings.

Senator Borg: There are dates for discussions prior to the November 24th recommendations. In April, 1993 - July, 1993, I notice that ISU governance bodies and the Board of Regents members will receive reports on results of negotiations between the IBHE and campus officials. Will there be further discussions at that time with the Board of Regents?

Provost Strand: Yes. I had mentioned that at the Academic Affairs Committee Meeting of the Board of Regents last week at Northern Illinois University. This may have to be an atypical summer for governance processes.

Senator Borg: Is the Board aware of this time constraint?

Provost Strand: Yes.

Senator Razaki: I know that the administration has been going through a program review internally at the University. Are there any programs that are being considered for elimination or consolidation at the University that are not on the IBHE list?

Provost Strand: Yes. But, I would not want to identify those programs at this time. As a result of the program review process, there is serious examination of departments and programs at various levels and there are times when faculty members within a department as well as department chairs, deans, and members of the Provost's staff, mentally and sometimes in writing target programs as possible areas for elimination and reduction. There are some programs that have not appeared on either list at this point that could indeed emerge at some future date.

Senator Razaki: That could be a negotiating tactic with the IBHE.

President Wallace had no remarks.

Vice President for Student Affairs, William Gurowitz, had no remarks.

Vice President for Business and Finance, James Alexander, had no remarks.

**ACTION ITEMS**

**1. Academic Affairs Committee - HPERD Deletion of Coaching Sequence**

XXIV-25

Senator Walker for the Academic Affairs Committee moved approval of the HPERD Deletion of the Coaching Sequence (Second, Stock). Motion carried on a voice vote.

**2. Approval of Rules Committee Appointments**

XXIV-26

Senator Nelsen moved approval of the slate of nominees submitted by the Rules Committee with one change: substitute John Lian, SED, for David Tucker on the University Curriculum Committee. Dr. Tucker was unable to serve. (Second, Johnson) Motion carried on a voice vote.

University Curriculum Committee

|                       |             |
|-----------------------|-------------|
| Michael Dicker, Music | (1995 term) |
| Susan Smith, SED      | (1994 term) |
| Tim Longfellow, Mktg. | (1994 term) |
| John Lian, SED        | (1995 term) |

University Writing Examination Board

|                  |             |
|------------------|-------------|
| Bill Archer, Art | (1994 term) |
|------------------|-------------|

**3. Council for Teacher Education Appointments**

XXIV-27

Senator Walker moved approval of the at large representative to the Council for Teacher Education: Jeff Wood, Agriculture. (Second, Hoffmann) Motion carried on a voice vote.

XXIV-28

Senator Walker moved approval of the Provost's appointments to the Council for Teacher Education: Gwenn Webb-Johnson, a Graduate Student; Al Otto, Mathematics, for a 1995 term; and Larry McBride, History, for a 1995 term. (Second, Barker) Motion carried on a voice vote.

Council for Teacher Education Members:  
Jeff Wood, Agriculture (1995 term)  
Gwen Webb-Johnson, Graduate Student  
Al Otto, Mathematics (1995 term)  
Larry McBride, History (1995 term)

#### 4. Election of Students for Search Committees

College of Arts and Sciences Dean Search Committee:  
Beth Cuny, Senior, Anthropology/Biology  
Shannon Beth Dermer, Grad. Stud., Psych.

College of Education Dean Search Committee:  
Katherine A. Swem, Senior, Deaf Education  
Sara M. Tuman, Senior, Elementary Education

#### INFORMATION ITEMS

##### 1. Rules Committee Presentation of College of Education Council Bylaws

Senator Nelsen: On behalf of the Rules Committee I would like to explain the change in the College of Education Council Bylaws. Dr. Webb-Lupo is present if we have questions. In essence there is only a single modification to the bylaws in Article VII, Section II, the last line of that page now reads: "Simple majority of the total membership of the Council shall constitute a quorum." In the past, a quorum was two-thirds of the Council, and they were having difficulty getting routine business conducted and having sufficient people available at Council meetings. It was requested that we approve the change to be a "simple majority." That is the only change.

Senator Hesse: A modest procedural question. Is it normal procedure to print eleven pages times fifty people for a one line change?

##### 2. Rules Committee Presentation of Revisions of the Bylaws of the Graduate School

Senator Nelsen: We have revisions to the Graduate School Bylaws. For the sake of saving a few trees, we have only the articles that are being recommended for change. In essence the primary change to these bylaws is to remove or modify the process by which a person is put up for membership and approved for the graduate faculty. Dean Gregory Aloia of the Graduate School and Professor Paul Baker are here to answer questions.

Dean Aloia: Dr. Baker was a member of the ad hoc committee that

made this recommendation and also on the Graduate Council when the motion to change the bylaws was approved. Dr. Semlak was also on the committee. Essentially, the bylaws changes were implemented to streamline the process and make it discipline-based where each department would define the criteria to select or recommend members of their department for membership on the graduate faculty.

Senator Walker: I have a question on D. "Requests for Exceptions. (1) Any faculty member not designated by his/her department as Graduate Faculty can, through the Department Chairperson, request approval from the Dean of Graduate Studies to serve on or to chair a specific thesis or dissertation committee. (2) Any individuals who are asked to serve on committees but are not members of the ISU Graduate Faculty must request through the Department Chairperson approval from the Dean of Graduate Studies to serve on a specific thesis or dissertation committee." My question is not so much about those Non-Graduate Faculty that serve on thesis committees as it is about those Non-Graduate Faculty who serve as chairs of thesis or dissertation committees. What is actually involved there. I thought the whole idea of graduate faculty was to get some sort of credentials for that emphasis, and now we will have a system where they can get around that. What actually will be involved in granting someone permission to chair a thesis committee who is not a member of the graduate faculty?

Dean Aloia: The past practice has been that when there is a request for exception to the current system, we look at two things: one is expertise, the second is experience. If the faculty member requesting the exception had the appropriate expertise about them, we can consult with the department chair and if they have the appropriate experience, they can chair a thesis or dissertation committee.

Senator Walker: Now, we have a process where it is essentially up to the department whether they grant that. It would seem to me that if the department doesn't grant the faculty member graduate status, there really shouldn't be that exception, because there must be a good reason they are not graduate faculty.

Dean Aloia: Well, there may be a good reason from the department perspective in terms of total criteria that has been established, but in a particular case or particular thesis topic, this faculty member has special expertise that will serve as an advantage to the student.

Senator Walker: Why not maintain what many universities do, where someone else chairs the committee, and they simply are a member.

Dean Aloia: This is one of the options that is available. They could also make their request and say that this person could serve on the committee, but not chair it, still the student would have access to their expertise.

Senator Walker: It just seems to me that you are providing a loophole that circumvents the whole process of requiring graduate faculty status, when we now have it up to the department alone to decide exceptions. There is a certain process to go through to achieve graduate faculty status. I would like you to consider this.

(X) Senator Kaiser: One of the results of this would be that the distinction between the full member of the graduate faculty and the associate member distinction would no longer be relevant. Is that correct?

Dean Aloia: Those currently acting in the capacity of associate members of the graduate faculty, will be allowed to serve out their membership as associate member or ad hoc member, but once their membership expires, they will need to be nominated by their department to be a full member.

Senator Kaiser: These requests for exceptions refer to serving on a thesis or dissertation committee. Can a request be made to teach a graduate level course by person who is not on the graduate faculty?

Dean Aloia: The decision for assigning faculty to teach graduate courses currently rests with the department. We allow that to be done at the discretion of the department chair.

Senator Insel: I have <sup>read the mins.</sup> been a member of the graduate faculty for more years than I care to say. For many years as I have sat on the graduate council, I have had the impression that the primary activity of the graduate council was to decide who should be members of the graduate faculty.

Senator Zeidenstein: Are there any anticipations or possible plans to make more strict the criteria for teaching graduate seminars? Is there anything else coming down the pike?

Dean Aloia: No.

Senator Newby: Am I to assume that the associate graduate faculty status after they have run through their terms, either will have to be elected to full graduate faculty membership or they are no longer graduate faculty at all? Then the designation of associate graduate faculty member will no longer exist?

Dean Aloia: You are correct.

#### COMMUNICATIONS

Senator Hoffmann: I would like to commend the Agriculture Department on their efforts in going to Springfield to present their case to the Governor.

#### COMMITTEE REPORTS

**ACADEMIC AFFAIRS COMMITTEE** - Senator Paul Walker called a meeting after Senate adjournment.

**ADMINISTRATIVE AFFAIRS COMMITTEE** - Senator Hesse announced that the committee would hold a short meeting after Senate.

**BUDGET COMMITTEE** - Senator Cook announced that the Budget Committee had received a communication from the Provost and would meet this evening.

**FACULTY AFFAIRS COMMITTEE** - Senator Newby reported that the regular Faculty Affairs Committee meeting time will be changed to after Academic Senate meetings. However, the committee will not meet tonight. The committee met last Wednesday and discussed several items of business.

**RULES COMMITTEE** - Senator Nelsen called a brief meeting following Academic Senate.

**STUDENT AFFAIRS COMMITTEE** - Senator Hoffmann announced a short meeting tonight, to discuss a communication that needs attention.

#### ADJOURNMENT

XXIV-29

Motion to adjourn by Zeidenstein (Second, Stock) carried on a voice vote. Academic Senate adjourned at 8:00 p.m.

FOR THE ACADEMIC SENATE  
JAN COOK, SECRETARY



SEP 24 1992

# Illinois State University

College of Applied Science and Technology  
Department of Agriculture 5020

September 22, 1992

TO: Len Schmaltz, Chair  
Academic Senate  
506 DeGarmo Hall

FROM: Paul Walker, Chair *PW*  
Academic Affairs Committee (AAC)

RE: Deletion of Coaching Sequence

During its 9-11-92 meeting the AAC approved several changes in the Department of Health, Physical Education, Recreation and Dance (HPERD) Program. Included in these changes was the "deletion of the Coaching Sequence of the Physical Education major." According to the University Curriculum Committee Policies and Procedures, the addition or deletion of sequences requires action of the Academic Senate and subsequently the BOR. The deletion/addition of courses only requires action of the various curriculum committees and not of the Academic Senate.

Therefore, the AAC requests that the "Deletion of the Coaching Sequence" be brought as an information item at the next Academic Senate Meeting. Enclosed for Senate information is a copy of all the changes for the HPERD Program recently approved by the University Curriculum Committee. The only item requiring action by the Senate, however, is "Deletion of the Coaching Sequence." The rest of the narrative is for Senate information only.

PW:mb

9.24.92.1



APR 29 1992

University Curriculum Committee  
ILLINOIS STATE UNIVERSITY

ACADEMIC

AFFAIRS

TO: Mary Edwards,  
FROM: Betsy Drillon,  
SUBJECT: Approved UCC Proposal for Academic Senate Approval

APR 29 1992

Mary -  
I thought I had  
sent this one over.  
Please forward  
to senate,  
Thank.

Betsy  
4/29

P.S. Primary concern  
here is the approval  
of the Deletion of  
the Coaching  
sequence.  
4.29.92.5

Signature  
red

UNIVERSITY CURRICULUM COMMITTEE COVER SHEET

For All Proposals for Program Change  
1991-92

APR 29 1992

UNDERGRADUATE ONLY

Health, Physical Education, Rec. & Dance  
Department

8/91  
Date

A. Summary of proposed action (see Part B), including title of new program, and exact catalog copy for a new or altered program. (See catalog for format and examples.) Provide a summary of the changes.

1. Revised requirements for Physical Education Major Core
2. Discontinuation of the Physical Education Major Coaching Sequence
3. Revised requirements for Physical Education Fitness Leadership Sequence
4. Revisions in the Physical Education Sequence Minors

No new program titles are proposed.

Exact catalog copy follows in the Program Descriptions and Explanations

B. Proposed Action (More than one item may be checked)

- New--see instructions for submission of new program. (see V, pp. 9-10)
- Change in requirements for major
- Change in requirements for minor (See V, 1, d, p.9)
- Change in requirements for sequence
- Other program revisions

C. Routing and action summary

Department Chair L. Marlene Dawson Date 9-24-91

College Curr. Comm. Chair Kerry Tudor Date 9-27-91

College Dean [Signature] Date 9/27/91

Teacher Education Council Thomas T. Ryan Date 11/5/91  
(if required, see III, p.5)

University Curriculum Committee Evan Belin Date 1/22/92

- Approved as submitted
- Approved with modifications
- Not approved

D. Please submit 20 copies to the University Curriculum Committee

4.29.92.5

PROGRAM DESCRIPTIONS AND EXPLANATIONS

I. PROPOSED PROGRAM CHANGES

1. Revision of Physical Education Major core from 24 to 26 hours.
2. Revision of Physical Education Major from 36 to 38 hours.
  - a. Revision of Fitness Leadership Sequence requirements in Physical Education Major, 24 to 26 hours in core, 25 to 29 hours in sequence requirement changes.
  - b. Revision of Teacher Education Sequence of Physical Education Major, 24 to 26 hours in core, no sequence requirement changes.
  - c. Revision of Athletic Training Sequence of Physical Education Major, 24 to 26 hours in core, no sequence requirement changes.
- \*3. Deletion of Coaching Sequence of Physical Education Major.
4. Revision of the Physical Education Minor.
  - a. Revision of Elementary Physical Education Minor requirements, from 23 to 25 hours.
  - b. Revision of Secondary Physical Education Sequence Minor requirements, with no change in required hours.
  - c. Revision of Coaching Sequence Minor requirements, from 24 to 26 hours.
  - d. Revision of Athletic Training Sequence Minor requirements, from 24 to 23 hours.
5. The proposed course changes above includes deletion of: HPR 150.40, 252, 253, 156, 157, 206.
6. The proposed course changes above includes the addition of new courses: HPR 160, 254, 257, 280, 280.01, 153.40, 154.40 281, 283, 285, 307, 308, 309, 310.

Neither the title of the Physical Education Major nor the title of the Fitness Leadership Sequence will change.

A. PROPOSED ACTION

1. The required Physical Education Core courses will change as follows:

| <u>New Catalog Core Requirements</u>  |          | <u>Old Catalog Core Requirements</u>                      |          |
|---|----------|---|----------|
| HPR 160 Foundations of Human Movement   | 3        | HPR 156 Dimensions of Human Movement                      | 2        |
| HPR 180 First Aid   | 2        | HPR 180   | 2        |
| HPR 181 Human Anatomy & Physiology  | 3        | HPR 181   | 3        |
| HPR 182 Human Anatomy & Physiology  | 3        | HPR 182   | 3        |
| HPR 254 Social-Psychological Perspectives in Physical Activity  | 3        | HPR 252 Cultural Perspectives of Human Movement           | 2        |
|   |          | HPR 253 Psychological Perspectives of Human Movement      | 2        |
| HPR 257 Motor Learning & Performance  | 3        | HPR 157 Motor Behavior                                    | 2        |
| HPR 280 Exercise Physiology   | 2        | HPR 150.40 Fitness & Conditioning                         | 1        |
| HPR 280.01 Fitness Training Instructional Methods   | 1        | 1 hr from: 101, 104, 114, 126, 127.01, 147                | 1        |
| HPR 282 Kinesiology   | 3        | HPR 282   | 3        |
| 1 hr from (Individual Sport Instructional Methods):<br>HPR 150.20, 150.50, 150.60, 150.70, 150.80     | 1        | 1 hr from:<br>HPR 150.20, 150.50, 150.60, 150.70, 150.80  | 1        |
| 1 hr from (Team Sport Instructional Methods):<br>HPR 151.10, 151.30, 152.20, 152.30                   | 1        | 1 hr from:<br>HPR 151.10, 151.30, 152.20, 152.30          | 1        |
| 1 hr from (Dance Instructional Methods):<br>HPR 153.10, 153.20, 153.30, 153.40 Jazz Dance Inst. Meth. | <u>1</u> | 1 hr from:<br>HPR 124 Jazz Dance 1, 153.10 153.20, 153.30 | <u>1</u> |
|   | 26       |   | 24       |

2. Discontinuation of the Physical Education Major Coaching Sequence without eliminating the Coaching Minor Sequence.

3. The Physical Education Major Fitness Leadership Sequence is proposed to be changed as follows:

FITNESS LEADERSHIP SEQUENCE

| <u>New Catalog Sequence Requirements</u>  |           | <u>Old Catalog Sequence Requirements</u>                 |             |
|---|-----------|--|-------------|
| HPR 154.40 Neuromuscular Relaxation<br>Instructional Methods  | 1         | HPR 104 Neuromuscular Relaxation                         | 1           |
| HPR 281 Aerobic Dance Instructional<br>Methods  | 1         | HPR 126 Aerobic Dance                                    | 1 or        |
| HPR 283 Aquatic Fitness Instructional<br>Methods  | 1         | HPR 127.10 Aquatic Fitness                               | (1)         |
| HPR 285 Resistive Training<br>Instructional Methods   | 1         | HPR 114 Nautilus Conditioning<br>HPR 147 Weight Training | 1 or<br>(1) |
| HPR 307 Exercise & Health in Disease  | 3         | (new course)   | -           |
| HPR 308 Exercise Programming  | 3         | HPR 206 Fitness Instructor<br>Preparation                | 3           |
| HPR 309 Principles and Techniques of<br>Physiological Testing   | 3         | (new course)   | -           |
| HPR 310 Fitness Management  | 2         | (new course)   | -           |
|   |           | *HPR 351 Exercise Physiology                             | 3           |
| HPR 298.10 Professional Practice  | 2         | HPR 298.10   | 2           |
| HPR 378.10 Seminar in Professional<br>Practice  | 2         | HPR 378.10   | 2           |
| HPR 398.10 Professional Practice<br>Internship  | <u>10</u> | HPR 389.10   | <u>10</u>   |
|   | 29        | Electives  | <u>2</u>    |
|   |           |  | 25          |
| 8 hr in University Studies<br>ENG 101, HEC 106, PSY 111   | 8         |  |             |
| 9 hr in Interdisciplinary Requirements<br><u>HEALTH AND DISEASE</u> (3)<br>Choose from: HEC 315, BSC 160,<br>PSY 333, HSC 105, HSC 196<br><u>AGING</u> (3)<br>Choose from: BSC 241, PSY 303,<br>PSY 304<br><u>TECHNICAL SKILLS</u> (3)<br>Choose from: ACS 150, ACS 155.01<br>ACS 155.02, ENG 249 | 9         |  |             |

\* HPR 351 Exercise Physiology has now been incorporated in the new PE Core requirements, as the new HPR 280 and HPR 280.01 courses.

4. Physical Education Minor Sequence courses currently required in the program will be substituted with revised courses as follows:

**Elementary Physical Education Sequence Minor**

New Catalog Minor Requirements

Old Catalog Minor Requirements

|  |          |  |  |          |
|--|----------|--|--|----------|
|  |          |  | HPR 150.40 Fitness and Conditioning (M/M)            | 1 or     |
| HPR 113 Personal Fitness                         | 3        |  | HPR 113  | (3)      |
| HPR 150.60 Gymnastics Instructional Methods      | 1        |  | HPR 150.60   | 1        |
| HPR 150.80 Track & Field Instructional Methods   | 1        |  | HPR 150.80   | 1        |
| HPR 153.20 Square Dance Instructional Methods    | 1        |  | HPR 153.20   | 1        |
| HPR 160 Foundations of Human Movement            | 3        |  | HPR 156 Dimensions of Human Movement                 | 2        |
| HPR 257 Motor Learning & Performance             | 3        |  | HPR 157 Motor Behavior                               | 2        |
| HPR 181 Human Anatomy & Physiology               | 3        |  | HPR 181  | 3        |
| HPR 222 PE for Elementary Classroom Teacher      | 2 or*    |  | HPR 222  | 2 or     |
| HPR 221 Elementary PE Curriculum                 | (3)or*   |  | HPR 221  | (3)or    |
| C&I 250 Core I - The Arts                        | (14)*    |  | C&I 250  | (14)     |
| HPR 225 Motor Development of Children            | 3        |  | HPR 225  | 3        |
| HPR 383 Adapted Physical Education               | 3 or     |  | HPR 383  | 3 or     |
| HPR 382 Sensory Motor Educ. Mentally Handicapped | (3) or   |  | HPR 382  | (3)or    |
| HPR 386 PE for Physically Handicapped            | (3)      |  | HPR 386  | (3)      |
|  |          |  | HPR 252 Cultural Perspectives of Human Movement      | 2 or     |
|  |          |  | HPR 253 Psychological Perspectives of Human Movement | (2)      |
| Two courses from:                                |          |  | Two courses from:                                    |          |
| HPR 151.10 Basketball Instructional Methods      | 1        |  | HPR 151.10   | 1        |
| HPR 151.30 Volleyball Instructional Methods      | 1        |  | HPR 151.30   | 1        |
| HPR 152.20 Flag Football Instructional Methods   | 1        |  | HPR 152.20   | 2        |
| HPR 152.30 Soccer Instructional Methods          | <u>1</u> |  | HPR 152.30   | <u>1</u> |
|  | 25       |  |  | 23       |

\*While the choice between HPR 222, HPR 221 and C&I 250 is not a change from the previous program, it should be explained that the HPR 222 course is offered for C&I Elementary Teaching majors, HPR 221 is offered to HPR Majors who specialize in Elementary School P.E., and C&I 250, taken by all Elementary C&I majors, has a third of the course devoted to P.E. as taught with Art and Music.

## Secondary Physical Education Sequence Minor

| <u>New Catalog Minor Requirements</u>                  |          | <u>Old Catalog Minor Requirements</u>                |          |
|--|----------|--|----------|
|  |          | HPR 150.40 Fitness and Conditioning (M/M)            | 1 or     |
| HPR 113 Personal Fitness                               | 3        | HPR 113  | (3)      |
| HPR 160 Foundations of Human Movement                  | 3        | HPR 156 Dimensions of Human Movement                 | 2        |
| HPR 158 Instructional Strategies in PE                 | 2        | HPR 158  | 2        |
| HPR 181 Human Anatomy & Physiology                     | 3        | HPR 181  | 3        |
| HPR 182 Human Anatomy & Physiology                     | 3 or     | HPR 182  | 3 or     |
| HPR 282 Kinesiology                                    | (3)      | HPR 282  | (3)      |
| HPR 241 Secondary PE Curriculum & Evaluation           | 4        | HPR 241  | 4        |
| HPR 383 Adapted Physical Education                     | 3 or     | HPR 383  | 3 or     |
| HPR 382 Sensory Motor Educ. Mentally Handicapped       | (3) or   | HPR 382  | (3) or   |
| HPR 386 PE for Physically Handicapped                  | (3)      | HPR 386  | (3)      |
|  |          | One course from:                                     |          |
|  |          | HPR 252 Cultural Perspectives of Human Movement      | 2        |
|  |          | HPR 253 Psychological Perspectives of Human Movement | 2        |
| Two hours from:  |          | Two courses from:                                    |          |
| 150.20 Badminton Instructional Methods                 | 1        | HPR 150.20   | 1        |
| 150.50 Golf Instructional Methods                      | 1        | HPR 150.50   | 1        |
| 150.60 Gymnastics Instructional Methods                | 1        | HPR 150.60   | 1        |
| 150.70 Tennis Instructional Methods                    | 1        | HPR 150.70   | 1        |
| 150.80 Track & Field Instructional Methods             | 1        | HPR 150.80   | 1        |
| One hour from:   |          | One course from:                                     |          |
| HPR 151.10 Basketball Instructional Methods            | 1        | HPR 151.10   | 1        |
| HPR 151.30 Volleyball Instructional Methods            | 1        | HPR 151.30   | 1        |
| HPR 152.20 Flag Football Instructional Methods         | 1        | HPR 152.20   | 1        |
| HPR 152.30 Soccer Instructional Methods                | 1        | HPR 152.30   | 1        |
| One hour from:   |          | One course from:                                     |          |
| HPR 153.10 Folk and Social Dance Instructional Methods | 1        | HPR 153.10   | 1        |
| HPR 153.20 Square Dance Instructional Methods          | 1        | HPR 153.20   | 1        |
|  | <u>1</u> |  | <u>1</u> |
|  | 25       |  | 25       |

## Athletic Coaching Sequence Minor

| <u>New Catalog Minor Requirements</u>                         | <u>Old Catalog Minor Requirements</u>                  |
|---|--|
|   | HPR 150.40 Fitness and Conditioning (M/M) 1            |
| HPR 181 Human Anatomy & Physiology 3                          | HPR 181 3  |
| HPR 182 Human Anatomy & Physiology 3                          |  |
| HPR 207 Coach Organized Sports & Athletics 2                  | HPR 207 2  |
| HPR 280 Exercise Physiology 2                                 |  |
| HPR 280.01 Fitness Training Instructional Methods 1           |  |
| HPR 282 Kinesiology 3   |  |
| HPR 284 Intro to Athletic Injuries 3                          | HPR 284 3  |
| 4 hours from:   | 4 hours from:  |
| HPR 210 Baseball Coaching 2                                   | HPR 210 2  |
| HPR 211 Basketball Coaching 2                                 | HPR 211 2  |
| HPR 212 Football Coaching 2                                   | HPR 212 2  |
| HPR 213 Track & Field Coaching 2                              | HPR 213 2  |
| HPR 215 Volleyball Coaching 2                                 | HPR 214 Wrestling Coaching 2                           |
|   | HPR 215 2  |
|   | 3 hours from:  |
|   | HPR 182 Human Anatomy & Physiology 3                   |
|   | HPR 282 Kinesiology 3                                  |
|   | HPR 351 Exercise Physiology 3                          |
| 2 hours from:   | 2 hours from:  |
| HPR 158 Instructional Strategies in PE 2                      | HPR 158 2  |
| HPR 298.10 Professional Practice: Sports & Athletics 2        | HPR 252 Cultural Dimensions of Human Movement 2        |
| HPR 304 Teaching Sports 2                                     | HPR 304 2  |
|   | HPR 349 Applied Motor Learning 3                       |
| 3 hours from:   | 2 hours from:  |
| HPR 254 Social-Psychological Perspectives of Human Movement 3 | HPR 209 Sports Safety 3                                |
| HPR 306 Psychology of Sport 3                                 | HPR 253 Psychological Perspectives of Human Movement 2 |
| HPR 349 Applied Motor Learning 3                              | HPR 298.10 Professional Practice: Sports & Athletics 2 |
| HPR 387 Advanced Athletic Injuries 3                          | HPR 306 Psychology of Sport 3                          |
| 26  | HPR 387 Advanced Athletic Injuries 3                   |
|   | Electives 4  |
|   | 24   |



### Athletic Training Sequence Minor

| <u>New Catalog Minor Requirements</u>                  |          | <u>Old Catalog Minor Requirements</u> |          |
|--|----------|---------------------------------------|----------|
|  |          | HPR 387 Advanced Athletic Injuries    | 3        |
|  |          | HPR 150.40 Fitness & Conditioning     | 1 or     |
|  |          | HPR 113 Personal Fitness              | (3)      |
| HPR 180 First Aid                                      | 2        | HPR 180                               | 2        |
| HPR 181 Human Anatomy & Physiology                     | 3        | HPR 181                               | 3        |
| HPR 188 Bandaging, Taping, Training<br>Room Management | 2        | HPR 188                               | 2        |
| HPR 280 Exercise Physiology                            | 2        |                                       |          |
| HPR 280.01 Fitness Training<br>Instructional Methods   | 1        |                                       |          |
| HPR 282 Kinesiology                                    | 3        | HPR 282                               | 3        |
| HPR 284 Intro Athletic Injuries                        | 3        | HPR 284                               | 3        |
| HPR 288 Therapeutic Modalities & Rehab                 | 2        | HPR 288                               | 2        |
|  |          | HPR 351 Exercise Physiology           | 3        |
| HPR 387 Advanced Athletic Injuries                     | 3        | HPR 387                               | 3        |
| HPR 388 Evaluation of Athletic<br>Injuries             | <u>2</u> | HPR 388                               | <u>2</u> |
|  | 23       |                                       | 24       |

## II. PROPOSED CATALOG COPY

### Physical Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

#### PHYSICAL EDUCATION MAJOR

- 38 hours in HPR required.
- Required courses: 26 hr core of HPR 160, 180, 181, 182, 254, 257, 280, 280.01, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from 151.10, 151.30, 152.20, 152.30; 1 hr from 153.10, 153.20, 153.30, 153.40.
- 12 additional hrs from within the Physical Education Program are required for majors not selecting a specialized sequence.
- A minimum of 8 hrs of upper-division courses are required, 6 of which must be at the 300-level.
- A second major or minor, or an individualized program by advisement, is recommended.
- Graduation requirements: All required physical education courses must be completed with a grade of C or better.

#### Teacher Education Sequences:

##### Program of Study Leading to a 6-12 Certificate:

- 48 hours in HPR required.
- 26 hr Core courses: HPR 160, 180, 181, 182, 254, 257, 280, 280.01, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from 151.10, 151.30, 152.20, 152.30; 1 hr from 153.10, 153.20, 153.30, 153.40.
- 22 hr Sequence courses: HPR 158, 221, 241, 258, 383; 3 hrs from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hrs from HPR 151.10, 151.30, 152.20, 152.30; 1 hr from HPR 153.10, 153.20, 153.30, 153.40; 2 hrs from HPR 154.40, 281, 283, 285.
- Professional Education requirements: C&I 210 or PSY 215; C&I 200.01 and 200.02 or 216; C&I 200.03; C&I 200.04 or SED 218; EAF 228 or 231 or 235; STT 399.74.

##### Program of Study Leading to a K-12 Certificate:

- 51 hours in HPR required.
- 26 hr Core courses: HPR 160, 180, 181, 182, 254, 257, 280, 280.01, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from 151.10, 151.30, 152.20, 152.30; 1 hr from 153.10, 153.20, 153.30, 153.40.
- 25 hr Sequence courses: (same listing as the above Sequence courses in the 6-12 Certificate, with the addition of HPR 225.)
- Professional Education requirements: C&I 210 or PSY 215; C&I 200.01 and 200.02 or 216; C&I 200.03; C&I 200.04 or SED 218; EAF 228 or 231 or 235; STT 399.74, 399.75.

*Adapted from 2011-12 catalog*

**Fitness Leadership Sequence:**

- 72 hours required.
- 55 hours in HPR required.
- 26 hr Core courses: HPR 160, 180, 181, 182, 254, 257, 280, 280.01, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from 151.10, 151.30, 152.20, 152.30; 1 hr from 153.10, 153.20, 153.30, 153.40.
- 29 hr Sequence courses: 154.40, 283, 285, 307, 308, 309, 310, 298.10, 378.10, 398.10.
- 8 hr University Studies: ENG 101, <sup>281</sup>HEC 106, PSY 111
- 9 hr Interdisciplinary Courses: 1 course from BSC 160, HEC 315, HSC 105, HSC 196, PSY 333; 1 course from BSC 241, PSY 303, PSY 304; 1 course from ACS 150, ACS 155.01, ACS 155.02, ENG 249
- Graduation requirements: All required physical education courses must be completed with a grade of C or better.

**Athletic Training Sequence:**

**Selective Admission:** All students planning to become certified athletic trainers should apply for and be admitted to the Athletic Training Program. Application should occur upon completion of 30 academic hours. Transfer students need to apply as soon as they are admitted to the University. A student can be admitted to the program no earlier than his or her Sophomore year. The following criteria should have been met in order to be accepted:

1. Completion of HPR 158, 180, 181, and 188 with a minimum GPA of 2.8 in these courses.
  2. Cumulative GPA of no less than 2.5 for the 2 semesters previous to application.
  3. Personal interview with the Program Coordinator.
  4. Satisfactory completion of 100 hours of athletic training experience.
- NOTE: Applicants compete for available spaces.

**Selective Retention:** Once the student has been admitted, he/she can begin clinical work at ISU. In order to be eligible for certification by the National Athletic Trainers Association (NATA) a student must accumulate 1500 hours of clinical work under a certified athletic trainer. If a student is accepted into the program at ISU, he or she will be expected to accumulate 500 clinical hours each year. In order to remain a part of the athletic training program, the student must:

1. Maintain a cumulative GPA of 2.5 for all coursework.
  2. Receive no grade lower than a C in any athletic training course.
  3. Successfully fulfill clinical responsibilities.
- NOTE: If the above requirements are not maintained, the student will be placed on probation for one semester, during which time he/she will not be given a clinical assignment. If after one semester of probation, the student has failed to meet the requirements, he or she will be dropped from the athletic training program.
- 55 hours required.
  - 26 hr core courses: HPR 160, 180, 181, 182, 254, 257, 280, 280.01, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from 151.10, 151.30, 152.20, 152.30; 1 hr from 153.10, 153.20, 153.30, 153.40.
  - 29 hr Sequence course: HPR 188, 284, 288, 298.10, 378.10, 387, 388, 398.10.

- This sequence meets all necessary academic requirements for certification by the National Athletic Trainer's Association. Students interested in NATA certification should consult the Athletic Training Sequence Coordinator in the department for further information.
- Graduation requirements: All required physical education courses must be completed with a grade of C or better.

## Selective Admission Retention Policy For The Teacher Education Programs In Physical Education

**Selective Admission:** All physical education majors planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Program section of the Catalog). In addition to fulfilling University requirements for admission to Teacher Education, the Physical Education Major must have verified the following:

1. A minimum of seven semester hours in physical education at Illinois State with a minimum grade of C in each required physical education course taken. The seven semester hours must include HPR 158 (Instructional Strategies) and a minimum of two hours in the movement forms.
2. A minimum GPA of 2.5 in major/Professional Education required courses.
3. Completion of a departmental application for admission to the Teacher Education Program and a projected program plan for graduation through contact with a departmental advisor.
4. Participation in a personal interview with the Program Director of Physical Education if so requested.
5. A positive recommendation from the Physical Education Program Director based upon evidence of satisfactory progress from faculty teaching in the major program.
6. Students who fail to meet all requirements for admission to teacher education by established deadlines may petition through the Physical Education Teacher Education Sequence Coordinator for an extension of time. All petitions must be approved by the Office of CECF.

**Selective Retention:** In order to receive departmental approval for a student teaching assignment the student must verify the following:

1. A student, after having been officially admitted to the University Teacher Education Program, must maintain a GPA of 2.5 in the major/Professional Education required courses. A student falling below the required GPA will be placed on probation for one semester. If after one semester, the 2.5 GPA has not been re-established, the student will be dropped from the University Teacher Education Program. The student may reapply for admission upon meeting all of the criteria again.
2. Satisfactory (grade of C) completion of HPR 258 (Directed Experiences in Physical Education).
3. Satisfactory recommendation from the Teacher Education Sequence Coordinator following completion of the clinical experience in HPR 258.
4. Completion of the following additional courses with a minimum grade of C: HPR 156, 157, 181, 182, 221, 241 and 282.
5. A student who has not been retained may appeal for reconsideration to the Physical Education Selection-Retention Committee. After consideration, the Committee will either disallow the appeal or approve reinstatement on a probationary basis for a specified period of time.

**Entitlements:** Completion of the Teacher Certification Sequence in the 46 hour Major and the professional education requirements entitles the physical education graduate to the 6-12 secondary certificate and, the K-12 special certificate if additional student teaching assignments have been completed at the elementary level. Student choice will determine the type of student teaching assignment (elementary and secondary or secondary only) and thus the type of certification entitlement. Students who select a dual student teaching assignment are entitled to both the K-12 and 6-12 teaching certificates when they graduate if they so desire.

**Graduation Requirements:** All required physical education courses must be completed with a grade of C or better.

## MINOR IN PHYSICAL EDUCATION

**Elementary Physical Education Sequence:** This is a teacher education program.

- 25 hours required.
- Required courses (23 hours): HPR 113, 150.60, 150.80, 153.20, 160, 181, 222 or 221 or C&I 250, 225, 257, 383 or 382 or 386.
- Elective courses (2 hours): HPR 151.10, 151.30, 152.20, 152.30.

**Secondary Physical Education Sequence:** This is a teacher education program.

- 25 hours required.
- Required courses (21 hours): HPR 113, 160, 158, 181, 182 or 282, 241, 383 or 382 or 386.
- Elective courses (4 hours): two courses from 150.20, 150.50, 150.60, 150.70, 150.80; one course from HPR 151.10, 151.30, 152.20, 152.30; and one course from 153.10 or 153.20.

**Athletic Coaching Sequence:** This is a nonteaching program, not recognized as a teaching area in Illinois.

- 26 hours required.
- Required courses: HPR 181, 182, 207, 280, 280.01, 282, 284; 4 hrs from HPR 210, 211, 212, 213, 215; 3 hrs from 254, 306, 349, 387; 2 hrs from 158, 298.10, 304.

**Athletic Training Sequence:** This is a nonteaching program, not recognized as a teaching area in Illinois. This sequence meets all necessary academic requirements for certification by the National Athletic Trainer's Association. Students interested in NATA certification should consult the Athletic Training Program Coordinator in the department for further information.

- 23 hours required.
- Required courses: HPR 180, 181, 188, 280, 280.01, 282, 284, 288, 387, and 388.

## Physical Education Courses

Some sections of these courses may be restricted to HPR majors.

An optional locker and towel charge will be assessed for students in selected physical education activity courses.

### 100 ADAPTED ACTIVITIES AND MEDICALLY PRESCRIBED EXERCISES 1 FS

*For persons assigned by the Health Service or a personal physician. CR/NC basis only. May be repeated if necessary.*

Medically prescribed exercises for handicapped students, faculty, and community members in need of corrective and rehabilitative programs.

### 101 CROSS-COUNTRY SKIING 1 S

Introduction to cross-country skiing emphasizing techniques, selection and care of equipment, safety and touring.

### 102 BACKPACKING 1 F

*Field trip req. Materials charge optional.*

Introduction to backpacking including the basic techniques and knowledge necessary for hiking and surviving in the outdoor environment.

### 104 NEUROMUSCULAR RELAXATION 1 FS

The study and practice of neuromuscular relaxation as a method of recognizing and controlling tension. The Jacobsen progressive relaxation technique will be employed.

### 105 BADMINTON I 1 FS

*Not for credit if had HPR 150.20.*

Introduction to the basic strokes and strategies of badminton. Tournament play in singles and/or doubles.

### 106.02 BASKETBALL II 1 FS

Development of intermediate and advanced skills and strategies of basketball.

### 107 WALK/JOG/RUN 1 FS

Walking, jogging, and running as modes for developing and/or maintaining physical fitness.

### 108 BILLIARDS I 1 FS

*Materials charge optional.*

Basic shooting techniques with focus on stance, bridge and cue ball contact. Experience in games of Basic Pocket Billiards, Rotation and Eight Ball.

### 108.02 BILLIARDS II 1 FS

*HPR 108 or intermediate playing ability req. Materials charge optional.*

Development of complex skills such as Caroms, Banks, and combination shots. Emphasis on spin, and the application of English.

### 110 WEIGHT CONTROL 1 FS

A practical personal approach to the problem of weight control based on the principles of behavior modification, diet, and exercise.

### 112 BOWLING I 1 FS

*Not for credit if had HPR 150.30. Materials charge optional.*

Development of basic skills and knowledge for the beginning bowler.

### 112.02 BOWLING II 1 FS

*HPR 112 or intermediate skill in bowling req. Materials charge optional.*

Development of more consistency with strikes and spares, an understanding of taps, lane conditions, ball tracks. Participation in a variety of tournaments.

### 113 PERSONAL FITNESS 3 US-7 FS

*Not for credit if had HPR 150.40. Materials charge optional.*

The development of a personalized, comprehensive fitness program based on knowledge and understanding of the specific effects of exercise. Lecture and lab.

114 NAUTILUS CONDITIONING 1 FS  
Basic techniques and knowledge necessary to increase muscular strength through the use of nautilus resistive isotonic exercise equipment.

### 119 GOLF I 1 FS

*Not for credit if had HPR 150.50*

A basic course in golf designed for the beginner or high handicap golfer.

### 119.02 GOLF II 1 FS

*HPR 119 or evidence of intermediate skills in golf req*

Designed for experienced or low handicap player. Refinement of basic and advanced strokes. Development of game and course strategy.

### 126 AEROBIC DANCE 1 FS

Introduction to aerobic dance designed to develop and improve strength, flexibility, and cardiovascular endurance.

### 127 SWIMMING I-BEGINNING 1 FS

*Materials charge optional.*

For non-swimmers and fearful swimmers with no basic swimming skills. Instruction in adjustment skills and basic techniques of safety and swimming.

### 127.02 SWIMMING II-INTERMEDIATE 1 FS

*Materials charge optional.*

For swimmers with limited skills. Emphasis on basic strokes and introduction to basic diving techniques.

### 127.03 SWIMMING III-ADVANCED 1 FS

*Materials charge optional.*

For moderately skilled swimmers to develop and refine strokes and related aquatic skills.

### 127.10 AQUATIC FITNESS 1 FS

*May be repeated once. Ability to swim not req.*

Shallow water aerobic exercise and/or lap swimming programs to develop and maintain physical fitness.

### 131 LIFE SAVING 2 FS

*American Red Cross Swimmers or Advanced Swimmers skill level req. The prerequisite for American Red Cross certification in Lifeguard Training includes current standing in Standard First Aid and Adult CPR. Certificate may be purchased from ARC.*

For highly skilled swimmers to learn special skills of life saving, rescue techniques, and water safety procedures.

### 132 WATER SAFETY INSTRUCTORS COURSE 2 FS

*The prerequisite for American Red Cross certification as a Water Safety Instructor includes current standing in Lifeguard Training or Emergency Water Safety.*

Analysis of techniques in and methods of teaching swimming and life saving. Opportunity for American Red Cross-Water Safety Instructor certification.

### 133 SELECTED ACTIVITIES 1 FS

Selected beginning and/or intermediate activities offered as experimental programs.

### 136 VOLLEYBALL I 1 FS

*Not for credit if had HPR 151.30.*

Basic skills, rules, and strategies involved in the game of volleyball, and application in tournament play.

### 136.02 VOLLEYBALL II 1 FS

*HPR 136 or intermediate skill in volleyball req*

Advanced knowledges, skills, and strategies of the game of volleyball, and application in a competitive situation.

### 137 SOCCER 1 F

*Not for credit if had HPR 152.30.*

Basic skills, rules, and strategies necessary for game play. Fundamentals emphasized with application in competitive play.

### 139 GYMNASTICS I 1 FS

*Not for credit if had HPR 150.60.*

Basic elements in floor exercise, vaulting, balance beam, and uneven bars for women and basic elements in floor exercise, pommel horse, rings, vaulting, and parallel bars for men.

**140 FENCING** 1 F.S  
Fundamentals of fencing, bouting, directing, and judging a bout.

**142 TENNIS I** 1 F.S  
*Not for credit if had HPR 150.70*

Introduction to the basic strokes and beginning strategy of tennis. Tournament play in singles and/or doubles.

**142.02 TENNIS II** 1 F.S  
*HPR 142 or equiv skills req*

Introduction to intermediate strokes and review of basic strokes. Emphasis on doubles play.

**143 TUMBLING I** 1 F

An introduction to the basic skills of tumbling. Includes rolls, balance, and springs. Development of tumbling routines.

**146 MILITARY PHYSICAL CONDITIONING** 1 F.S

*May be repeated, max 4 hrs. Restricted to MSC students*

Practical experience in the structure, techniques, and conduct of military physical conditioning to develop total fitness and leadership ability.

**147 WEIGHT TRAINING** 1 F.S

Basic knowledge and concepts of use of resistive exercises to increase muscular strength and endurance. Participation in an individual weight program.

**148 WRESTLING** 1 F.S

*Not for credit if had HPR 150.90*

Instruction in basic neuromuscular skills necessary for participation in wrestling. Knowledge of various styles of wrestling.

**149 FLAG FOOTBALL** 1 F

*Not for credit if had HPR 152.20*

Development of fundamental football skills and strategies needed for game of flag football.

**150.20 BADMINTON (Maj/Min)** 1 F.S

Introduction to the basic strokes and strategies of badminton. Emphasizes teaching strategies and class organization utilized in badminton.

**150.50 GOLF (Maj/Min)** 1 F.S

Presentation of basic skills and knowledges in golf methods and procedures for golf teaching.

**150.60 GYMNASTICS (Maj/Min)** 1 F.S

Instruction in the basic skills and techniques of various gymnastics events with emphasis on spotting and teaching strategies.

**150.70 TENNIS (Maj/Min)** 1 F.S

Introduction to the basic strokes and knowledge of tennis. Emphasizes teaching strategies and class management utilized in tennis.

**150.80 TRACK AND FIELD (Maj/Min)** 1 F.S

Instruction in the basic skills and techniques of various track and field events. Techniques of teaching will be presented.

**151.10 BASKETBALL (Maj/Min)** 1 F.S

Development of fundamental basketball skills with emphasis on selected teaching progressions, drills, and strategies.

**151.20 SOFTBALL (Maj/Min)** 1 F.S

Development of fundamental softball skills and strategies. Emphasis on class organization, teaching progressions, and indoor activities.

**151.30 VOLLEYBALL (Maj/Min)** 1 F.S

Basic skills and strategies involved in the game of volleyball, and application in game play. A teaching progression is emphasized.

**152.20 FLAG FOOTBALL (Maj/Min)** 1 F.S

Development of basic skills and strategies. Selected organizational and instructional procedures appropriate for teaching flag football.

**152.30 SOCCER (Maj/Min)** 1 F

Basic skills, rules and strategies for game play; safety; selected organizational and instructional procedures appropriate for teaching soccer.

**153.10 FOLK AND SOCIAL DANCE INSTRUCTIONAL METHODS** 1 F.S

Basic couple movement concepts, fundamentals and techniques of social dance, and teaching methods.

**153.20 SQUARE DANCE INSTRUCTIONAL METHODS** 1 F.S

Basic skills and knowledges of folk and square dance. Class organization, selected techniques of teaching and assessment of skills included.

**153.30 MODERN DANCE (Maj/Min)** 1 F.S

Basic movement concepts, fundamentals of improvisation and composition, and teaching methods.

**153.40 JAZZ DANCE INSTRUCTIONAL METHODS (Maj/Min)** 1 F

Basic movement concepts, rhythmical accompaniment, fundamentals of composition, and techniques used to teach jazz dance.

**154.40 NEUROMUSCULAR RELAXATION INSTRUCTIONAL METHODS**

(Maj/Min) 1 F.S

Study of stress and how it affects the body. Practice of Neuro-muscular relaxation techniques, and teaching methods for relaxation.

**158 INSTRUCTIONAL STRATEGIES IN PHYSICAL EDUCATION** 3 F.S

*Incl Clin Exp.*

Introduction to planning and teaching physical education. Includes lesson planning, practice of teaching skills through micro teaching, peer teaching, analysis of teaching.

**159 OFFICIATING** 1 F.S

*May be repeated. Max 4 hrs. No more than one hour may be taken in each sport area.*

Instruction, practice, and examination of officiating or judging techniques for the following sports: FALL SEMESTER: Men's football, women's basketball, badminton, field hockey, men's basketball, or swimming; SPRING SEMESTER: Volleyball, track and field, softball, gymnastics, or tennis.

**160 FOUNDATIONS OF HUMAN MOVEMENT** 3 F.S

Materials charge optional

Identification of foundational concepts in physical education, including historical and philosophical orientations, sub-disciplinary movements, career development, and physical education issues.



**180 FIRST AID 2 US-7 F.S**

*Certification may be purchased from ARC*

Accident prevention and action to be taken in cases of accident and sudden illness in the home, school, and community. Students successfully completing this course will have an opportunity to receive certification in Red Cross Standard First Aid, Instruction in CPR techniques. Opportunities for certification in CPR is also provided.

**101 HUMAN ANATOMY AND PHYSIOLOGY 3 F.S**

*Lecture and lab*

Gross structure and physiology of the human body; particular attention to the locomotor system.

**182 HUMAN ANATOMY AND PHYSIOLOGY 3 F.S**

Emphasis on the nervous, circulatory, respiratory, and digestive systems.

**188 BANDAGING, TAPING, AND TRAINING ROOM MANAGEMENT 2 F.S**

*Cons. Athletic Training Coord req. Materials charge optional.*

Supervised laboratory practice in bandaging and taping procedures used in athletic training. Training room budget and administration is addressed.

**207 THE COACH IN ORGANIZED SPORTS AND ATHLETICS 2 F.S**

*Formerly THE COACH IN INTERSCHOOL ATHLETICS*

An introduction to interschool athletic programs including basic philosophy, governing organizations, administrative duties of coaches and direct coaching responsibilities.

**209 SPORTS SAFETY 3 S**

Philosophy of sports safety. Human and environmental factors in sport injury, legal responsibilities of teacher, safety factors in activities; accident prevention and injury control in sports.

**100 BASEBALL COACHING 2 F.S**

*HPR 207 or previous experience as a player or youth coach or cons inst req. Soph stand req.*

The theory and coaching of baseball essential to the professional preparation of those interested in coaching; history, philosophy, techniques, and fundamentals.

**211 BASKETBALL COACHING 2 F.S**

*HPR 207 or previous experience as a player or youth coach or cons inst req. Soph standing req.*

A course for professional preparation of coaches of basketball. Included are history, philosophy, techniques, and tactics of basketball.

**212 FOOTBALL COACHING 2 F**

*HPR 207 or previous experience as a player or youth coach or cons inst req. Soph stand req.*

Theory and techniques of basic offensive and defensive football. The history, development of trends, modern innovations are included.

**213 TRACK AND FIELD COACHING 2 S**

*HPR 207 or previous experience as a player or a youth coach or cons inst req. Soph stand req.*

Understanding and application of various training methods and coaching techniques in track and field events.

**215 VOLLEYBALL COACHING 2 F**

*HPR 207 or previous exper as a player or youth coach or cons inst. Soph stand req.*

Techniques and methods of coaching volleyball, including teaching techniques, conditioning, strategies, practice situations, and management techniques.

**221 ELEMENTARY PHYSICAL EDUCATION CURRICULUM 3 F.S**

*Incl Clin Exp*

Planning a program of physical education for elementary school children. Progressions within activities, techniques of organization, and methods of teaching. Observations of children and laboratory sessions in activities.

**222 PHYSICAL EDUCATION FOR ELEMENTARY CLASSROOM TEACHER 2 F.S**

*Not for credit may. No credit if in Elem Ed Conc program Incl Clin Exp*

Factors essential to program planning in physical education grades one through six. Types and progression of activities; methods and techniques of class organization. Observations of children and laboratory sessions in activities.

**225 MOTOR DEVELOPMENT OF CHILDREN 3 F**

*Incl Clin Exp*

Motor development related to anatomical growth and sensory development in the child from infancy to puberty. Mechanisms and theories of perceptual motor development, research findings, and implications for physical education.

**241 SECONDARY PHYSICAL EDUCATION CURRICULUM AND EVALUATION 4 F.S**

*C&I 200 (2-4 hours), C&I 216 or conc reg req.*

Development and administration of secondary physical education programs. Concepts and techniques of evaluation appropriate for the program and the learner in physical education.

**254 SOCIAL-PSYCHOLOGICAL PERSPECTIVES IN PHYSICAL ACTIVITY 3 F,S**

*HPR 160 or cons. inst. req.*

*Materials charge optional.*

Survey of cultural, philosophical, social and psychological factors influencing the nature, evolution and maintenance of informal and formal physical activities.

**257 MOTOR LEARNING AND PERFORMANCE (Maj/Min) 3 F,S**

*HPR 160 or cons. inst. req.*

*Materials charge optional.*

Study of processes involved in acquiring and perfecting motor skills and effects of aging on acquisition of those skills.

**258 DIRECTED EXPERIENCES IN PHYSICAL EDUCATION 2 F.S**

*Department pre-enrollment req. Student must have 2 consecutive hours between 8 a.m.-3 p.m. (e.g., 9-11 a.m.) free daily. HPR 158, 221, or conc reg req. Adm to Teacher Ed req. Incl Clin Exp. Materials charge optional.*

Arranged clinical experience assignment that includes observation, participation, and teaching in an elementary physical education program. Class meets regularly twice a week as a seminar.

280 EXERCISE PHYSIOLOGY  
(Maj/Min) 2 F,S  
HPR 181, 182 req. HPR  
280.01 (Maj/Min) conc. reg.  
req.

Application of human anatomy and physiology to the understanding of physical education. Effects of exercise on body systems and human movement/performance.

280.01 FITNESS TRAINING  
INSTRUCTIONAL METHODS  
(Maj/Min) 1 F,S  
HPR 181 and 182 req. HPR 280  
(Maj/Min) conc. reg. req.

Individualized approach to development of a healthy lifestyle based upon knowledge and understanding of the specific effects of exercise.

281 AEROBIC DANCE INSTRUCTIONAL  
METHODS (Maj/Min) 1 F,S  
HPR 181, 182, 280 req. HPR  
280.01 or conc. reg. req.

Introduction to teaching aerobic dance for various populations. Includes course planning, practice teaching experiences and preparation for Aerobic Instructor Certification.

282 KINESIOLOGY 3 F,S  
HPR 181 req. Lecture and lab. Materials charge optional

Analysis of human motion based on anatomic and mechanical principles. Application of these principles in teaching physical education activities.

283 AQUATIC FITNESS INSTRUCTIONAL  
METHODS (Maj/Min) 1 F,S  
HPR 181, 182, 280 req. HPR  
280.01 or conc. reg. req.

Introduction to teaching aquatic fitness and exercise. Includes course planning and practice teaching experiences. Preparation for Aquatic Exercise Instructor certification.

284 INTRODUCTION TO ATHLETIC  
INJURIES 3 F,S

HPR 181 or cons inst req. Formerly HPR 384.  
Emphasis upon responsibilities, limitations, liabilities, taping and bandaging, evaluation, prevention, and treatment of athletic injuries.

285 RESISTIVE TRAINING  
INSTRUCTIONAL METHODS 1 F,S  
HPR 181, 182, 280, 280.01 or  
conc. reg. req.

Instructor preparation for creating individualized resistive exercise programs for persons across the age span. Includes personal skill development.

288 THERAPEUTIC MODALITIES  
AND REHABILITATION 2 F  
HPR 181 and 188, or cons Athletic Training Coord.  
req.

Theory and application in the use of therapeutic modalities in athletic training and in rehabilitation of athletic injuries.

295 HONORS SEMINAR 1 F,S  
Introduction to independent honors study; identification and definition of problems; selected methods for problem solving; use of library resources.

298.10 PROFESSIONAL PRACTICE:  
INTERNSHIP/COOPERATIVE  
EDUCATION  
EXPERIENCE IN PHYSICAL EDUCATION,  
SPORTS AND ATHLETICS 2 F,S  
Jr stand. 2 upper-level courses in phys ed. May Incl Clin  
Exp in selected school activities. Formerly 298 PRAC-  
TICUM EXPERIENCES IN PHYSICAL EDU-  
CATION.

A professional practice experience in community sites for non-teacher certification majors. May include coaching experience in public schools for coaching minors. Periodic seminar meetings.

304 TEACHING OF SPORTS 3 F  
Optimal learning in human movement: content, teacher behavior, situational conditions, analysis of sports, instructional approaches, application and research.

306 PSYCHOLOGY OF SPORT 3 F, Summer  
Psychological principles and concepts applied to sport situations and to individuals involved with sport activities.

307 EXERCISE IN HEALTH AND  
DISEASE 3 F,S  
HPR 181, 182, 280, 280.01 req.

Application of exercise physiology principles to evaluate the extent to which common disease processes limit body function and exercise performance.

308 EXERCISE PROGRAMMING 3 F,S  
HPR 181, 182, 280, 280.01, 307  
req. HPR 309 conc. reg. rec.

Development of fitness instructor skills for designing exercise programs for populations of normal, at-risk, and others with special exercise needs.

309 PRINCIPLES AND TECHNIQUES OF PHYSIOLOGICAL TESTING 3 F,S  
HPR 181, 182, 280, 280.01,  
307 req. HPR 308 conc. reg.  
rec.

Application of various laboratory exercise testing modalities for evaluating human physiological function.

310 FITNESS MANAGEMENT  
(Maj/Min) 2 F,S  
HPR 298.10 req.

Theories of organization and principles of management applied to fitness programs in the commercial, community, medical and worksite settings.

317 SOCIOLOGY OF SPORT 3 S  
*Also offered as SAS 317.*

The social institution of sport is examined using such sociological concepts as social organization, culture, socialization, deviance, social stratification, minority groups and collective behavior.

349 APPLIED MOTOR LEARNING 3 S  
Perceptual motor development and performance. Application of research, learning theories, and assessment tools: maturational, perceptual and performance factors.

351 EXERCISE PHYSIOLOGY 3 F,S  
*HPR 181, 182 req.*

Utilization of human physiology in teaching physical education. Effects of exercise on body systems and physical efficiency tests and studies.

352 BIOMECHANICS OF HUMAN MOVEMENT 3 F,S  
*HPR 282 or cons inst req. PHY 108, MAT 108 rec. Materials charge optional.*

Amplification of kinematics, including kinetics of human movements; introduction to high-speed cinematography, biomechanics instrumentation and computer analysis.

353 ELECTROCARDIOGRAPHY 1 F,S  
*HPR 182 or cons inst req.*

Relationships of electrocardiographic complexes to the anatomy and physiology of the heart under selected conditions of health, disease, and exercise.

378.10 SEMINAR IN PROFESSIONAL PRACTICE 2 F,S  
*HPR 298.10 or 298.30: 2.10 GPA. Sr stand req. Formerly HPR 278 SEMINAR IN INTERNSHIP.*

Orientation to the expectations and problems encountered in senior professional practice in physical education, sports, and athletics. Formal application and placement of professional practice students.

382 SENSORY MOTOR EDUCATION FOR THE MENTALLY HANDICAPPED 3 F,S  
*Incl Clin Exp.*

Physical education methods for students with mentally handicapping conditions, including assessment, program writing, teaching techniques, and evaluation.

383 ADAPTED PHYSICAL EDUCATION 3 F,S  
*HPR 181 or BSC 181 req.*

Handicapping conditions and methods, materials, and activities for adapted physical education programs in pre-school, elementary, secondary, and self-contained schools.

385 PHYSICAL DEFECTS: SURVEY AND REHABILITATION 3 F,S  
*BSC 381 or HPR 282 req. Also offered as SED 385 Lecture and lab. Incl Clin Exp.*

Identification and treatment of physical defects of handicapped children: special services, equipment, and procedures for school programs.

386 PHYSICAL EDUCATION FOR THE PHYSICALLY HANDICAPPED 3 F  
*Cons inst if not HPR maj. Incl clin exp.*

Methods for assessing motor and manipulative competencies, designing prescriptive programs, techniques for teaching motor and fitness skills to persons with orthopedic and sensory impairments.

387 ADVANCED ATHLETIC INJURIES 3 S  
*HPR 284 req.*

Concentrated study of specific athletic injury problems: attention given to nutrition, drugs, conditioning and rehabilitation.

388 EVALUATION OF ATHLETIC INJURIES 2 S  
*HPR 181 and 188, or cons Athletic Training Coord req. Not for grad cr.*

The study and practice of techniques used when evaluating athletic injuries ranging from minor to life-threatening trauma.

398.10 PROFESSIONAL PRACTICE: INTERNSHIP/COOPERATIVE EDUCATION IN PHYSICAL EDUCATION, SPORTS AND ATHLETICS 1-14 F,S,Summer  
*HPR 298.10 or 298.30, 378.10: 2.20 GPA, Sr stand.*

Jointly planned and supervised internship/cooperative education experience under the guidance of professionally qualified personnel from business, industry, government, and other agencies and organizations and University faculty supervisors.

## Physical Education Programs

Degrees Offered: B.A., B.S., B.S. in Ed.

### PHYSICAL EDUCATION MAJOR

- 36 hours required.
- Required courses: 24 hr Core of HPR 150.40, 156, 157, 180, 181, 182, 252, 253, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from HPR 151.10, 151.30, 152.20, 152.30; 1 hr from HPR 124, 153.10, 153.20, 153.30; 1 hr from HPR 101, 104, 114, 126, 127.10, 147.
- 12 additional hrs from within the Physical Education Program are required for majors not selecting a specialized sequence.
- A minimum of 8 hrs of upper-division courses are required, 6 of which must be at the 300-level.
- A second major or minor, or an individualized program by advisement, is recommended.
- Graduation requirements: All required physical education courses must be completed with a grade of C or better.

### Teacher Education Sequences:

#### Program of Study Leading to a 6-12 Certificate:

- 46 hours in HPR required.
- 24 hr Core courses: HPR 150.40, 156, 157, 180, 181, 182, 252, 253, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from HPR 151.10, 151.30, 152.20, 152.30; 1 hr from HPR 124, 153.10, 153.20, 153.30; 1 hr from HPR 101, 104, 114, 126, 127.10, 147.
- 22 hr Sequence courses: HPR 158, 221, 241, 258, 383; 3 hrs from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from HPR 151.10, 151.30, 152.20, 152.30; 1 hr from HPR 124, 153.10, 153.20, 153.30; 2 hrs from HPR 101, 104, 114 or 147, 126 or 127.10. Movement forms must be met through a minimum of six activities taken at ISU.
- Professional Education requirements: C&I 210 or PSY 215; C&I 200.01 and 200.02, or 216; C&I 200.03; C&I 200.04 or SED 218; EAF 228 or 231 or 235; STT 399.74.
- Graduation requirements: All required physical education courses must be completed with a grade of C or better.

#### Program of Study Leading to a K-12 Certificate:

- 49 hours in HPR required.
- 24 hr Core courses: HPR 150.40, 156, 157, 180, 181, 182, 252, 253, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from HPR 151.10, 151.30, 152.20, 152.30; 1 hr from HPR 124, 153.10, 153.20, 153.30; 1 hr from HPR 101, 104, 114, 126, 127.10, 147.
- 25 hr Sequence courses: HPR 158, 221, 225, 241, 258, 383; 3 hrs from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from HPR 151.10, 151.30, 152.20, 152.30; 1 hr from HPR 124, 153.10, 153.20, 153.30; 2 hrs from HPR 101, 104, 114 or 147, 126 or 127.10.
- Professional Education requirements: C&I 210 or PSY 215; C&I 200.01 and 200.02, or 216; C&I 200.03; C&I 200.04 or SED 218; EAF 228 or 231 or 235; STT 399.74, 399.75.

### Coaching Sequence:

- Graduation requirements: All required physical education courses must be completed with a grade of C or better.
- 52 hours required.

- 24 hr Core courses: HPR 150.40, 156, 157, 180, 181, 182, 252, 253, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from HPR 151.10, 151.30, 152.20, 152.30; 1 hr from HPR 124, 153.10, 153.20, 153.30; 1 hr from HPR 101, 104, 114, 126, 127.10, 147.
- 28 hr Sequence courses: HPR 207, 284, 298.10, 306, 378.10, 398.10; 4 hrs from HPR 210, 211, 212, 213, 214, 215.
- Graduation requirements: All required physical education courses must be completed with a grade of C or better.

#### Fitness Leadership Sequence:

- 49 hours required.
- 24 hr Core courses: HPR 150.40, 156, 157, 180, 181, 182, 252, 253, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from HPR 151.10, 151.30, 152.20, 152.30; 1 hr from HPR 124, 153.10, 153.20, 153.30; 1 hr from HPR 101, 104, 114, 126, 127.10, 147.
- 25 hr Sequence courses: HPR 104, 206, 298.10, 351, 378.10, 398.10; 1 hr from HPR 114, 147; 1 hr from HPR 126, 127.10.
- Graduation requirements: All required physical education courses must be completed with a grade of C or better.

#### Athletic Training Sequence:

**Selective Admission:** All students planning to become certified athletic trainers should apply for and be admitted to the Athletic Training Program. Application should occur upon completion of 30 academic hours. Transfer students need to apply as soon as they are admitted to the University. A student can be admitted to the program no earlier than his or her Sophomore year. The following criteria should have been met in order to be accepted:

1. Completion of HPR 156, 180, 181, and 188 with a minimum GPA of 2.8 in these courses.
2. Cumulative GPA of no less than 2.5 for the 2 semesters previous to application.
3. Personal interview with the Program Coordinator.
4. Satisfactory completion of 100 hours of athletic training experience.

NOTE: Applicants compete for available spaces.

**Selective Retention:** Once the student has been admitted, he/she can begin clinical work at ISU. In order to be eligible for certification by the National Athletic Trainers Association (NATA) a student must accumulate 1500 hours of clinical work under a certified athletic trainer. If a student is accepted into the program at ISU, he or she will be expected to accumulate 500 clinical hours each year. In order to remain a part of the athletic training program, the student must:

1. Maintain a cumulative GPA of 2.5 for all coursework.
2. Receive no grade lower than a C in any athletic training course.
3. Successfully fulfill clinical responsibilities.

NOTE: If the above requirements are not maintained, the student will be placed on probation for one semester, during which time he/she will not be given a clinical assignment. If after one semester of probation, the student has failed to meet the requirements, he or she will be dropped from the athletic training program.

- 55 hours required.
- 24 hr Core courses: HPR 150.40, 156, 157, 180, 181, 182, 252, 253, 282; 1 hr from HPR 150.20, 150.50, 150.60, 150.70, 150.80; 1 hr from HPR 151.10, 151.30, 152.20, 152.30; 1 hr from HPR 124, 153.10, 153.20, 153.30; 1 hr from HPR 101, 104, 114, 126, 127.10, 147.

- 31 hr Sequence courses HPR 188, 284, 288, 298.10, 351, 378.10, 387, 388, 398.10.
- This sequence meets all necessary academic requirements for certification by the National Athletic Trainers' Association. Students interested in NATA certification should consult the Athletic Training Sequence Coordinator in the department for further information.
- Graduation requirements: All required physical education courses must be completed with a grade of C or better.

### Selective Admission Retention Policy For The Teacher Education Programs In Physical Education

**Selective Admission:** All physical education majors planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Program section of the Catalog). In addition to fulfilling University requirements for admission to Teacher Education, the Physical Education Major must have verified the following:

1. A minimum of seven semester hours in physical education at Illinois State with a minimum grade of C in each required physical education course taken. The seven semester hours must include HPR 158 (Instructional Strategies) and a minimum of two hours in the movement forms.
2. A minimum GPA of 2.5 in major/Professional Education required courses.
3. Completion of a departmental application for admission to the Teacher Education Program and a projected program plan for graduation through contact with a departmental advisor.
4. Participation in a personal interview with the Program Director of Physical Education if so requested.
5. A positive recommendation from the Physical Education Program Director based upon evidence of satisfactory progress from faculty teaching in the major program.
6. Students who fail to meet all requirements for admission to teacher education by established deadlines may petition through the Physical Education Teacher Education Sequence Coordinator for an extension of time. All petitions must be approved by the Office of CECF.

**Selective Retention:** In order to receive departmental approval for a student teaching assignment the student must verify the following:

1. A student, after having been officially admitted to the University Teacher Education Program, must maintain a GPA of 2.5 in the major/Professional Education required courses. A student falling below the required GPA will be placed on probation for one semester. If after one semester, the 2.5 GPA has not been re-established, the student will be dropped from the University Teacher Education Program. The student may reapply for admission upon meeting all of the criteria again.
2. Satisfactory (grade of C) completion of HPR 258 (Directed Experiences in Physical Education).
3. Satisfactory recommendation from the Teacher Education Sequence Coordinator following completion of the clinical experience in HPR 258.
4. Completion of the following additional courses with a minimum grade of C: HPR 156, 157, 181, 182, 221, 241 and 282.

5. A student who has not been retained may appeal for reconsideration to the Physical Education Selection-Retention Committee. After consideration, the Committee will either disallow the appeal or approve reinstatement on a probationary basis for a specified period of time.

**Entitlements:** Completion of the Teacher Certification Sequence in the 46 hour Major and the professional education requirements entitles the physical education graduate to the 6-12 secondary certificate and, the K-12 special certificate if additional student teaching assignments have been completed at the elementary level. Student choice will determine the type of student teaching assignment (elementary and secondary or secondary only) and thus the type of certification entitlement. Students who select a dual student teaching assignment are entitled to both the K-12 and 6-12 teaching certificates when they graduate if they so desire.

**Graduation Requirements:** All required physical education courses must be completed with a grade of C or better.

#### MINOR IN PHYSICAL EDUCATION

**Elementary Physical Education Sequence:** This is a teacher education program. 23 hours required. Required courses (19 hours): HPR 150.40 (or 113), 150.60, 150.80, 153.20, 156, 157, 181, 222 (or 221 or C&I 250), 225, 383 (or 382 or 386). Elective courses (4 hours): One course from HPR 252 or 253 and two courses from HPR 151.10, 151.30, 152.20, 152.30.

**Secondary Physical Education Sequence:** This is a teacher education program. 25 hours required. Required courses (19 hours): HPR 150.40 (or HPR 113), 156, 158, 181, 182 or 282, 241, 383 (or 382 or 386); Elective courses (6 hours): One course from HPR 252 or 253; two courses from 150.20, 150.50, 150.60, 150.70, 150.80; one course from HPR 151.10, 151.30, 152.20, 152.30; and one course from 153.10 or 153.20.

**Athletic Coaching Sequence:** This is a nonteaching program, not recognized as a teaching area in Illinois. 24 hours required. Required courses: HPR 150.40, 181, 207, 284; 4 hrs from HPR 210, 211, 212, 213, 214, 215; 3 hrs from HPR 182, 282, 351; 2 hrs from HPR 158, 252, 304, 349; 2 hrs from HPR 209, 253, 298.10, 306, 387. If needed, additional courses from those listed above to complete the required 24 hours.

**Athletic Training Sequence:** This is a nonteaching program, not recognized as a teaching area in Illinois. This sequence meets all necessary academic requirements for certification by the National Athletic Trainers' Association. Students interested in NATA certification should consult the Athletic Training Program Coordinator in the department for further information. 24 hours required. Required courses: HPR 113 or 150.40, 180, 181, 188, 282, 284, 288, 351, 387, and 388.

## Physical Education Courses

Some sections of these courses may be restricted to HPR majors.

An optional locker and towel charge will be assessed for students in selected physical education activity courses.

**100 ADAPTED ACTIVITIES AND MEDICALLY PRESCRIBED EXERCISES 1 FS**

*For persons assigned by the Health Service or a personal physician. CR/NC basis only. May be repeated if necessary.*

Medically prescribed exercises for handicapped students, faculty, and community members in need of corrective and rehabilitative programs.

**101 CROSS-COUNTRY SKIING 1 S**

Introduction to cross-country skiing emphasizing techniques, selection and care of equipment, safety and touring.

**102 BACKPACKING 1 F**

*Field trip req. Materials charge optional.*

Introduction to backpacking including the basic techniques and knowledge necessary for hiking and surviving in the outdoor environment.

**104 NEUROMUSCULAR RELAXATION 1 FS**

The study and practice of neuromuscular relaxation as a method of recognizing and controlling tension. The Jacobsen progressive relaxation technique will be employed.

**105 BADMINTON I 1 FS**

*Not for credit if had HPR 150.20.*

Introduction to the basic strokes and strategies of badminton. Tournament play in singles and/or doubles.

**106.02 BASKETBALL II 1 FS**

Development of intermediate and advanced skills and strategies of basketball.

**107 WALK/JOG/RUN 1 FS**

Walking, jogging, and running as modes for developing and/or maintaining physical fitness.

**108 BILLIARDS I 1 FS**

*Materials charge optional.*

Basic shooting techniques with focus on stance, bridge and cue ball contact. Experience in games of Basic Pocket Billiards, Rotation and Eight Ball.

**108.02 BILLIARDS II 1 FS**

*HPR 108 or intermediate playing ability req. Materials charge optional.*

Development of complex skills such as Caroms, Banks, and combination shots. Emphasis on spin, and the application of English.

**110 WEIGHT CONTROL 1 FS**

A practical personal approach to the problem of weight control based on the principles of behavior modification, diet, and exercise.

**112 BOWLING I 1 FS**

*Not for credit if had HPR 150.30. Materials charge optional.*

Development of basic skills and knowledge for the beginning bowler.

**112.02 BOWLING II 1 FS**

*HPR 112 or intermediate skill in bowling req. Materials charge optional.*

Development of more consistency with strikes and spares, an understanding of taps, lane conditions, ball tracks. Participation in a variety of tournaments.

**113 PERSONAL FITNESS 3 US-7 FS**

*Not for credit if had HPR 150.40. Materials charge optional.*

The development of a personalized, comprehensive fitness program based on knowledge and understanding of the specific effects of exercise. Lecture and lab.

**114 NAUTILUS CONDITIONING 1 FS**

Basic techniques and knowledge necessary to increase muscular strength through the use of nautilus resistive isotonic exercise equipment.

**119 GOLF I 1 FS**

*Not for credit if had HPR 150.50*

A basic course in golf designed for the beginner or high handicap golfer.

**119.02 GOLF II 1 FS**

*HPR 119 or evidence of intermediate skills in golf req.*

Designed for experienced or low handicap player. Refinement of basic and advanced strokes. Development of game and course strategy.

**126 AEROBIC DANCE 1 FS**

Introduction to aerobic dance designed to develop and improve strength, flexibility, and cardiovascular endurance.

**127 SWIMMING I-BEGINNING 1 FS**

*Materials charge optional.*

For non-swimmers and fearful swimmers with no basic swimming skills. Instruction in adjustment skills and basic techniques of safety and swimming.

**127.02 SWIMMING II-INTERMEDIATE 1 FS**

*Materials charge optional.*

For swimmers with limited skills. Emphasis on basic strokes and introduction to basic diving techniques.

**127.03 SWIMMING III-ADVANCED 1 FS**

*Materials charge optional.*

For moderately skilled swimmers to develop and refine strokes and related aquatic skills.

**127.10 AQUATIC FITNESS 1 FS**

*May be repeated once. Ability to swim not req.*

Shallow water aerobic exercise and/or lap swimming programs to develop and maintain physical fitness.

**131 LIFE SAVING 2 FS**

*American Red Cross Swimmers or Advanced Swimmers skill level req. The prerequisite for American Red Cross certification in Lifeguard Training includes current standing in Standard First Aid and Adult CPR. Certificate may be purchased from ARC.*

For highly skilled swimmers to learn special skills of life saving, rescue techniques, and water safety procedures.

**132 WATER SAFETY INSTRUCTORS COURSE 2 FS**

*The prerequisite for American Red Cross certification as a Water Safety Instructor includes current standing in Lifeguard Training or Emergency Water Safety.*

Analysis of techniques in and methods of teaching swimming and life saving. Opportunity for American Red Cross-Water Safety Instructor certification.

**133 SELECTED ACTIVITIES 1 FS**

Selected beginning and/or intermediate activities offered as experimental programs.

**136 VOLLEYBALL I 1 FS**

*Not for credit if had HPR 151.30.*

Basic skills, rules, and strategies involved in the game of volleyball, and application in tournament play.

**136.02 VOLLEYBALL II 1 FS**

*HPR 136 or intermediate skill in volleyball req.*

Advanced knowledges, skills, and strategies of the game of volleyball, and application in a competitive situation.

- 137 SOCCER 1 F  
*Not for credit if had HPR 152.30*  
Basic skills, rules, and strategies necessary for game play. Fundamentals emphasized with application in competitive play.
- 139 GYMNASTICS I 1 F.S  
*Not for credit if had HPR 150.60*  
Basic elements in floor exercise, vaulting, balance beam, and uneven bars for women and basic elements in floor exercise, pommel horse, rings, vaulting, and parallel bars for men.
- 140 FENCING I 1 F.S  
Fundamentals of fencing, bouting, directing, and judging a bout.
- 142 TENNIS I 1 F.S  
*Not for credit if had HPR 150.70*  
Introduction to the basic strokes and beginning strategy of tennis. Tournament play in singles and/or doubles.
- 142.02 TENNIS II 1 F.S  
*HPR 142 or equiv skills req.*  
Introduction to intermediate strokes and review of basic strokes. Emphasis on doubles play.
- 143 TUMBLING I 1 F  
An introduction to the basic skills of tumbling. Includes rolls, balance, and springs. Development of tumbling routines.
- 146 MILITARY PHYSICAL CONDITIONING 1 F.S  
*May be repeated, max 4 hrs. Restricted to MSC students.*  
Practical experience in the structure, techniques, and conduct of military physical conditioning to develop total fitness and leadership ability.
- 147 WEIGHT TRAINING 1 F.S  
Basic knowledge and concepts of use of resistive exercises to increase muscular strength and endurance. Participation in an individual weight program.
- 148 WRESTLING 1 F.S  
*Not for credit if had HPR 150.90.*  
Instruction in basic neuromuscular skills necessary for participation in wrestling. Knowledge of various styles of wrestling.
- 149 FLAG FOOTBALL 1 F  
*Not for credit if had HPR 152.20.*  
Development of fundamental football skills and strategies needed for game of flag football.
- 150.20 BADMINTON (Maj/Min) 1 F.S  
Introduction to the basic strokes and strategies of badminton. Emphasizes teaching strategies and class organization utilized in badminton.
- 150.40 FITNESS & CONDITIONING (Maj/Min) 1 F.S  
*Materials charge optional.*  
An individualized approach to the development of cardio-respiratory fitness based upon an understanding of the specific effects of exercise.
- 150.50 GOLF (Maj/Min) 1 F.S  
Presentation of basic skills and knowledges in golf methods and procedures for golf teaching.
- 150.60 GYMNASTICS (Maj/Min) 1 F.S  
Instruction in the basic skills and techniques of various gymnastics events with emphasis on spotting and teaching strategies.
- 150.70 TENNIS (Maj/Min) 1 F.S  
Introduction to the basic strokes and knowledge of tennis. Emphasizes teaching strategies and class management utilized in tennis.
- 150.80 TRACK AND FIELD (Maj/Min) 1 F.S  
Instruction in the basic skills and techniques of various track and field events. Techniques of teaching will be presented.
- 151.10 BASKETBALL (Maj/Min) 1 F.S  
Development of fundamental basketball skills with emphasis on selected teaching progressions, drills, and strategies.
- 151.20 SOFTBALL (Maj/Min) 1 F.S  
Development of fundamental softball skills and strategies. Emphasis on class organization, teaching progressions, and indoor activities.
- 151.30 VOLLEYBALL (Maj/Min) 1 F.S  
Basic skills and strategies involved in the game of volleyball, and application in game play. A teaching progression is emphasized.
- 152.20 FLAG FOOTBALL (Maj/Min) 1 F.S  
Development of basic skills and strategies. Selected organizational and instructional procedures appropriate for teaching flag football.
- 152.30 SOCCER (Maj/Min) 1 F  
Basic skills, rules and strategies for game play; safety; selected organizational and instructional procedures appropriate for teaching soccer.
- 153.10 SOCIAL DANCE (Maj/Min) 1 F.S  
Basic couple movement concepts, fundamentals and techniques of social dance, and teaching methods.
- 153.20 FOLK AND SQUARE DANCE (Maj/Min) 1 F.S  
Basic skills and knowledges of folk and square dance. Class organization, selected techniques of teaching and assessment of skills included.
- 153.30 MODERN DANCE (Maj/Min) 1 F.S  
Basic movement concepts, fundamentals of improvisation and composition, and teaching methods.
- 156 DIMENSIONS OF HUMAN MOVEMENT 2 F.S  
*Materials charge optional.*  
Introduction, understanding, and appreciation of discipline of human movement, and its relationship to career options in physical education.
- 157 MOTOR BEHAVIOR 2 F.S  
*HPR 156 or cons inst req. Formerly BIOSCIENTIFIC PERSPECTIVES OF HUMAN MOVEMENT. Materials charge optional.*  
The study of human movement throughout one's total life span as it is delineated by innate and environmental factors.
- 158 INSTRUCTIONAL STRATEGIES IN PHYSICAL EDUCATION 3 F.S  
*Incl Clin Exp.*  
Introduction to planning and teaching physical education. Includes lesson planning, practice of teaching skills through micro teaching, peer teaching, analysis of teaching.
- 159 OFFICIATING 1 F.S  
*May be repeated. Max 4 hrs. No more than one hour may be taken in each sport area.*  
Instruction, practice, and examination of officiating or judging techniques for the following sports: FALL SEMESTER: Men's football, women's basketball, badminton, field hockey, men's basketball, or swimming; SPRING SEMESTER: Volleyball, track and field, softball, gymnastics, or tennis.



- 180 FIRST AID 2 US-7 F.S.**  
*Certificate may be purchased from IRC*  
 Accident prevention and action to be taken in cases of accident and sudden illness in the home, school, and community. Students successfully completing this course will have an opportunity to receive certification in Red Cross Standard First Aid. Instruction in CPR techniques and opportunities for certification in CPR is also provided.
- 181 HUMAN ANATOMY AND PHYSIOLOGY 3 F.S.**  
*Lecture and lab*  
 Gross structure and physiology of the human body; particular attention to the locomotor system.
- 182 HUMAN ANATOMY AND PHYSIOLOGY 3 F.S.**  
 Emphasis on the nervous, circulatory, respiratory, and digestive systems.
- 188 BANDAGING, TAPING, AND TRAINING ROOM MANAGEMENT 2 F.S.**  
*Cons Athletic Training Coord req. Materials charge optional.*  
 Supervised laboratory practice in bandaging and taping procedures used in athletic training. Training room budget and administration is addressed.
- 206 FITNESS INSTRUCTOR PREPARATION 3 F.S.**  
*HPR 113 or 150-40; 181; 182 or 351 req.*  
 Development of roles and responsibilities of fitness instructor in exercise programs for people with controlled disease or without disease.
- 207 THE COACH IN ORGANIZED SPORTS AND ATHLETICS 2 F.S.**  
*Formerly THE COACH IN INTERSCHOOL ATHLETICS*  
 An introduction to interschool athletic programs including basic philosophy, governing organizations, administrative duties of coaches and direct coaching responsibilities.
- 209 SPORTS SAFETY 3 S**  
 Philosophy of sports safety. Human and environmental factors in sport injury, legal responsibilities of teacher, safety factors in activities; accident prevention and injury control in sports.
- 210 BASEBALL COACHING 2 F.S.**  
*HPR 207 or previous experience as a player or youth coach or cons inst req. Soph stand req.*  
 The theory and coaching of baseball essential to the professional preparation of those interested in coaching; history, philosophy, techniques, and fundamentals.
- 211 BASKETBALL COACHING 2 F.S.**  
*HPR 207 or previous experience as a player or youth coach or cons inst req. Soph standing req.*  
 A course for professional preparation of coaches of basketball. Included are history, philosophy, techniques, and tactics of basketball.
- 212 FOOTBALL COACHING 2 F**  
*HPR 207 or previous experience as a player or youth coach or cons inst req. Soph stand req.*  
 Theory and techniques of basic offensive and defensive football. The history, development of trends, modern innovations are included.
- 213 TRACK AND FIELD COACHING 2 S**  
*HPR 207 or previous experience as a player or a youth coach or cons inst req. Soph stand req.*  
 Understanding and application of various training methods and coaching techniques in track and field events.
- 215 VOLLEYBALL COACHING 2 F**  
*HPR 207 or previous exper as a player or youth coach or cons inst. Soph stand req.*  
 Techniques and methods of coaching volleyball, including teaching techniques, conditioning, strategies, practice situations, and management techniques.
- 221 ELEMENTARY PHYSICAL EDUCATION CURRICULUM 3 F.S.**  
*Incl Clin Exp.*  
 Planning a program of physical education for elementary school children. Progressions within activities, techniques of organization, and methods of teaching. Observations of children and laboratory sessions in activities.
- 222 PHYSICAL EDUCATION FOR ELEMENTARY CLASSROOM TEACHER 2 F.S.**  
*Not for credit maj. No credit if in Elem Ed Core program. Incl Clin Exp.*  
 Factors essential to program planning in physical education grades one through six. Types and progression of activities; methods and techniques of class organization. Observations of children and laboratory sessions in activities.
- 225 MOTOR DEVELOPMENT OF CHILDREN 3 F**  
*Incl Clin Exp.*  
 Motor development related to anatomical growth and sensory development in the child from infancy to puberty. Mechanisms and theories of perceptual motor development, research findings, and implications for physical education.
- 241 SECONDARY PHYSICAL EDUCATION CURRICULUM AND EVALUATION 4 F.S.**  
*C&I 200 (2-4 hours), C&I 216 or conc reg req.*  
 Development and administration of secondary physical education programs. Concepts and techniques of evaluation appropriate for the program and the learner in physical education.
- 252 CULTURAL PERSPECTIVES OF HUMAN MOVEMENT 2 F.S.**  
*HPR 156 or cons inst req. Materials charge optional.*  
 Interrelationship of selected historical, philosophical, and sociological human movement concepts which have significance for physical education.
- 253 PSYCHOLOGICAL PERSPECTIVES OF HUMAN MOVEMENT 2 F.S.**  
*HPR 156 or cons inst req.*  
 Socio-psychological variables and selected aspects of learning as they pertain to human movement experiences.
- 258 DIRECTED EXPERIENCES IN PHYSICAL EDUCATION 2 F.S.**  
*Department pre-enrollment req. Student must have 2 consecutive hours between 8 a.m.-3 p.m. (e.g., 9-11 a.m.) free daily. HPR 158, 221, or conc reg req. Adm to Teacher Ed req. Incl Clin Exp. Materials charge optional.*  
 Arranged clinical experience assignment that includes observation, participation, and teaching in an elementary physical education program. Class meets regularly twice a week as a seminar.
- 282 KINESIOLOGY 3 F.S.**  
*HPR 181 req. Lecture and lab. Materials charge optional.*  
 Analysis of human motion based on anatomic and mechanical principles. Application of these principles in teaching physical education activities.

- 284 INTRODUCTION TO ATHLETIC INJURIES 3 F,S**  
*HPR 181 or cons inst req. Formerly HPR 384.*  
 Emphasis upon responsibilities, limitations, liabilities, taping and bandaging, evaluation, prevention, and treatment of athletic injuries.
- 288 THERAPEUTIC MODALITIES AND REHABILITATION 2 F**  
*HPR 181 and 188, or cons Athletic Training Coord. req.*  
 Theory and application in the use of therapeutic modalities in athletic training and in rehabilitation of athletic injuries.
- 295 HONORS SEMINAR 1 F,S**  
 Introduction to independent honors study; identification and definition of problems; selected methods for problem solving; use of library resources.
- 298.10 PROFESSIONAL PRACTICE: INTERNSHIP/COOPERATIVE EDUCATION EXPERIENCE IN PHYSICAL EDUCATION, SPORTS AND ATHLETICS 2 F,S**  
*Jr stand. 2 upper-level courses in phys ed. May Incl Clin Exp in selected school activities. Formerly 298 PRACTICUM EXPERIENCES IN PHYSICAL EDUCATION.*  
 A professional practice experience in community sites for non-teacher certification majors. May include coaching experience in public schools for coaching minors. Periodic seminar meetings.
- 304 TEACHING OF SPORTS 3 F**  
 Optimal learning in human movement: content, teacher behavior, situational conditions, analysis of sports, instructional approaches, application and research.
- 306 PSYCHOLOGY OF SPORT 3 F,Summer**  
 Psychological principles and concepts applied to sport situations and to individuals involved with sport activities.
- 317 SOCIOLOGY OF SPORT 3 S**  
*Also offered as SAS 317.*  
 The social institution of sport is examined using such sociological concepts as social organization, culture, socialization, deviance, social stratification, minority groups and collective behavior.
- 349 APPLIED MOTOR LEARNING 3 S**  
 Perceptual motor development and performance. Application of research, learning theories, and assessment tools: maturational, perceptual and performance factors.
- 351 EXERCISE PHYSIOLOGY 3 F,S**  
*HPR 181, 182 req.*  
 Utilization of human physiology in teaching physical education. Effects of exercise on body systems and physical efficiency tests and studies.
- 352 BIOMECHANICS OF HUMAN MOVEMENT 3 F,S**  
*HPR 282 or cons inst req. PHY 108, MAT 108 rec. Materials charge optional.*  
 Amplification of kinematics, including kinetics of human movements; introduction to high-speed cinematography, biomechanics instrumentation and computer analysis.
- 353 ELECTROCARDIOGRAPHY 1 F,S**  
*HPR 182 or cons inst req.*  
 Relationships of electrocardiographic complexes to the anatomy and physiology of the heart under selected conditions of health, disease, and exercise.
- 378.10 SEMINAR IN PROFESSIONAL PRACTICE 2 F,S**  
*HPR 298.10 or 298.30, 2.10 GPA. Sr stand req. Formerly HPR 278 SEMINAR IN INTERNSHIP.*  
 Orientation to the expectations and problems encountered in senior professional practice in physical education, sports, and athletics. Formal application and placement of professional practice students.
- 382 SENSORY MOTOR EDUCATION FOR THE MENTALLY HANDICAPPED 3 F,S**  
*Incl Clin Exp.*  
 Physical education methods for students with mentally handicapping conditions, including assessment, program writing, teaching techniques, and evaluation.
- 383 ADAPTED PHYSICAL EDUCATION 3 F,S**  
*HPR 181 or BSC 181 req.*  
 Handicapping conditions and methods, materials, and activities for adapted physical education programs in pre-school, elementary, secondary, and self-contained schools.
- 385 PHYSICAL DEFECTS: SURVEY AND REHABILITATION 3 F,S**  
*BSC 381 or HPR 282 req. Also offered as SED 385. Lecture and lab. Incl Clin Exp.*  
 Identification and treatment of physical defects of handicapped children; special services, equipment, and procedures for school programs.
- 386 PHYSICAL EDUCATION FOR THE PHYSICALLY HANDICAPPED 3 F**  
*Cons inst if not HPR maj. Incl clin exp.*  
 Methods for assessing motor and manipulative competencies, designing prescriptive programs, techniques for teaching motor and fitness skills to persons with orthopedic and sensory impairments.
- 387 ADVANCED ATHLETIC INJURIES 3 S**  
*HPR 284 req.*  
 Concentrated study of specific athletic injury problems; attention given to nutrition, drugs, conditioning and rehabilitation.
- 388 EVALUATION OF ATHLETIC INJURIES 2 S**  
*HPR 181 and 188, or cons Athletic Training Coord req. Not for grad cr.*  
 The study and practice of techniques used when evaluating athletic injuries ranging from minor to life-threatening trauma.
- 398.10 PROFESSIONAL PRACTICE: INTERNSHIP/COOPERATIVE EDUCATION IN PHYSICAL EDUCATION, SPORTS AND ATHLETICS 1-14 F,S,Summer**  
*HPR 298.10 or 298.30, 378.10, 2.20 GPA. Sr stand.*  
 Jointly planned and supervised internship/cooperative education experience under the guidance of professionally qualified personnel from business, industry, government, and other agencies and organizations and University faculty supervisors.

### III. REASONS FOR AND CONSEQUENCES OF PROPOSED PROGRAM CHANGES

#### **Revisions of Physical Education Core Requirements**

A review of the Physical Education Core was recommended as a result of the 1987 Quadrennial Review of the program. Due to a turn-over in the Department Chairperson position between 1988-89, and 1990-91, the program review and resulting proposed changes did not occur until the 1990-91 year. Curricular changes reflect professional curricular guidelines as endorsed by the National Association for Sport and Physical Education and by ISBE.

Students majoring or minoring in physical education beginning with the new catalog copy will fulfill the new requirements. Those beginning under an old catalog, but not having completed requirements will be allowed to substitute old required courses for new courses as shown previously. The total number of hours required varies from two additional hours required to no change in total required hours in the combined core and sequence requirements. The changes will not affect non-majors.

#### **Discontinuation of the Coaching Sequence**

The reason that the HPERD faculty voted to discontinue the Physical Education Coaching Sequence was because the Illinois State High School Activities Association now recognizes coaching certification granted to persons who have completed coaching certification through the American Effectiveness Coaching Program, which is a self-paced, contract course of study. This has replaced the market for a longer, college credit based coaching preparation program.

Students in the Physical Education Major with a Coaching Sequence will continue in their program requirements as shown in their original catalog copy. However, fewer choices of courses may exist, due to elimination of former numbered courses with newly proposed courses for the PE core and the Fitness Leadership sequence. Substitute courses will be authorized by the HPERD Department Advisor when courses required in the old program are no longer offered.

#### **Proposed Revision of Fitness Leadership Sequence Curriculum**

A recent systematic review of the required courses in the Fitness Leadership Sequence indicated that the sequence offerings needed to be revised and expanded. Table 1 summarizes the results of this review process. Table 1, Column D indicates that the current curriculum needed to be revised in order to bring the department curriculum in line with established objectives.

As a result, several faculty have developed new and/or revised courses to cover those objectives not being met within the current curriculum. Table 2 summarizes the proposed fitness leadership sequence curriculum. New and/or revised courses are represented in the body of the table by italics, bold face, and underlined. Table 2 indicates which courses impact on each of the eighteen content areas required to meet established objectives. A total of seventy-two hours are mandated with some selection permitted in the interdisciplinary requirements. A summary of the total Fitness Sequence proposal requirements is attached.

Consequences of the proposed changes should strengthen the offerings for the Fitness Leadership Sequence Major, but should have no effect on non-majors.

*Need formal form!*

PROPOSAL FOR FITNESS LEADERSHIP SEQUENCE  
(August 1991)

1. **PHYSICAL EDUCATION CORE** (26 hrs)  
160 (3), 180 (2), 280 (2), 280.01 (1), 181 (3), 182 (3), 282 (3), 254 (3),  
257 (3); 3 hour activity - 1 hour each from individual sports, team sports, and  
rhythms.
2. **SEQUENCE CORE** (29 hrs - prereq. in parenthesis)  
281 (1 cr. hr) Aerobic Dance I.M. (181, 182, 280, 280.01 or conc reg. req.)  
283 (1) Aquatic Fitness I.M. (181, 182, 280, 280.01 or conc reg. req.)  
285 (1) Resistive Training I.M. (181, 182, 280, 280.01 or conc reg. req.)  
154.40 (1) Neuromuscular Relaxation I.M.  
307 (3) Exercise in Health and Disease (181, 182, 280, 280.01) (new course)  
308 (3) Exercise Programming (181, 182, 280, 280.01, 307 req., 309 con reg. rec.)  
(\*\*\* this course replaces HPR 206)  
309 (3) Principles and Techniques of Laboratory Testing (181, 182, 280, 280.01,  
307 req., 308 conc reg. rec.) (new course)  
310 (2) Fitness Management (298.10) (new course)  
298.10 (2) Professional Practice (jr. standing; 2 upper level courses in P.E.;  
2.5 GPA)  
378.10 (2) Seminar in Professional Practice (sr. standing; 298.10; 2.5 GPA)  
398.10 (10) Professional Practice Internship (sr. standing; 298.10, 378.10;  
2.5 GPA)

3. **UNIVERSITY STUDIES** (8 hrs)  
ENG 101 (3), HEC 106 (2), PSY 111 (3)

4. **OTHER INTERDISCIPLINARY REQUIREMENTS** (select at least ONE from each of the  
following areas) These electives **MUST TOTAL** at least 9 credit hours.

**HEALTH AND DISEASE:** Health Science (HSC), Home Economics (HEC), Biological  
Sciences (BSC), Psychology (PSY)

- HEC 315 (3) Nutrition for Health and Physical Fitness (HEC 102 or 106 and  
HPR 182 or BSC 181 and 182)
- BSC 160 (4) Introductory Microbiology US-3
- PSY 333 (3) Principles of Behavior Modification (PSY 111)
- HSC 105 (3) Medical Terminology
- HSC 196 (2) Drugs in Lifestyle US-7

**AGING:** Biological Sciences (BSC) and Psychology (PSY)

- BSC 241 (3) Biology of Aging
- PSY 303 (3) Adult Development and Aging (PSY 111)
- PSY 304 (3) Gerontological Psychology (PSY 111)

**TECHNICAL SKILLS:** Computers (ACS) and Writing (ENG)

- ACS 150 (3) Using Microcomputer Productivity Tools US-7
- ACS 155.01 (3) Introduction to Microcomputers US-7 (Not for credit if had  
155.02)
- ACS 155.02 (3) Introduction to Microcomputers US-7 (Not for credit if had  
155.01)
- ENG 249 (3) Technical Writing I (ENG 101)

**TOTAL MANDATED HOURS = 72**

TABLE 1. Results from evaluation of the current curriculum for HPERD Fitness Leadership Sequence. The sequence was evaluated based on the objectives identified by two nationally recognized governing bodies for exercise and fitness (ACSM AND NASPE\*).

| CONTENT AREAS   | (column A)<br>NUMBER OF<br>ACSM & NASPE<br>OBJECTIVES*<br>WITHIN EACH<br>CONTENT AREA | (column B)<br>PERCENTAGE<br>OF TOTAL<br>NUMBER OF<br>OBJECTIVES<br>(column A/219) | (column C)<br>NUMBER OF<br>OBJECTIVES<br>BEING MET WITHIN<br>THE CURRENT<br>CURRICULUM** | (column D)<br>PERCENTAGE<br>OF OBJECTIVES<br>BEING MET BY THE<br>CURRENT<br>CURRICULUM<br>[(column C/column A) X 100] |
|---|---|---|--|---|
| <b>A.) <u>Basic knowledge</u> (exer. phys., fitness testing, designing and executing exercise program, leading exercise).</b> |   |   |  |   |
| 1.) Exercise Physiology   | 33  | 15.1%   | 29   | 88%   |
| 2.) Functional Anatomy  | 15  | 6.8   | 11   | 73  |
| 3.) Nutrition and Weight Control  | 22  | 10.0  | 15   | 68  |
| 4.) Exercise Programming  | 21  | 9.6   | 10   | 48  |
| 5.) Emergency Procedures  | 11  | 5.0   | 1  | 9   |
| 6.) Exercise Leadership   | 14  | 6.4   | 4  | 29  |
| 7.) Risk Factor Identification  | 7   | 3.2   | 1  | 14  |
| 8.) Health Appr. & Fit. Eval. Tech.   | 12  | 5.5   | 9  | 75  |
| 9.) Health Promotion  | 14  | 6.4   | 4  | 29  |
| 10.) Human Development and Aging  | 11  | 5.0   | 4  | 36  |
| 11.) Handicapping Conditions  | 4   | 1.8   | 0  | 0   |
| <b>B.) <u>Interdisciplinary Content Areas.</u></b>  |   |   |  |   |
| 12.) Human Behavior and Psy.  | 12  | 5.5   | 1  | 8   |
| <b>C.) <u>Teaching Methodology.</u></b>   |   |   |  |   |
| 13.) Foundation Core Activity & Teaching Methodology  | 9   | 4.1   | 1  | 11  |
| <b>D.) <u>Administration/Management</u> (organizing and operating a fitness facility).</b>                                    |   |   |  |   |
| 14.) Administration   | 17  | 7.8   | 1  | 6   |
| 15.) Human Relations and Commun.  | 5   | 2.3   | 3  | 6   |
| 16.) Professional Development   | 7   | 3.2   | 4  | 57  |
| <b>E.) <u>Practical Experience.</u></b>   |   |   |  |   |
| 17.) Required by NASPE  | 4   | 1.8   | 4  | 100   |
| <b>F.) <u>Other Important Content Areas.</u></b>  |   |   |  |   |
| 18.) Computer   | 1   | 0.5   | 0  | 0   |
| <b>TOTAL NUMBER OF OBJECTIVES</b>   | <b>219</b>  | <b>100.0</b>  | <b>102</b>   |   |

\* ACSM - American College of Sports Medicine; NASPE - National Association for Sport and Physical Education. Both of these national organizations are recognized as the governing bodies with regard to exercise and fitness leadership. The HPERD Fitness Leadership sequence has identified the objectives of these two organizations and will meet them within the new Fitness Leadership sequence proposal.

\*\* To identify if an objective was being achieved, each course within the current curriculum was evaluated and was given a rating as to how well that course met the stated objectives.

**TABLE 2. Courses within the proposed HPERD Fitness Leadership curriculum that provide the content to cover those objective\* that are not currently being met within the existing Fitness Leadership curriculum.**

| CONTENT AREAS   | (column A)<br>PERCENTAGE<br>OF OBJECTIVES *<br>BEING MET BY THE<br><u>CURRENT</u><br>CURRICULUM | COURSES WITHIN THE <u>PROPOSED</u> FITNESS LEADERSHIP CURRICULUM THAT PROVIDE THE<br>CONTENT TO COVER THOSE OBJECTIVES* NOT BEING MET WITHIN THE CURRENT FITNESS<br>LEADERSHIP CURRICULUM (column A).<br>(Courses in <u>italic, bold face, and underline</u> represent new or revised HPERD courses) |  | OTHER INTERDISCIPLINARY<br>AND UNIVERSITY STUDIES<br>COURSES** |
|---|---|--|--|--|
|   |   | ----- HPERD DEPARTMENT<br>CORE   | ----- COURSES<br>FITNESS LEADERSHIP SEQUENCE |  |
| <b>A.) <u>Basic knowledge</u> (exer. phys., fitness testing, designing and executing exercise program, leading exercise).</b> |   |  |  |  |
| 1.) Exercise Physiology   | 88%   | HPR 181, 182, <u>280</u>   | HPR <u>307, 309</u>                          |  |
| 2.) Functional Anatomy  | 73  | HPR 181, 182, 282  |  |  |
| 3.) Nutrition and Weight Control  | 68  | HPR <u>280</u>   | HPR <u>307</u>                               | HEC 106; HEC 315   |
| 4.) Exercise Programming  | 48  | HPR <u>280.01</u>  | HPR <u>281, 283, 285, 308</u>                |  |
| 5.) Emergency Procedures  | 9   | HPR 180  | HPR <u>309</u>                               |  |
| 6.) Exercise Leadership   | 29  | HPR Instr. Methods***  | HPR <u>154.40, 281, 283, 285</u>             |  |
| 7.) Risk Factor Identification  | 14  | HPR <u>280</u>   | HPR <u>307, 308, 309</u>                     |  |
| 8.) Health Appr. & Fit. Eval. Tech.   | 75  | HPR <u>280.01</u>  | HPR <u>281, 283, 285, 308, 309</u>           | HSC 105  |
| 9.) Health Promotion  | 29  | HPR <u>280.01</u>  | HPR <u>154.40, 310</u>                       | BSC 160; HSC 196   |
| 10.) Human Development and Aging  | 36  | HPR <u>257</u>   | HPR <u>308</u>                               | BSC 241; PSY 303, 304  |
| 11.) Handicapping Conditions  | 0   |  | HPR <u>281, 283, 285, 308</u>                |  |
| <b>B.) <u>Interdisciplinary Content Areas.</u></b>  |   |  |  |  |
| 12.) Human Behavior and Psy.  | 8   | HPR <u>254</u>   |  | PSY 111; PSY 333, PSY 304                                      |
| <b>C.) <u>Teaching Methodology.</u></b>   |   |  |  |  |
| 13.) Foundation Core Activity &<br>Teaching Methodology   | 11  | HPR Instr. Methods***  | HPR <u>154.40, 281, 283, 285</u>             |  |
| <b>D.) <u>Administration/Management</u> (organizing and operating a fitness facility).</b>                                    |   |  |  |  |
| 14.) Administration   | 6   |  | HPR <u>310</u>                               |  |
| 15.) Human Relations and Commun.  | 6   |  | HPR 298.10, 378.10, 398.10, <u>310</u>       | ENG 101; ENG 249   |
| 16.) Professional Development   | 57  | HPR <u>160</u>   | HPR 298.10, 378.10, 398.10, <u>310</u>       |  |
| <b>E.) <u>Practical Experience.</u></b>   |   |  |  |  |
| 17.) Required by NASPE  | 100   |  | HPR 298.10, 398.10                           |  |
| <b>F.) <u>Other Important Content Areas.</u></b>  |   |  |  |  |
| 18.) Computer   | 0   | Many of the core and sequence courses will met this objective  |  | ACS 150, 155.01, 155.02  |

\* The HPERD Fitness Leadership sequence has identified the objectives of two national organizations (American College of Sports Medicine & National Association for Sport and Physical Education) that are recognized as the governing bodies with regard to exercise and fitness leadership. These objectives are presented within the content areas listed above. The new, proposed Fitness Leadership sequence curriculum will meet these identified objectives.

\*\* Interdisciplinary requirements must total at least 9 credit hours and at least one course selected from each of the following groupings; 1.) Health & Disease, 2.) Aging, 3.) Technical Skills.

\*\*\* Instructional methods (Instr. methods) are HPR core requirements in movement forms which must include one instructional method course from each group which consists of: 1.) Individual Sports Group, 2.) Team Sports Group, 3.) Rhythms Group.