

# HEALTH, PHYSICAL EDUCATION, AND RECREATION

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The Department of Health, Physical Education, Recreation at Asbury College has a strong commitment to a program of quality. The program offers the student both depth and breadth in Health, Physical Education, Recreation, Sport Management, and Equine Management. Five majors and five minors are available.

1. The majors include the following:
  - A. The HEALTH AND PHYSICAL EDUCATION MAJOR prepares the students for positions as kindergarten through high school teachers in both health and physical education.
  - B. The EXERCISE SCIENCE MAJOR prepares the student for graduate school study and entry level positions in a growing number of career opportunities in human movement. These include corporate, commercial, private and clinical based fitness/wellness, and athletic strength and conditioning in high schools, colleges and sports medicine clinics. The degree provides the academic preparation to sit for certification by the leading organizations in the field, such as the American College of Sports Medicine or The National Strength and Conditioning Association. In addition to classroom course work, there is a six credit hour internship that encompasses 240 clock hours of work related experience in an Exercise Science setting that matches the student's interests.
  - C. THE PRE-PHYSICAL/OCCUPATIONAL THERAPY MAJOR is designed to prepare the student for graduate school preparation and ultimately employment in either of these professions. Employment settings may include public schools, rehabilitation clinics, and other medical or health venues.
  - D. The RECREATION MAJOR prepares the students for positions in parks and recreation administration, facility planning and design, outdoor leadership, and recreation programming.
  - E. The SPORT MANAGEMENT MAJOR is designed to provide the student with the opportunity to develop expertise in business management with an orientation toward the world of sport. People given the opportunity for responsibility in the management of sport programs and facilities must become familiar with the

various aspects of sport activities in addition to becoming professional business leaders. The major addresses the emphasis on Christian service in the growing area of world sport business. Opportunities for employment would include a variety of sport organizations involving management, marketing, promotion, and fund raising.

F. The EQUINE MANAGEMENT MAJOR prepares graduates to serve in the horse industry as riding instructors, stable and/or farm managers, and in ministry settings. Students will also be introduced to facility and event management, business operations, and equestrian organizations.

2. Each of the majors also prepares the student for graduate school in his/her area of interest and study.

3. The minors include coaching, equine management, exercise science, recreation, and sport management.

A. The coaching minor prepares both the education and the non-education major for coaching opportunities in the middle school and high school settings as well as the non-school setting.

B. Equine management provides the unique educational opportunity for students desiring to pursue an interest in the equine profession.

4. The HPERA majors are encouraged to become involved in state and national professional organizations related to their major. Students are encouraged to attend professional conventions, hear guest lectures, and gain work experience in their area of interest.

5. All HPERA classes, as well as athletic practices are held at the Luce Physical Activities Center, a state of the art athletic facility housing classrooms, an Olympic size pool, a weight room, indoor track, gymnasium, racquetball courts, training room, and a variety of outdoor fields.

6. The intramural program is a vital part of the total college program and is under the leadership of the Department of Health, Physical Education, Recreation and Athletics. The program is open to all Asbury students, faculty and staff. Some of the sports and activities included in this program are the following: basketball, flag football, soccer, softball, tennis, volleyball, and other dual games and activities.

7. A tumbling team, which performs gymnastic exhibitions and witnesses in schools and churches, is also a part of the department. The tumbling team travels on a tour to the surrounding states during spring break and performs at a homecoming show, "Jym Jamboree," upon return to campus.

**EQUINE MANAGEMENT** (41-53 hours major + general education + electives)  
PE 130, 131; EQM 200, 202, 206, 208, 251, 435

Area of emphasis (choose one):

A. Management (18): EQM 210, 245, 310; HED 231; 6 hours from BM 311, COM 230, EQM 393

B. Equine Facilitated Mental Health (30): PSY 110, 210, 300, 302, 322, 351, 352, 360, 472; SW 331

**EXERCISE SCIENCE – FITNESS PROMOTION** (41-44 hour major + general education + electives)

HED 231, 312, 393; PED 210, 228, 261, 275, 350, 371, 420, 431, 435 (3-6), 461, 475; PED 360 or 361; 9 hour of suggested electives from ACC 201, 202; BIO 262, 331; BM 251, 312; PE 120, 121, 280, 300; REC 422.

**HEALTH & PHYSICAL EDUCATION GRADES P-12** (79 hour major + general education + electives)

ED 200, 210, 220, 230, 320, 405, 410, 422, 460, 465; HED 231, 282, 299, 312, 322, 393, 400; PED 200, 205 (1), 210, 321, 360, 361, 371, 420, 431, 461.

**PRE-PHYSICAL/OCCUPATIONAL THERAPY MAJOR** (69-72 hour major + general education + electives)

BIO 162, 164, 331, 333, 352, 380; CHE 121, 122; HED 231, 312; PED 210, 228, 261, 350, 371, 420, 431, 435 (3-6), 461, 475; PHY 201, 202; PSY 315, 300.

Specific General Education needed for this major (14): BIO 161, 163; COM 150; MAT 181; PSY 100.

**RECREATION** (41 hour major + general education + electives)

HED 231, PED 275, 321, 360 or 361; REC 212, 252, 273, 342, 422, 435; 1 hour from: PE 130, 131, 280, 300; REC 110; 9 hours from: EQM 202, 245, 251, PED, 350, REC 231, 345, 362, 393, 412.

**SPORT MANAGEMENT** (53 hours major + general education + electives)

ACC 201; BM 311, 341; ACC 361 or BM 251; PED 210, 220, 261, 275, 310, 330, 340, 400, 410, 435; REC 422. 6 hours from BM 321, 331, 412, COM 230, ECN 272

**COACHING** (24 hour minor)

HED 231; PED 200, 205, 206, 261, 300; 3 hours from PED 275, 371, 420, 431; 6 hours from PED 301, 302, 303, 304, 305, 330. (The Coaching Minor may not be completed by Exercise Science or HPHE majors)

**EQUINE MANAGEMENT** (21 hour minor)

PE 130, 131; EQM 202, 206, 245, 251, 435(3); 4 hours of EQM.

**EXERCISE SCIENCE** (21 hour minor)

PED 210, 261, 275, 350, 371, 420, 431.

**RECREATION** (21 hour minor)

PED 275; REC 212, 252, 273, 422, 6 hours of REC 300 or above.

**SPORT MANAGEMENT** (21 hour minor)

ACC 361 or BM 251; BM 311; PED 210, 220, 275, 340, 410;

**EQUINE MANAGEMENT COURSES**

**EQM 200 (3) Horsemanship Ministry**—Training of dedicated Christians to conduct safe, efficient, and effective horsemanship programs as a tool of Christian Ministry. Designed to equip each equine student with the necessary tools to successfully manage, train, and teach in a variety of equestrian ministry settings. Fee

**EQM 202 (3) Stable Management**—Basic principles of establishing a business plan, creating a safe and satisfying environment, applying practical and economic horse keeping techniques and maximizing your efforts for a successful operation. Fee.

**EQM 206 (3) Equine Health and First Aid**—Comprehensive course to explain routine but essential health care, basic first aid, and how to identify urgent medical conditions. Fee.

**EQM 208 (3) Therapeutic Riding Instructor Training**—Progressive instruction for building a skill foundation in therapeutic riding instruction. North American Riding for the Handicapped Association. Certification and Standards including the use of therapy horses, tack and other equipment. Fee.

**EQM 210 (3) Equine Administration**—Study of equestrian business, equestrian organizations, breed associations, facility and event management operations, conventions and programs. Fee.

**EQM 245 (3) Riding Instructor Certification**—Students complete a 40 hour certification clinic. Teaching and equitation skills in ring and trail riding. Fee.

**EQM 251 (3) Horse Training**—Establishing horse training goals and programs. Positive and progressive approach to horsemanship including handling, ground lessons, and obedience under saddle. Fee.

**EQM 310 (3) Farm and Ranch Management**—Resource Management of land, water, and facilities involved in equine programs. The primary goals will be to train equine managers, and to develop a focus on natural resource systems with the overall aim to increase efficient farm or ranch management. Fee.

**EQM 391 (1-3) Independent Study**—A directed and supervised investigation of a selected problem/topics in the area of Equine Management. Available to senior EQM majors or minors. A student may take up to six (6) hours of independent studies. Contract.

**EQM 393 (1-3) Seminar**—The study of various issues/topics in the field of equine management. Topics will be determined and announced for each semester a seminar is offered.

**EQM 435 (3-6) Equine Field Experience**—A directed field experience at Asbury College or at another location with departmental approval. Students are responsible for total care of the horses including feeding, as well as maintaining stables and facilities including programming for one semester. 240 hours. Contract.

## **HEALTH EDUCATION COURSES**

**HED 231 (3) Injury Care and Safety**—Science of prevention, evaluation, management and rehabilitation of athletic injuries. Emphasis is placed on developing an understanding of the mechanisms of injury and on acquiring practical training room skills. Includes American Red Cross Community CPR and First Aid certifications. Requires a field component.

**HED 282 (3) Community Environmental Health**—Basic view into community health and environmental issues. Discussions include: personal health, community and national health organizations, the nation's health profile, health care systems and other basic community health related issues. Covers the study of the environment and the human impact on it and how it relates to the individual and global health. Requires a field component.

**HED 299 (3) Contemporary Health Issues**—Psychological, social, and physical implications of health education. Emphasis on creative teaching as well as the professional organizations associated with health education. Studies the theory and practice of selecting, organizing, and teaching health. Discussions include: consumer health issues, choosing reliable products and services, distinguish between valid and questionable information in the media and internet. Requires a field component.

**HED 312 (3) Nutrition for Health and Human Performance**—Study of nutrition and its relationship to health and physical performance. Covers nutrition throughout the life span and relation to the enhancement of health, fitness, and sport performance. Recommended dietary intakes, supplements, ergogenic aids, special populations, weight control, weight loss and weight gain.

**HED 322 (2) HPE in the Elementary School**—Materials, methods, and practice in health and physical education activities suitable for use in the classroom, gymnasium and playground by children in the elementary school. Includes a weekly one hour laboratory. Requires a field component.

**HED 393 (3) Health Seminar**—A discussion of selected topics and issues in the area of health education. Topics may vary for each semester the course is offered. Requires a field component.

**HED 400 (3) Human Behaviors and Relationships**—Emphasizes mental and emotional health, human sexuality and relationships. Prepares the future health

educator to teach the components of mental and emotional health and the relationship between health and human sexuality.

## **PHYSICAL EDUCATION ACTIVITY COURSES**

Policy: One credit hour of an activity course is required of each college student for graduation. This activity course should be completed by the end of the sophomore year. However, three additional PE activity courses (3 hours) may be taken as electives. No more than one (1) semester hour of PE credit may be taken in any one semester. The letter grades received in the physical education activity classes will be included in determining GPA.

**PE 106 (1) Personal Fitness**—The development of a personal exercise program for the purpose of meeting individual fitness needs. Seniors only, with permission of the instructor and department chair. Prerequisite: PED 100. Contract.

**PE 107 (1) Weight Control**—A study of the principles and values of obtaining and maintaining optimum weight with specific emphasis upon good nutrition (within the framework of the college cafeteria) and upon an exercise program geared to the individual's need. Open only to those with a weight problem. Prerequisite: PED 100. Contract.

**PE 108 (1) Varsity Athletics**—One hour physical education credit for participation in one full season of varsity athletics. Two (2) hours maximum credit. Women's sports: [Fall] cross-country, soccer, volleyball; [Spring] basketball, softball, swimming, tennis. Men's sports: [Fall] cross-country, soccer; [Spring] baseball, basketball, swimming, tennis. Credit/No credit.

**PE 110 (1) Cheerleading**—Participation in cheerleading activity. By permission of instructor and tryouts. May be taken concurrently with PED 100. Three (3) hours maximum credit. Credit/No credit.

**PE 111 (1) Physical Activity**—Credit given for various combinations of the following 0.5 credit physical activity classes. Prerequisite for all classes: PED 100. See official schedule for specific combination options.

**Beginning Archery**—Basic fundamentals of shooting safety, etiquette, care of equipment with practice in shooting. Fee.

**Beginning Badminton**—For students interested in learning the basic fundamentals of badminton. Included are basic strokes, strategy, rules, and etiquette.

**Beginning Basketball**—A beginning skill level course designed to develop ability in basketball fundamentals. Drills are used often to facilitate learning.

**Intermediate Basketball**—A course designed to review the basic fundamental skills of basketball and to include new skills. Attention will also be given to offensive and defensive formations in game situations. Prerequisite: Beginning Basketball.

**Beginning Golf**—An introductory course designed to develop proper pre-swing and in-swing fundamentals, putting, golf etiquette, and rules of play. Fee.

**Beginning Gymnastics**—An introductory gymnastics course in which the student will learn about equipment, safety devices and spotting techniques as well as various gymnastics movements such as rolls, cartwheels and partner stunts.

**Paddle Tennis**—The basic fundamentals of the game are studied and practiced; grips, strokes, service, court position, footwork, etc.

**Beginning Racquetball**—The fundamentals of the game are studied and practiced: grips, strokes, service, court position, footwork, etc.

**Beginning Soccer**—A beginning skill level course designed to develop ability in soccer fundamentals. Drills are used to facilitate learning.

**Beginning Softball**—A beginning skill level course designed to develop the basic fundamentals of softball. Included are individual and team skills.

**Beginning Tennis**—The basic fundamentals of the game are studied and practiced: grips, strokes, service, court position, footwork, etc.

**Intermediate Tennis**—Designed to perfect the basic strokes and add new ones, such as the lob, overhead, etc. Time will be spent in doubles play and in working on form and strategy. Prerequisite: Beginning Tennis.

**Beginning Volleyball**—A beginning skill level course designed to develop fundamental volleyball skills as well as a knowledge of the rules and basic formations. Skills included are serve, forearm pass, above-the-face pass, spike and block.

**Intermediate Volleyball**—A course designed to review the basic fundamental skills of volleyball and to include new skills such as dig, dink, and sprawl. Attention will also be given to offensive and defensive formations for team play. Prerequisite: Beginning Volleyball.

**PE 120 (1) Beginning/Intermediate Weight Training** —Full semester course. (Required for Exercise Science Majors).

**Beginning Weight Training**—Course offers the student the theory, technique and basic philosophy involved in weight training for strength and endurance. The student will develop a personalized weight training program.

**Intermediate Weight Training**—Course offers the student the theory, technique and basic philosophy involved in weight training for strength and endurance. The student will develop or continue a personalized weight training program. Prerequisite: Beginning Weight Training.

**PE 121 (1) Aerobics** — A conditioning class for the purpose of developing cardiovascular fitness. The program consists of different endurance exercises such as jogging, circuit training, aerobic dance (running games), etc. Full semester course. (Required for Exercise Science Majors).

**PE 122 (1) Fitness Walking**—Seeks to improve one's fitness level by walking often enough (frequency), hard enough (intensity), and long enough (duration) to achieve fitness gains. Includes health-related (cardiopulmonary, muscular strength and endurance, flexibility and body composition) pre-tests and post-tests of physical fitness.

**PE 125 (1) Swimming Courses**—Full semester or combined half semesters activities

**Beginning Swimming**—Instruction in water adjustment, buoyancy, balance, relaxation, propulsive movement and coordinated stroking. Attention to personal safety and general information on hydrodynamics.

**Intermediate Swimming**—Introduces four major strokes: freestyle, backstroke, breaststroke and butterfly. Further discussion of hydrodynamics and stroke mechanics. Starts and turns are introduced, along with discussion of swimming for a lifetime of fitness.

**Beginning Diving**—The fundamentals of the dive are studied: approach, lap, landing, flight, entry, etc.

**Swimmer's Course**—Further development of the four major strokes in Intermediate Swimming, as well as competitive stroke development. Further discussion of stroke mechanics, competitive starts and turns. Diving and diving safety will be introduced. Students will learn how swim meets are formatted.

**Advanced Swimming**—The purpose of this class is to produce outstanding all-around swimmers. The student will be prepared to pursue competitive swimming, if so desired.

**Beginning Diving**—The fundamentals of the dive are studied: approach, leap, landing, flight, entry, etc.

**PE 130 (1) Beginning Horseback Riding**—Provide the basic principles of horseback riding as well as instruction in the care of the equipment and the animal. Fee.

**PE 131 (1) Intermediate Horseback Riding**—Review of the basic fundamentals learned in Beginning Horseback Riding and to introduce new skill including riding at the trot and canter. Prerequisite: Beginning Horseback Riding. Fee.

**PE 138 (1) Advanced Gymnastics**—One hour physical education credit for participation in one full season on the Asbury College Tumbling Team. Three (3) hours maximum credit. Credit/No credit.

**PE 280 (1) Lifeguard Training**—Instruction given in accordance with the American Red Cross. Students who complete requirements successfully will be certified as lifeguards with certification in CPR, First Aid, Head Lifeguarding, Waterfront Guard, as well as general lifeguarding. Prerequisite: PED 100.

**PE 300 (1) WSI/LGI**—For those who hold a current Lifeguarding Certificate. Upon successful completion of the course and American Red Cross exams, students will become certified instructors in lifeguarding and water safety, as well as head lifeguarding. Prerequisite: PED 100

## **PHYSICAL EDUCATION THEORY COURSES**

**PED 100 (1) Theory of Wellness**--An introduction to the development and maintenance of a healthy lifestyle for the purpose of achieving the highest potential for well-being in all dimensions of wellness. Emphasis is placed on health-related fitness and the course includes individual fitness prescriptions. A variety of fitness assessments are administered. Required for all students.

**PED 200 (3) Introduction to Coaching**—A lecture/discussion course designed to introduce students to the profession of coaching. The course is applicable to any student interested in coaching in the school and/or non-school setting. The course will examine the principles of coaching as they relate to areas such as the roles and responsibilities of the coach, the types of coaches, the organization of a sport team, sport organizations, motivation, competition, leadership, sportsmanship, team dynamics and available resources for use in coaching. Requires a field component. Prerequisite to PED 205 and 206.

**PED 205 (1-2) Coaching Practicum I**—Practical experience in a specific sport under the supervision of a sport specific coach. Identifies skills, techniques in game situations, strategies, scouting, conditioning, practice planning. Requires a field component. Prerequisite: PED 200. Contract.

**PED 206 (2) Coaching Practicum II**—Same as PED 205 but must be in a sport different from that in PED 205. Prerequisite: PED 200. Contract.

**PED 210 (3) Introduction to Health and Physical Education**—Study of the philosophical, historical, and contemporary issues of health/physical education, exercise science, and sport management. Includes study of organizations, careers, and a field component.

**PED 220 (3) Sport Management**—Basic concepts and principles of sport management. A survey of the careers, professional opportunities, and the structure and process of sport organizations.

**PED 228 (1) Practicum**—40 hours of practical experience and observation in selected exercise science settings. Contract.

**PED 261 (3) Psychology/Sociology of Physical Education/Sport**—A survey of the psychological and sociological concepts which are relevant to physical education and sport. Topics include personality, motivation, competition, group and team dynamics, leadership, sportsmanship, sport in society, history, and current issues.

**PED 275 (3) Principles of Administration in Exercise-Related Professions**--A study of basic management components used in the administration of programs in the exercise-related professions. The course combines theory and concepts with concentration on practical strategies for skill development in administration and leadership for professionals in physical education, athletics, athletic trainers, fitness specialists, and intramural and recreational sport administrators.

**PED 300 (2) Sports Officiating**—Theory and practice of sports officiating. Emphasis is given to philosophy of officiating, responsibilities and qualities of officials; the study and interpretation of rules. Requires earning KHSAA (or equivalent) officials rating.

**PED 301 (2) Coaching Individual and Dual Sports**—Study of the current trends and various aspects of coaching individual and dual sports such as tennis, cross country and swimming. Methods of training/conditioning, rules, practice organization, scheduling, event management, and skill/strategy components.

**PED 302 (2) Coaching Baseball/Softball**—Theory and practice in coaching baseball and softball with emphasis on strategy. Includes philosophy, skill techniques, conditioning/training, practice, organization, contest management and scheduling.

**PED 303 (2) Coaching Basketball**—Various aspects of coaching basketball. Includes philosophy, skill/strategy techniques, conditioning/training, practice organization, contest management, and scheduling.

**PED 304 (2) Coaching Soccer**—Theory and practice of coaching soccer. Includes strategy, philosophy, skill techniques, conditioning/training, rules, practice organization, contest management, and scheduling.

**PED 305 (2) Coaching Volleyball**—Various aspects of coaching volleyball. Includes philosophy, skill/strategy techniques, conditioning/training, practice organization, contest management, and scheduling.

**PED 310 (3) History of Sport**--An historical study of the emergence of sport in America (late 19th century to the present). The relationship of American sports to the economic, social, cultural, religious and political history will be surveyed. Other elements addressed include the forces of industrialization, urbanization, and immigration in early America. Development of sports organizations, professional sports, mass media and their influence on the continued evolution of sports in modern day American will also be addressed.

**PED 321 (1) Adaptive Physical Education**—Examines various special needs and the application of pedagogical techniques. This course addresses topics applicable to a variety of professional settings including, but not necessarily limited to, gymnasiums and fitness and rehabilitation facilities. Requires a field component.

**PED 330 (2) Communication in Sport**—Provides an introduction to such areas as interpersonal communications, small group communications, and mass communication as applied to sport organizations. Other topics include electronic media, print media, media management, public speaking, and organizational communication.

**PED 340 (3) Sports Marketing, Promotion, and Fund Raising**—Fundamental areas of marketing and promotion are applied to the sport industry. Emphasis on the principles, policies, and product of sport and successful fund raising.

**PED 350 (3) Physical Fitness Assessment and Prescription**—Methods and techniques used to enhance physical fitness and physical performance capacities. Includes assessment, training techniques, exercise prescriptions, enhancement of health and skill related areas of fitness.

**PED 360 (3) Sport Skills I**--A lecture/activity-based course designed to allow students the opportunity to acquire the knowledge, skill and technique to instruct the fundamental skills in activities such as badminton, bowling, golf, soccer, tennis and volleyball. Requires a field component.

**PED 361 (3) Sport Skills II**--A lecture/activity-based course designed to allow students the opportunity to acquire the knowledge, skill and technique to instruct the fundamental skills in activities such as aerobics, archery, basketball, gymnastics, orienteering, rhythm, softball, track and field, and weight training. Requires a field component.

**PED 371 (3) Motor Learning and Development**—A study of the principles of motor learning that affect acquisition and performance of skilled movement in sports and physical education and recreational activities.

**PED 391 (1-3) Independent Study**—A directed and supervised investigation of a selected problem/topic in the area of PED, mutually agreed upon by the student and professor. Available to senior PED majors. A student may take up to six (6) hours of independent studies. Contract.

**PED 393 (1-3) Seminar**—The study of various issues/topics in the field of exercise science. Topics will be determined and announced for each semester a seminar course is offered.

**PED 400 (3) Sport Law**—Study of negligence liability, product liability, risk management procedures, legal status of sports organizations, and crowd control and security. Also tort law, constitutional law, contracts, sport labor relations, and selected current issues.

**PED 410 (3) Sport Economics and Finance**—Finance and economic marketing principles and theories applied to various sport organizations. Budget development is studied as a method of control and organization.

**PED 420 (3) Physiology of Exercise**—A study of the body's physiological responses to exercise with emphasis on the proper methods of obtaining optimal levels of performance. One additional hour of lab required per week. Prerequisites: BIO 100 or 162 (preferred), PED 210 or permission.

**PED 431 (3) Kinesiology/Biomechanics**—The anatomical and mechanical analysis of human motion with emphasis on analyzing and improving athletic performance with application of mechanics to the structure and function of the human body. One additional hour of lab required per week. Prerequisite: BIO 100 or 162 (preferred) or permission.

**PED 435 (3-6) Internship**—Directed professional field experience in Exercise Science (240 hours expected; prerequisites: PED 228, 350, 420) or Sport Management (240 hours expected). Prerequisites: senior standing; application process; approval by the department. Contract.

**PED 461 (3) Statistics and Evaluation in Physical Education & Exercise Science--** Emphasis is placed on statistical techniques for the purpose of evaluating health-related and skill-related components of physical fitness. The course also examines the construction, selection, administration and assessment of testing instruments in physical education and exercise science. Requires a field component.

**PED 475 (1) Senior Capstone--**A course for all physical education majors where students are asked to integrate and assess their skills, experience, and understanding.

## **RECREATION COURSES**

**REC 110 (1) Archways Wilderness Experience—**A practical introduction to adventure camping as a transitional experience for college freshmen.

**REC 210 (1-2) Archways Wilderness Leadership—**An advanced version of REC 110 for students chosen for leadership positions for the Archways Experience. Additional field experience for two credit hours.

**REC 212 (3) Principles of Recreation—**Introduction to the concepts of leisure and recreation. A survey of recreation as a profession and area of service and ministry from the national, state and local levels, both public and private.

**REC 231 (3) Introduction to Therapeutic Recreation—**Theoretical, philosophical and historical foundations of therapeutic recreation; role of the treatment and rehabilitation in settings and service models. Professional development and current issues and problems in therapeutic recreation.

**REC 252 (3) Principles of Church Recreation—**Study of history, philosophy, programming, and administration of recreation in the church as it relates to the total ministry. Overview of leisure and its value in the church setting.

**REC 273 (3) Outdoor Living Skills—**Emphasizes the skills and attitudes necessary for successfully living in and enjoying the outdoors in all seasons, ranging from day hikes to longer-term wilderness expeditions. Skills addressed will include outdoor equipment selection, staying warm and dry, shelter and campsite selection, safety awareness and wilderness travel using map and compass.

**REC 342 (3) Recreation Programming—**Study of programming content and process including assessment, planning, implementation, and evaluation of programs and services.

**REC 345 (3) Outdoor Recreation and Education—**A holistic approach to the study of the interrelationship of nature, humans, attitudes for caring about the environment and skill development in using natural resources for leisure pursuits. Includes first-

hand observation, direct experience outside the classroom, and implications in botany, physical science, mathematics, history, etc.

**REC 362 (3) Adventure Leadership**—Study of technical and teaching skills necessary for beginning leadership in the challenge course adventure environment. The use of both permanent and mobile activities will be highlighted at the college challenge course facility. Fee

**REC 391 (1-3) Independent Study**—A directed and supervised investigation of a selected problem/topic in the area of REC, mutually agreed upon by the student and professor. Available to senior REC majors. A student may take up to six (6) hours of independent studies. Contract.

**REC 393 (1-3) Seminar**—The study of various issues/topics in the field of recreation. Topics will be determined and announced for each semester a seminar is offered.

**REC 412 (3) Outdoor Christian Leadership**—Seeks to integrate a Christian view of leadership in the context of outdoor and wilderness recreation and education. Students will explore a servant-leader model of outdoor leadership through wilderness instructional techniques, group processes, and through developing a Christian environmental ethic.

**REC 422 (3) Plan, Design and Maintenance of Recreation, Athletic, and Park Facilities**—Planning principles and procedures of athletic, recreation, and park areas. Facilities, designing problems, details of structure and equipment, master planning methods, study of standards and trends of maintenance procedures.

**REC 435 (3-6) Internship**—Directed professional field experience in public and private recreation agencies. Prerequisite: Senior standing and application process must be completed and approved by department. Contract.