Department of Teacher Education and Human Performance

Chair -- Terry Eckmann, Ph.D.

The Department of Teacher Education and Human Performance is responsible for: 1) the required pedagogy core courses for all teaching majors; 2) the preparation of Elementary teachers; 3) the preparation of Early Childhood Education teachers; 4) the preparation of Physical Education teachers; 5) the preparation of Corporate Fitness majors; and 6) the preparation of Athletic Training majors.

The department also has responsibility for the operation of the Teacher Advisement and Field Placement Office, which handles group advising relative to Teacher Education and coordinates practicum and student teaching placements.

Teacher Education and Human Performance Department Mission

The Department of Teacher Education and Human Performance (TEHP) emphasizes the role of the teacher as reflective decision-maker through a conceptual model which emphasizes action, reflection, and knowledge (ARK). Through course work and field experiences the student builds knowledge around specific discipline content and around best pedagogical practices, providing a basis for reflection and action.

TEHP, in addition, supports the overall mission of the broader Teacher Education Unit (TEU) at Minot State University. The TEU focuses on current cognitive science research\(^1\) to prepare teachers who demonstrate reflective decision-making and the ability to integrate knowledge of content, students and the contexts in which we learn.

Our Mission is to prepare educational professionals with:

- knowledge of content, and knowledge of cognitive and developmental sciences,
- performance skills, and
- professional dispositions toward the students, curriculum, and reasons they teach. This preparation will allow them to work successfully with:
  - varied students,
  - within a global community.

\(^1\) Cognitive Science is defined here as a multi-disciplinary field or study which includes what we know about observed individual and social behaviors, mental representations and thinking processes (mind), biophysical structures, functions and mechanisms of learning (brain), and how human beings change over time as they develop in all quadrants: cognitive, social, emotional and physical growth (education).

Teacher Education and Human Performance Department Goals and Outcomes

Objectives

1. To provide a comprehensive teacher training program in elementary and secondary education.
2. To prepare competent teachers who are involved in acting and reflecting on the pedagogical and content knowledge they have acquired.
3. To provide specialized training in reading, early childhood education, and middle school.
4. To provide opportunity for certification in Water Safety Instruction (WSI), Cardio-Pulmonary Resuscitation (CPR), and Hunter Education.
5. To provide a sound foundation for graduate studies in education.
6. To develop skills and knowledge that aid in developing a personal, lifetime wellness concept.
7. To provide a program to meet the needs of students seeking employment opportunities in hospital wellness centers, sports medicine departments, community sport and fitness clubs, and corporate fitness settings.
8. To provide courses that fulfill the General Education requirements and provide university students with the chance to develop life long activity opportunities.

Teacher Education Coursework

General Education

| General Education Courses | 38-40 |

Core Requirements for all Bachelor of Science in Education Majors

| BSEd courses | 28-38 |

Professional Education Sequence

(May be taken prior to admission to Teacher Education)

| ED 260 | Educational Psychology | 2 |
| ED 260L | Clinical I | 0 |
ED 282  Managing the Learning Environment  2  
ED 282L  Clinical II  0.5  
ED 284  Teaching Diverse Learners  2  
ED 284L  Clinical III  0.5  
ED 320  Curriculum, Planning & Assessment I  2  
ED 321L  Clinical IV  0.5  
ED 322  Curriculum, Planning, and Assessment II  2  
ED 323L  Clinical V  0.5  
ED 324L  Fall Experience  0  
SPED 110  Introduction to Exceptional Children  3  
SS 283  Ethnic and Cultural Diversity in America  3  
Select one of the following:  3  
| PSY 252 | Child Psychology |
| PSY 255 | Child & Adolescent Psychology |
| PSY 352 | Adolescent Psychology (only Secondary Education Majors) |

Admittance to Teacher Education Required:  
ED 380  Technology in Teaching  2  
Methods class(es) required by major  4  
Select one of the following:  6-16  
| ED 491 | Student Teaching Kindergarten (Course number dependent upon student teaching grade level) |
| ED 492 | Student Teaching, Elementary (and ED 482) |
| ED 493 | Student Teaching, Secondary (and ED 483) |
| ED 494 | Student Teaching K-12 (and ED 484) |
| ED 495 | Student Teaching, Special Areas (and ED 484) |

Total Hours  99-121  

Department/Division Requirements: see catalog descriptions under each department and division offering a BSEd degree.

**DTS Courses**

**DTS 200. Special Topics In Dts. 1-8 Hour.**

**DTS 225. Introduction To Safety Education. 1 Hour.**
Promotes general safety with special emphasis on school bus safety, fire safety, and tornado safety.

**DTS 230. Driver & Traffic Safety Education. 3 Hours.**
Introduction to driver and traffic safety education. A review of various high school textbooks and other teaching tools.

**DTS 250. Defensive Driving. 1 Hour.**
Classroom course that is a part of the National Safety Council's Diver improvement program. Successful completion allows a three point reduction on a licensee's driving record.

**DTS 260. Teenage Driving Behavior Problems. 2 Hours.**
Teaches prospective driver about the past problems concerning teenage traffic offenders. Assists driver educators in adjusting classroom presentations to address problems with beginning teenage drivers.

**DTS 290. Traffic Law. 4 Hours.**  
3/94 Dropped Q For Pre-Req Purposes.

**DTS 325. Org & Admin Safety Ed. 3 Hours.**  
3/94 Dropped Q For Pre-Req Purposes.

**DTS 350. Advanced Driving. 3 Hours.**
Advanced driving to improve skills, perception, decision making, and general driving ability.

**DTS 390. Traffic Law. 3 Hours.**

**DTS 397. Special Problems-Dts. 1-2 Hour.**  
3/94 Dropped Q For Pre-Req Purposes.

**DTS 399. Independent Study General Dts. 1-4 Hour.**

**DTS 400. Special Topics In Dts. 1-8 Hour.**
DTS 450. Organization & Administration of Safety Education. 2 Hours.
Basic concepts and development of the four phase program: dual controlled car, simulator, multiple car driving range, and classroom. Corequisite or
Prerequisite: DTS 230.

DTS 452. Instruction in Range, Simulator and In-Car. 3 Hours.
Instruction in the use of electronic driving simulator, equipment, multiple care driving range, and dual controlled car. Prerequisite: DTS 450.

DTS 454. Driver Education for the Disabled. 2 Hours.
Instruction in dual-controlled cars with special hand controls for teaching the handicapped. Prerequisite: DTS 450.

DTS 497. Special Problems-Dts. 1-4 Hour.
3/94 Dropped Q For Pre-Req Purposes.

DTS 498. Special Problems-Dts. 1-4 Hour.
3/94 Dropped Q For Pre-Req Purposes.

DTS 499. Independent Study Honors Dts. 1-8 Hour.

ECE Courses

ECE 215. Infant/Toddler Development. 2 Hours.
This course explores the child's growth and development from birth to 36 months. It will give candidates a basis for understanding normal developmental
needs of children and a means of meeting them in the children's home, childcare center, and community environments. Corequisite: Students must enroll in ECE 360 at the same time as this course.

ECE 310. Home School Community Relations. 2 Hours.
This course explores home-school-community relations. The content includes history, parental involvement in school, parent-teacher conferences, home
visits, parent and community programs, and community resources for parents. Prerequisites: Students must complete ECE 335 and be enrolled in Teacher Education before enrolling this course. Corequisites: Students must also enroll in ECE 312, 313, and 314 at the same time.

ECE 312. Methods: Arts Integration. 2 Hours.
This course explores and uses the fine and performing arts as primary pathways to learning in young children. Includes selecting materials, creating
environments, and planning lessons and activities that integrate art, music, and movement across curriculum disciplines. Prerequisites: Students must complete ECE 335 and be admitted to Teacher Education before enrolling in this course. Corequisites: Students must also be enrolled in ECE 310, 313, and 314 at the same time.

ECE 313. The Emergent Reader. 2 Hours.
This course explores a wide variety of developmentally appropriate instructional practices for teaching early childhood learners multiple ways of
communicating and experiencing language through books and media programs. Emphasis is placed on integrating reading, writing, speaking, and
listening as forms of creative personal expression. Effective methods of teaching children how to decode and encode print are studied. Prerequisites:
Students must complete ECE 335 and be admitted to Teacher Education before enrolling in this course. Corequisites: Students must also be enrolled in ECE 310, 313, and 314 at the same time.

ECE 314. Mathematics & The Young Child. 2 Hours.
This course explores curriculum and methods for teaching mathematics in pre-K through grade 3. Candidates actively engage in projects and activities
that help them develop a conceptual understanding of teaching mathematics in a cooperative and constructionist environment where children view
themselves as mathematicians. Emphasis is placed on the use of manipulatives, problem solving activities, and children's literature in the planning
and organizing of developmentally appropriate classroom activities and lessons. Prerequisites: Students must complete ECE 335 and be admitted to Teacher Education before enrolling in this course. Corequisites: Students must also be enrolled in ECE 310, 312, and 314 at the same time.

ECE 335. Early Childhood Education. 3 Hours.
Study of early childhood learning theories, developmentally appropriate materials. classroom arrangement, observational techniques, and curriculum
planning. Actual experience with materials, observation, and field experience.

ECE 360. Language Acquisition: The child. 3 Hours.
Language activity includes speaking, writing, reading, and listening. Coursework will center on how language is acquired, the functions of language and
how language develops. Examine how teachers can best support the growth of children as language learners and users. Prerequisites: ECE 335. Co-
quisite: ECE 215.

ECE 361. Observation and Assessment ECE. 3 Hours.
Students will learn about and actively engage in a variety of observational methods to assess the social, motor, and cognitive growth of young children.
Prerequisite: Student must complete ECE 335 Corequisite: enrolled in ECE 430 at the same time.

ECE 411. Leadership & Supervision. 3 Hours.
This course explore effective organization of early childhood programs and looks at managing the day-to-day operations of a program. Candidates examine leadership frameworks and unique leadership styles, and how to apply the principles of leadership to create vision, become an agent of change, and model professional and ethical behavior. Candidates examine supervision frameworks for effective recruitment, selection, and orientation practices. Candidates study a comprehensive model for supervising staff, promoting ongoing professional development and creating a strengths based team in nurturing positive teaching/learning environments. Prerequisite: Students must complete ECE 335 Corequisite: enrolled in ED 491 at the same time.
ECE 430. Preschool Curriculum & Activities. 2 Hours.
Study of development of 4-7 year olds and procedures in preschool planning including teaching techniques and expressive materials for the campus
preschool. Prerequisite: Students must complete ECE 335 and be enrolled in teacher education before enrolling in this course. Corequisite: Students
must be enrolled in ECE 361 and 430L at the same time as this course.

ECE 430L. Pre-School Practicum. 1 Hour.
Students will work in the Minot State University Preschool, with direct application of those concepts learned in ECE 361 and ECE 430. Corequisites:
Students must take ECE 361 and ECE 430 at the same time. Course is restricted to Early Childhood Education majors and Elementary Education
majors with a Kindergarten Concentration. Admittance to teacher education is required.

ED Courses

ED 221. Diagnostic Teaching. 1 Hour.
This course provides an introduction to the concept and practice of diagnostic teaching and data driven instruction. Candidates will apply these principles
and practices in a 30 hour tutoring experience.

ED 250. Foundations of Education. 2 Hours.
Study of the historical, philosophical, sociological, concepts that have impated the development of American public schools. Includes an orientation to
the teaching profession and a field experience.

ED 250H. Foundations of Education. 2-3 Hour.
Study of the historical, philosophical and sociological concepts that have impacted the development of American public schools. Includes an orientation
to the teaching professional and a field experience Pre-requisite: acceptance into the Honors Program and must be of sophomore, junior or senior status.

ED 260. Educational Psychology. 2 Hours.
Emphasis learning theory, effective teaching, classroom management and child development as applied to educational settings.

ED 260H. Educational Psychology. 2 Hours.
Emphasizes learning theory, effective teaching, classroom management and child development as applied to educational settings. Pre-requisite:
Admitted to the Honor Program and of sophomore, junior or senior status.

ED 260L. Clinical I. 0 Hours.
The initial level clinical within the teacher education program provides candidates with 20 hours of observations in schools related to their major and the
content in educational psychology. Prerequisite or Corequisite: Students must be enrolled in or have completed ED 260 before enrolling in this course.

ED 282. Managing the Learning Environment. 2 Hours.
Strategies for successfully creating a positive learning environment in the classroom; strategies for dealing with the disruptive student, strategies for
creating positive parental involvement in student learning.

ED 282L. Clinical II. 0.5 Hours.
This entry level clinical provides candidates with 12 hours of experience in a variety of support programs and services in educational settings.

ED 284. Teaching Diverse Learners. 2 Hours.
Adapting teaching strategies to culture, ethnic, linguistic, developmental, and physical differences in the classroom. Collaborating with related
professions in individualizing instruction.

ED 284L. Clinical III. 0.5 Hours.
This entry level clinical experience provides candidates with 30 hours of engagement with professional organizations and service learning in projects
related to education in schools and the community.

ED 299. Special Topics. 1-8 Hour.
ED 299A. Special Topics. 1-8 Hour.

ED 320. Curriculum, Planning & Assessment I. 2 Hours.
The development of curriculum for the public schools and strategies for the planning, delivery, and assessment of instruction. Prerequisite: ED 260.

ED 321L. Clinical IV. 0.5 Hours.
This mid-level clinical experience provides students in teacher education with an extended experience in school working on academic interventions with
small groups of students.

ED 322. Curriculum, Planning, and Assessment II. 2 Hours.
The development of assessment processes and tools based on the reciprocal relationship between instruction and assessment, with a focus on data
driven interventions and instruction. Prerequisite: Students must complete ED 320 before enrolling in this course.

ED 323L. Clinical V. 0.5 Hours.
This mid-level clinical experience provides students in teacher education with an extended experience in a school working on academic interventions
with small groups of students and designing appropriate assessments. Prerequisite: ED 320.

ED 324L. Fall Experience. 0 Hours.
This mid-level clinical experience provides students in teacher education with an extended experience in the fall semester observing and assisting with
beginning of the year room design, organization, and classroom management policies and procedures.
ED 350. Middle School Philosophy & Curriculum. 3 Hours.
Acquaints students with the philosophy of middle school education and current practices in middle school curriculum, instruction, and assessment.
Prerequisites: ED 320.

ED 380. Technology in Teaching. 2 Hours.
Strategies for the instructional uses of technology including multimedia presentation, e-mail, internet, spreadsheets, data bases, and emerging technologies. Prerequisites: Admission to Teacher Education or CD major and ED 320.

ED 394. Independent Study In Education. 1-4 Hour.

ED 402. Content Area & Develop Reading. 3 Hours.
The study of teaching reading at elementary, middle school, and high levels; ways of responding to literature and other written materials, content area reading for different purposes, application of strategies and study skills, and use of a variety of performance assessments. Prerequisite: Student must complete ED 320 before enrolling in this class.

ED 440. Remedial Reading. 3 Hours.
Diagnosis and treatment of children with reading difficulties. Prerequisites: Admission to Teacher Education and ED 352.

ED 441. Clinical Practice in Remedial Reading. 3 Hours.
Supervised practice in a clinical remedial reading situation. Prerequisites: Admission to Teacher Education and ED 440.

ED 451. Middle School Teaching Strategies. 3 Hours.
Designed to develop the skills and teaching strategies to implement a middle school program. Stresses teaming, thematic curriculum development, advising, and working with parents. Prerequisites: Admission to Teacher Education and ED 320.

ED 480. Clinical Practicum in Education. 1-5 Hour.
This course is designed to give education majors an opportunity to have 30 hours of practical experience. Placements in schools settings are arranged by the Teacher Advisement and Field Placement office. Prerequisites: Admission to Teacher Education, a methods class, and departmental approval.

ED 482. Student Teaching Seminar. 2 Hours.
This seminar will provide support to candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be discussed. Corequisite: Students must be enrolled in either ED 491, 492, 493, 494, or 495 at the same time as this course.

ED 483. Student Teaching Seminar. 2 Hours.
This seminar will provide support to candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be explored including classroom management, diversity, technology, instructional strategies, assessment, and data driven instruction. Corequisite: Students must be enrolled in either ED 491, 492, 493, 494, or 495 at the same time as this course.

ED 484. Student Teaching Seminar. 2 Hours.
This seminar will provide support to candidates as they complete the final phase of their teacher education program. Topics relevant to student teaching will be explored including classroom management, diversity, technology, instructional strategies, assessment, and data driven instruction. Corequisite: Students must be enrolled in either ED 491, 492, 493, 494, or 495 at the same time as this course.

ED 491. Student Teaching Kindergarten. 4-16 Hour.
Supervised teaching in kindergarten. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 492. Student Teaching, Elementary. 4-16 Hour.
Supervised teaching in elementary schools. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 493. Student Teaching, Secondary. 4-16 Hour.
Supervised teaching in secondary schools. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 494. Student Teaching K-12. 4-16 Hour.
Supervised teaching in both elementary and secondary levels in restricted areas. Prerequisites: Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other requires education coursework.

ED 495. Student Teaching, Special Areas. 4-16 Hour.
Supervised teaching in special areas: mentally handicapped and education of the deaf. Recommendation by advisor, division/department chairperson, and TEAC; admission to Teacher Education; and completion of all other required education coursework.

ED 497. Mentored Clinical Practice. 5-16 Hour.
This course is designed to provide a one year mentored clinical internship for classroom teachers. Prerequisites include departmental approval and emergency licensure by the Educational Standards and Practices Board of North Dakota.

ED 499. Independent Study Honors Ed. 1-8 Hour.
ELED Courses

ELED 352. Foundations of Reading. 3 Hours.
Principles, techniques, and approaches for implementing a developmental reading program in the elementary school. Prerequisite: Admission to Teacher Education and ED 320.

ELED 421. Elementary Mathematics Methods. 3 Hours.
Practicum in teaching mathematics to children in cooperative learning groups through the use of manipulative materials, symbolic representations, and problem solving approaches. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisites: Admission to Teacher Education, ED 320, MATH 277 and 377 or ECE 314. Corequisites: ELED 422, ELED 423, ELED 424, and SCI 426.

ELED 422. Elementary Language Arts Methods. 3 Hours.
Encompasses curriculum, theory, and methodology in language arts. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisites: Admission to Teacher Education and ED 320, ELED 352. Corequisite: ELED 421, 423, 424, SCI 426. Course restricted to Elementary Education and Early Childhood Education majors.

ELED 423. Elementary Reading Methods. 3 Hours.
Principles, techniques, approaches, and materials for teaching reading in grades K through 8. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning processes. Prerequisites: Admission to Teacher Education and ED 320, ELED 352. Corequisite: ELED 421, 422, 423, 424 SCI 426. Course restricted to Elementary Education or Early Childhood Education majors.

ELED 424. Elementary Social Studies Methods. 3 Hours.
Curriculum, theory, and methodology in the teaching of social studies. Observation and participation in a planned teaching experience in a school setting will illustrate and support the learning process. Prerequisites: Admission to Teacher Education and ED 320. Corequisite: ELED 421, 422, 423, 424 SCI 426. Course restricted to Elementary Education or Early Childhood Education majors.

ELED 425. Elementary Education Practicum. 0 Hours.
This practicum course accompanies the 5 methods classes in elementary education and reflects approximately 150 hours in the elementary classroom.

HPER Courses

HPER 100. Concepts of Fitness & Wellness. 2 Hours.
Provides information ans skill training directed to assessing the health related components of physical fitness, proper nutritional needs for performing physical activities, laboratory activities (aerobic dance, calisthenics, walk/jog, and weight training), and the cognitive concepts of health related fitness.

HPER 101. Dance. 1 Hour.
Requires active participation and fundamental movement, including but not limited to social, folk, and square dance.

HPER 102. Jogging & Conditioning. 1 Hour.
Instruction, practice, and participation in the basic skills, body mechanics, and terminology associated with jogging and power walking. An emphasis is placed on developing a personal fitness program to fit the individual's needs and current abilities.

HPER 103. Beginnig Gymnastics. 1 Hour.
Requires active participation in fundamental tumbling skills, movement fundamentals, and warm-up.

HPER 104. Team Sports. 1 Hour.
Requires active participation in (but not limited to) speedball, flickerball, basketball, and softball.

HPER 105. Outdoor Activities I. 1 Hour.
Requires active participation in (but not limited to) snow skiing and other outdoor related activities. Fees apply to specific activities.

HPER 106. Varsity Soccer. 1 Hour.
Requires active participation in varsity soccer. Repeatable for credit.

HPER 107. Introduction to Physical Education. 2 Hours.
Provides prospective physical educators with an insight into the broad scope of physical education. The student will have the opportunity to obtain an understanding and appreciation of this multifaceted field. Opportunities to assess what physical education offers in terms of career potential. Pre- or corequisite: HPER 100.

HPER 108. Volleyball. 1 Hour.
Requires active participation in the fundamental skills and sport of volleyball.

HPER 109. Racket Sports. 1 Hour.
Requires active participation in (but not limited to) tennis, racquetball, and pickleball.

HPER 110. Beginning Swimming. 1 Hour.
Requires active participation in the fundamental skills of swimming. An emphasis will be placed on water survival skill based upon the American Red Cross water safety guidelines.

HPER 111. Varsity Football. 1 Hour.
Requires active participation in varsity football.
HPER 112. Varsity Basketball. 1 Hour.
Requires active participation in varsity basketball.

HPER 113. Varsity Track and Field. 1 Hour.
Requires active participation in varsity track and field.

HPER 114. Varsity Tennis. 1 Hour.
Requires active participation in varsity tennis.

HPER 115. Varsity Golf. 1 Hour.
Requires active participation in varsity golf.

HPER 116. Varsity Cross Country. 1 Hour.
Requires active participation in varsity cross country.

HPER 117. Varsity Volleyball. 1 Hour.
Requires active participation in varsity volleyball.

HPER 118. Varsity Cheerleading. 1 Hour.
Requires active participation in cheerleading during the fall or winter sports.

HPER 119. Varsity Softball. 1 Hour.
Requires active participation in varsity softball.

HPER 120. Weight Training. 1 Hour.
Instruction, practice, and participation in the basis skills, body mechanics, and terminology associated with weight training. An emphasis is placed on developing a weight training program to fit the individual's needs and current abilities.

HPER 121. Varsity Baseball. 1 Hour.
Requires active participation in varsity baseball.

HPER 122. Varsity Dance Team. 1 Hour.
Requires active participation on the varsity dance team.

HPER 123. Outdoor Activities II. 1 Hour.
Requires active participation in (but not limited to) canoeing and other associated outdoor activities. Fees apply to specific activities.

HPER 124. Individual Sports. 1 Hour.
Requires active participation, terminology, knowledge, and skills associated with (but not limited to) golf and archery.

HPER 125. Intermediate Swimming. 1 Hour.
Requires active participation in the perfection of swimming skills.

HPER 126. Group Fitness. 1 Hour.
Requires active participation in fundamental movement skills and routines associated both group fitness or water aerobics.

HPER 127. Advanced Hunter Education. 1 Hour.
Provides North Dakota Hunter Education certification, firearms historym and nomenclature, marksmanship theory and practice, firearm handling and safety (which includes live firing with shotgun), basic first aid survival, hunting, philosophy, and hunter ethics.

HPER 128. Introduction to Athletic Training. 3 Hours.
The purpose of this course is to familiarize student with the profession of athletic training. Students will be introduced to the NATA, the NATA Code of Ethics, the certification process, continuing education, and the NATA Educational Proficiencies. Course topics include epidemiology of injuries, PPE, and program overview.

HPER 129. A T Clinical Experience I. 1 Hour.
Students will be assigned to clinical rotations during this clinical course. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis this clinical course includes the content areas of acute care of injury and illness, clinical evaluation of basic injuries, prevention, and health promotion, which includes risk management/prevention, basic healthcare administration, basic psychosocial skills/knowledge, professional development and responsibility and to a limited extent, nutrition. Evidence based practice is embedded throughout the entire curriculum. Students in HPER 129 clinical experience will have prior experience in HPER 208. Prerequisite: Students must complete HPER 128, have CPR certification, and be admitted to the Athletic Training program before enrolling in this course.

HPER 131. Varsity Wrestling. 1 Hour.
Requires active participation in varsity wrestling. Repeatable for credit.

HPER 206. Medical Conditions. 3 Hours.
The purpose of this course is to provide students with the knowledge and skills to recognize and treat common medical conditions.

HPER 207. Prevention & Care of Injuries. 2 Hours.
Provides a basic understanding of common injuries. Focus will be on the evaluation and course of treatment of the injuries presented.

HPER 208. Taping and Bracing. 2 Hours.
Application in the techniques of taping and bracing athletic injuries.
HPER 210. First Aid & CPR. 2 Hours.
Provides instruction in first aid, emergency care procedures, and CPR, which leads to certification by the American Red Cross.

HPER 215. Methods of Teaching Sport Activities. 2 Hours.
Provides instruction, practice, and teaching experience in sports activities. Fundamental rules, skills, terminology, and teaching strategies will be emphasized in (but not limited to) the following sports: softball, soccer, speedball, volleyball, badminton, racquetball, archery, golf, tennis, wallyball, pickleball, and ultimate frisbee. This course is restricted to PE majors and minors, and corporate fitness majors.

HPER 220. Methods of Teaching Dance. 2 Hours.
Provides practice, instruction, and teaching experience in (but not limited to) social, folk, and square dance. Emphasis will be placed on methods and techniques of teaching the rhythms of dance steps and placement of dance. This course is restricted to PE majors and minors, and corporate fitness majors.

HPER 223. A T Clinical Experience II. 1 Hour.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 223 Clinical Experience will have prior experience in HPER 431, HPER 206, and HPER 410, in addition to the courses listed in the HPER 129 Clinical Experience. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes content areas of clinical evaluation of medical conditions and injuries, prevention and health promotion, which includes risk management/prevention, basic healthcare administration, therapeutic intervention, including pharmacology and modalities. Evidence based practice is embedded throughout the entire curriculum. Prerequisites: Students must take HPER 129, 206, 410, 431, and sophomore status enrolling in this class.

HPER 225. Fitness Leadership. 2 Hours.
Course provides prospective corporate fitness, physical education and coaching professionals with an understanding of the fitness industry.

HPER 226. Methods of Teaching Group Fitness and Weight Training. 2 Hours.
Provides instruction, practice, and teaching experience in aerobic exercise and weight training. Fundamental terminology, skills, and teaching techniques of the two activities will be emphasized. Students will practice developing training routines tailored to fit ability, fitness level, and desired outcomes of their future students and clients. Prerequisites: HPER 120 and 126.

HPER 231. Methods of Teaching Aquatics. 2 Hours.
Instruction and participation in the basic swimming strokes, water games, and aquatic exercises.

HPER 270. Upper/Low Extremity Evaluation. 3 Hours.
The purpose of this course is to provide students with the knowledge and skills to perform evaluation of upper and lower extremity (UE/LE) injuries or conditions. Student's will be able to perform an observation, history, palpate, perform MMT, perform a neurological evaluation, evaluate ROM, perform special and functional tests for the UE/LE. Prerequisite(s): HPER 207, and 431, and BIOL 220.

HPER 299. Special Topics in Human Performance. 1-3 Hour.

HPER 301. Psychomotor Development. 2 Hours.
Provides an understanding of the changes that occur in motor behavior over the entire life span. Participants will have opportunities to discuss issues relating to various motor development theories and to the different influences affecting an individual's motor development. Participants will have opportunities to observe and analyze fundamental motor patterns as they are performed in various settings. Emphasis is placed on the identification of components of correct form, the detection of incorrect form, and the appropriate use on skill cues to prompt participants toward correct form.

HPER 304. Therapeutic Exercise. 3 Hours.
The purpose of this course is to provide a background rehabilitation, healing, physics, examination, and assessment. The course will discuss techniques of therapeutic exercise, performance enhancement, and application to regions and conditions of the body. Prerequisite(s): HPER 410, and 431.

HPER 307. Head, Neck, & Spine Evaluation. 3 Hours.
The purpose of this course is to provide students with the knowledge and skills to perform evaluation of head, neck and spine injuries or conditions. Student's will be able to perform an observation, take a history, palpate, perform MMT, perform a neurological evaluation, evaluate ROM, perform special and functional tests for the head, neck, and spine. Prerequisite(s): HPER 207, and 431, and BIOL 220.

HPER 308. Biomechanics. 2 Hours.
The purpose of this course is to introduce students to biomechanics. Course topics include terminology, the quantitative and qualitative perspective of biomechanics. The study of biomechanics in this class will involve the study of the body's architecture with the body's abilities to function in motion. Prerequisite(s): HPER 207, and 431, and BIOL 220.

HPER 310. Organization & Administration of PE & Athletics. 2 Hours.
Provides a study of administration and management concepts and management responsibilities relevant to teaching and non-teaching career fields. Prerequisite: HPER 107.

HPER 323. A T Clinical Experience III. 2 Hours.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 323 Clinical Experience will have taken HPER 270 in addition to the required courses for HPER 129 and HPER 223. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes the content areas of clinical evaluation of medical conditions, injuries with experience in evaluation of upper and lower extremity injuries, prevention and health promotion, which includes risk management/prevention/nutrition, basic healthcare administration, and psychosocial intervention. Evidence based practice is embedded throughout the entire curriculum. Prerequisites: Student must complete HPER 270, 223, and junior status before enrolling in this class.
HPER 324. A T Clinical Experience IV. 2 Hours.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 324 clinical will have taken HPER 307 in addition to the required courses for HPER 129, 223, and HPER 323. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The emphasis of this clinical course includes the content areas of clinical evaluation of medical conditions, injuries with experience in evaluation of injuries to upper extremity, lower extremity, head, neck, and spine in addition to the evaluation skills students remain to be active in their implementation of therapeutic modalities through the practice of treating the entire patient and with clinical integration of skills and knowledge. Evidence based practice is a focus in this clinical with evidence based practice performing a literature search on topics of prevention and health promotion, which includes risk management/prevention/nutrition and psychosocial intervention. Prerequisites: Student must take HPER 307 and 323 and junior status before enrolling in this class.

HPER 325. Personal Training Methods. 2 Hours.
This course is designed to provide prospective physical educators, coaches, and corporate fitness majors with instruction, practice, and teaching experience in personal training and lifestyle management coaching. Fundamental terminology, personal training skills, strategies and techniques will be emphasized. Students will practice developing personal training programs tailored to fit the ability, fitness level, and desired outcomes of prospective clients. Prerequisite: Students must complete HPER 226 before enrolling in this course.

HPER 334. Nutrition for Physical Performance. 2 Hours.
Provides information on how nutritional habits affect physical performance. An emphasis will be placed on knowledge of the six basic nutrients, food groups, calories, and energy expenditure.

HPER 340. Elementary Methods & Activities. 3 Hours.
Provides prospective teachers with an understanding of a contemporary and reflective approach to teaching elementary physical education grades K-6. This approach to teaching is based on "Dynamic Physical Education for Elementary School Children" by Robert P. Pangrazi Ph. D and serves as the content for the recently published National Standards for Physical Education (Moving into the Future, 1995). Participants will learn and practice a set of specific teaching behaviors and curriculum development skills, which will be most useful as beginning teachers. Peer teaching and participation in up to six fields experiences in surrounding elementary schools are also a part of class. Activities in this class will result in materials meeting many of the INTASC standards. Prerequisites: HPER 301 and Admission to Teacher Education. In addition, this course is a prerequisite for HPER 341 and it is highly recommended that this is also be taken prior to HPER 391.

HPER 341. Practicum for Elementary Physical Education. 2 Hours.
Provides prospective physical education teachers with active participation in the complete process of teaching developmentally appropriate physical education to children in grades K-6. This approach to teaching is based on "Dynamic Physical Education for Elementary School Children" by Robert P. Pangrazi Ph. D and serves as the content for the recently published National Standards for Physical education (Moving into the Future, 1995). Participants will recieve twenty-four contact hours with children during which time they will practice and refine instructional skills taught in HPER 340. Prerequisites: HPER 340 and Admission to Teacher Education.

HPER 360. Administration of School Health Programs. 3 Hours.
The development and administration of the public school health program, with emphasis being placed on health services, helthful school living, and health instruction. Special emphasis placed on developing and administrating health instruction material for the elementary through senior high school program based upon the guidelines and recommendations of the North Dakota Department of Public Instruction.

HPER 361. Vital Health Issues. 3 Hours.
Provides participants with an understanding of various current health topics and issues including (but not limited to) stree, mental health, intimate relationships, weight management, and substance abuse.

HPER 362. Principles & Methods of Teaching School Health. 3 Hours.
Provides prospective teachers with an understanding of a contemporary and reflective approach to teaching health in the public schools grades K-12. This approach to teaching is based on learner-centered instructional strategies. Participants will learn and practice skills that will be most useful to them as beginning teachers such as: (a) establishing the learning environment; (b) planning appropriate and meaningful learning experiences; and (c) using effective teaching behaviors to implement the lesson plans.

HPER 391. Secondary Physical Education Methods and Practicum. 4 Hours.
This course has two major components. First, methods coursework done at MSU which provides teaching strategies for classroom management, planning, instruction, and assessment of teacher as well as student behavior. Application of current theories of motivation are explored and applied in this course. Second, forty-five contact hours with secondary students will provide extensive opportunity to apply current practices learned in the classroom. Prerequisites: HPER 301, Admission to Teacher Education, and it is highly recommended that students take HPER 340 prior to enrolling in this course. Course restricted to Physical Education majors.

HPER 394. Independent Study. 2 Hours.

HPER 401. Methods of Coaching Football. 2 Hours.
Provides techniques, skills, strategies, and coaching procedures developed through classroom presentations and skill sessions.

HPER 402. Methods of Coaching Basketball. 2 Hours.
Provides fundamental and team concepts developed through classroom and skill sessions.

HPER 403. Methods of Coaching Track. 2 Hours.
Provides responsibilities, rules, methods, and techniques of coaching track and field. Laboratory work ans skill sessions.
HPER 404. Methods of Coaching Baseball. 2 Hours.
Provides fundamental and team concepts developed through classroom presentations and skill sessions.

HPER 405. Methods of Coaching Wrestling. 2 Hours.
Provides the requirements, responsibilities, and methods of coaching wrestling on a secondary or junior high school level. Along with classroom lecture and discussion the students will be required to observe practice sessions and matches at the local junior and senior high schools.

HPER 406. Methods of Coaching Volleyball. 2 Hours.
Provides techniques, skills, strategies, and coaching procedures developed through in-class analysis and on court skill sessions.

HPER 407. Psychology of Physical Education & Athletes. 2 Hours.
Provides knowledge of the psychological aspects of participation in physical education and athletic events. Emphasis will be placed on the teacher/coach and student/athlete relationship in regard to developing communication, leadership, motivation, self-confidence, and goal setting skills. Prerequisite: PYS 111.

HPER 410. Advanced Athletic Injuries & Modalities. 3 Hours.
Provides specific manual examinations involved in the evaluation of athletic injuries. Use of therapeutic modalities in the treatment of athletic injuries will also be studied. Students will take part in laboratory work in order to facilitate hands on experience. Prerequisite or Corequisite: HPER 207.

HPER 420. Athletic Training Management. 2 Hours.
The purpose of this course is to familiarize students with the scope and practice of managing an athletic training environment. Topics include organization and administration of an athletic training room, the reimbursement, policies and procedures of athletic training rooms, and the legal concerns. Prerequisite(s): HPER 207.

HPER 423. A T Clinical Experience V. 2 Hours.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 423 clinical will have taken HPER 308 and HPER 304 in addition to the required courses for HPER 129, HPER 223, HPER 323, and HPER 324. The competencies and clinical integrated proficiencies for this clinical course are based on content areas of clinical evaluation of injuries with experience in the clinical evaluation and acute care of medical conditions and injuries to upper extremity, lower extremity, head, neck, and spine, in addition to the evaluation skills students retain to be active in their implementation of therapeutic modalities as well as therapeutic exercise skill through the practice of treating the entire patient with clinical integration of skills and knowledge learned throughout the program. Prevention and health promotion continues to be a theme in HPER 423, which includes risk management and prevention of injuries and nutrition. In addition to the courses listed, students will also have the courses listed in the HPER 129, 223, 323, and 324 clinical courses. Prerequisites: Student must complete HPER 304, 308, and 324, as well as senior status before taking this class.

HPER 424. A T Clinical Experience VI. 2 Hours.
Students will be assigned to clinical rotations during this clinical course. Students in the HPER 424 clinical will have taken HPER 420 in addition to the required courses for HPER 129, HPER 223, HPER 323, HPER 423, and HPER 424. The competencies and clinical integrated proficiencies for this clinical course are based on content knowledge and psychomotor skills taught in previous courses. The theme for this clinical course is embedded in the acute care of injuries and illness and the use of clinical integration proficiencies form student content throughout their program that ensures students have the skill set and knowledge to become successful entry-level athletic trainers. In addition to the courses listed, students will also have the courses listed in the HPER 129, 223, 323, 324, and 424 clinical courses. Prerequisites: Student must take HPER 420 and 423 and have senior status before enrolling in this class.

HPER 425. Capstone in Athletic Training. 1 Hour.
The capstone course is a course designated to allow students to showcase their knowledge and research skills that they have learned while in the program. The theme for this course is professional development and responsibilities. The courses format is a two part format with one portion of the course devoted to allowing students to be active in creating evidence based medicine through a research project or presentation of a comprehensive literature review and the other portion devoted to preparing the athletic training student for the certification exam. The semester will start out with an introduction of the expectations for athletic training students for the certification exam. The semester will start out with an introduction of the expectations for research presentations. Students will select a research topic that provides an opportunity for scholarly work. The topics will be selected by the students a the onset of the semester to allow ample opportunities for an open forum format or presented at the North Dakota Athletic Trainer’s Association’s annual meeting. The next portion of the course will provide students with study techniques and practice exams to prepare them for the BOC, Inc. certification exam. Instructors, prior students, and outside guests will be invited to speak to the students on athletic training topics. Prerequisites: Students must complete HPER 423 and have senior status before enrolling in this course.

HPER 431. Kinesiology. 3 Hours.
Provides study of joint movements and muscle action as related to physical activities. Prerequisite: BIOL 115 or 220.

HPER 433. Physiology of Exercise. 3 Hours.
Provides a comprehensive study of the physiological effect of muscular exercise and training upon organs and systems of the body. Prerequisite: HPER 431.

HPER 441. Evaluation of Psychomotor Performance. 3 Hours.
Designed to provide the corporate fitness and physical education major with an understanding of contemporary methods used to measure and evaluate psychomotor skills and performance. Emphasis will be placed on learning and practicing techniques necessary for proper evaluation of health and performance related to physical fitness and selected sport skills.
HPER 442. Methods of Teaching Physical Education to the Disabled. 2 Hours.
Provides practical methods and teaching applications that can be used in a mainstreamed or adapted group games, dance, and individual and dual sports. Prerequisite: HPER 215.

HPER 494. Special Topics In Physical Ed. 1-8 Hour.

HPER 496. Coaching Activities Practicum. 2 Hours.
Coaching minors work with experienced coaches in the field to gain practical experience in a field setting. All practicum's arranged by the department.

HPER 497. Practicum in Corporate Fitness. 2-8 Hour.
256 hours of practicum experience at three sites in a recreation, wellness, or performance setting. Students must take at least two credits at a time, with 32 hours of clinical experience required per credit. Restricted to junior and senior corporate fitness majors. All HPER courses for the major must be completed.