

Human Performance and Sport Studies

Program Description	Type	Degree
Accelerated B.S. Sport and Exercise Science (https://coursecat.isu.edu/undergraduate/education/humanperformanceandsportstudies/accelerated-bs-sport-exercise-science/)	Degree	B.S.
Sport and Exercise Science, B.S. (https://coursecat.isu.edu/undergraduate/education/humanperformanceandsportstudies/bs-exercise-science/)	Degree	B.S.
Outdoor Education, B.S. (https://coursecat.isu.edu/undergraduate/education/humanperformanceandsportstudies/bs-outdoor-education/)	Degree	B.S.
Sport Management- Coaching Emphasis, B.A. (https://coursecat.isu.edu/undergraduate/education/humanperformanceandsportstudies/ba-sport-management/coaching-emphasis/)	Degree	B.A.
Sport Management- Sport Operations Emphasis, B.A. (https://coursecat.isu.edu/undergraduate/education/humanperformanceandsportstudies/ba-sport-management/sport-operation-emphasis/)	Degree	B.A.
Coaching, Minor (https://coursecat.isu.edu/undergraduate/education/humanperformanceandsportstudies/minor-coaching/)	Minor	
Outdoor Education, Minor (https://coursecat.isu.edu/undergraduate/education/humanperformanceandsportstudies/minor-outdoor-education/)	Minor	
Sport Management, Minor (https://coursecat.isu.edu/undergraduate/education/humanperformanceandsportstudies/minor-sport-management/)	Minor	

Overview

The Department of Human Performance and Sport Studies (HPSS) at Idaho State University (ISU) provides undergraduate and graduate students with the intellectual, dispositional, and physical skills necessary to maximize their potential in fields related to human performance, sport and outdoor recreation. HPSS strives to fulfill the University's mission as well as the College of Education's (COE) mission in the enhancement of learning, lifelong development, and leadership. We encourage candidates to respect human dignity, to be critical thinkers, and to be effective communicators.

Through the study of human performance and sport, we are able to offer students preparation for a variety of fields related to kinesiology, sports medicine, sports management, coaching, health promotion, wellness, fitness, recreation, leadership, and physical activity. Curricula are designed to challenge candidates in both theory and application. Experiential learning opportunities (where students apply what they have learned in practical settings outside the classroom) are key components in all HPSS majors.

Graduation Requirements

All majors and minors within the Department of Human Performance and Sport Studies must achieve the following in addition to completing the prescribed major course and credit requirements:

1. Minimum overall cumulative GPA of 2.5.
2. Minimum GPA of 2.75 in the major with no grade lower than C.

Majors

The Department of Human Performance and Sport Studies offers three majors for students. These are Outdoor Education, Sport and Exercise Science, and Sport Management (with Coaching and Sport Operations emphasis areas). Additionally, HPSS supports the Physical Education – Teaching program housed within the Department of Teaching and Educational Studies.

Outdoor Education

Students pursuing a **Bachelor of Science in Outdoor Education** degree focus on the acquisition and application of content knowledge related to the outdoor recreation setting. Curricular content focuses on outdoor leadership and teaching, outdoor safety, natural history and/or business, and experiential skills. The curriculum prepares students for careers in the Forest Service, national and state parks, city and military recreation programs, and management agencies, fish & game departments, outdoor guide services, and the outdoor equipment and clothing industry.

Student Learning Outcomes (SLOs) for Outdoor Education majors are as follows:

SLO #1: Content Knowledge. Students will be familiar with and understand the major concepts, theoretical perspectives, historical trends, and literature of the outdoor and human performance fields.

SLO #2: Application of Knowledge. Students will be able to demonstrate competence in the application of outdoor skills and apply key outdoor education theoretical approaches in real-world situations.

SLO #3: Safety. Students will successfully demonstrate wilderness first aid and emergency skills, be able to accurately assess hazards, and manage work-related tasks in a safe, risk-free manner.

SLO #4: Critical Thinking and Problem Solving. Students will analyze and evaluate concepts, theories, and points of view in the outdoor field; distinguish between fact and fabrication; and apply principles and strategies in an ecologically sound manner.

SLO #5: Leadership. Students will demonstrate effective leadership skills which include professional ethics, flexibility in decision-making, and the ability to engage collaboratively with others to accomplish organizational goals.

SLO #6: Personal and Professional Growth. Students will develop self-awareness and adaptability, flexibility, and curiosity in pursuit of personal and professional growth.

SLO #7: Communication. Students will be able to understand and communicate effectively through speech, the written word, and various electronic and technological platforms.

SLO #8: Ethical Behavior. Students engage in ethical behavior, including social issues related to diversity and human dignity, and demonstrate

personal responsibility for the protection, conservation, and stewardship of the natural environment.

Sport and Exercise Science

Students pursuing a **Bachelor of Science in Sport and Exercise Science** degree study health and human performance. Our students investigate the many ways in which the human body integrates with physical activity (e.g., physically, psychologically, cardiovascularly, etc.). Throughout the program, students focus on the acquisition and application of knowledge and skills related to exercise physiology, biomechanics, sport and exercise nutrition, sport psychology, strength and conditioning, sports medicine, health promotion, and risk management. Additionally, students administer and interpret various physiological and biomechanical assessments, prescribe appropriate exercise regimens and progressions to target cardiorespiratory endurance, muscular strength and endurance, balance, and flexibility, and conduct movement analyses for a wide range of populations (athletic to sedentary).

Student Learning Outcomes (SLOs) for Sport and Exercise Science majors are as follows:

SLO #1: Content Knowledge. Students will demonstrate knowledge of human anatomy and physiology, exercise physiology, biomechanics, sport and exercise nutrition, sport psychology, development of strength, conditioning, and athletic performance parameters, first aid, injury care and prevention, and risk management.

SLO #2: Application of Knowledge Related to Assessment. Students will demonstrate knowledge of preparticipation health screening, client's readiness to participate in physical fitness and exercise, administration and interpretation of physiological and biomechanical assessments related to cardiorespiratory fitness, muscular strength and endurance, balance, flexibility, body composition, and anthropometry for apparently healthy clients, athletes, and those with controlled disease.

SLO #3: Application of Knowledge Related to Prescription. Students will demonstrate the ability to implement, establish and modify exercise prescriptions and progression guidelines related to cardiorespiratory endurance, muscular strength and endurance, balance, flexibility, movement analysis and optimization for a variety of populations.

SLO #4: Critical Thinking and Problem Solving. Students will demonstrate knowledge of health promotion for general, active, and athletic populations, and their nutritional needs including optimization of exercise and sport performance, weight management, and the effect of ergogenic aids on performance.

SLO #5: Leadership. Students will identify trends in fitness programming and health promotion, understand the role of leading professional organizations in sport and exercise science, wellness and sports medicine, and will be able to evaluate relevant publications related to the field of sport and exercise science.

SLO #6: Personal and Professional Growth. Students will develop self-awareness and adaptability, flexibility, and curiosity in pursuit of personal and professional growth.

SLO #7: Communication. Students will demonstrate exemplary communication both individually and in groups across written, oral, and technological platforms.

SLO #8: Ethical Behavior. Students will demonstrate socially responsible leadership grounded in the principles of diversity and inclusion, ethical decision-making, and sustainable business practices.

Sport Management

Students pursuing a **Bachelor of Arts in Sport Management** degree choose from one of two emphasis areas: **Sport Operations** or **Coaching**. The Sport Management core consists of foundational content essential to anyone working in the sports industry, including sports safety, activity performance, sport psychology, sports law, sports marketing, and facility and event management. In addition to the core requirements, those students pursuing a Sport Operations emphasis receive more in-depth focus on the business aspects of sports, with a curricular concentration in sport communication, economics, accounting, analytics, marketing, and management. Those students pursuing the Coaching emphasis receive more in-depth focus on kinesiology and motor development, sport pedagogy, and preventing and caring for sports-related injuries.

Student Learning Outcomes (SLOs) for Sport Management majors are as follows:

SLO #1: Content Knowledge. Students will apply specific content knowledge to find solutions to complex organizational issues within the sport setting.

SLO #2: Application of Knowledge related to Sport Operations. Students will demonstrate understanding of legal issues and critically evaluate the theories and ethical dilemmas impacting the sports industry.

SLO #3: Application of Knowledge Related to Coaching. Students will effectively develop and apply health, physical activity, and psychological principles as they relate to human performance.

SLO #4: Critical Thinking and Problem Solving. Students will develop a diverse set of fundamental principles and skills, including skills in business, finance, marketing and management used for producing a sporting event from beginning to end.

SLO #5: Leadership. Students will develop self-awareness and adaptability, flexibility, determination, and curiosity in pursuit of personal and professional growth.

SLO #6: Personal and Professional Growth. Students will exhibit the ability to gather and evaluate relevant, scholarly information and critically examine that information through multiple analytical approaches.

SLO #7: Communication. Students will demonstrate exemplary communication both individually and in groups across written, oral, and technological platforms.

Physical Education - Teaching

In addition to housing the aforementioned Majors, the Department of Human Performance and Sport Studies supports Elementary and Secondary Education (teaching) majors interested in obtaining an endorsement in Physical Education. As a partner with ISU's **Department of Teaching and Educational Studies** (TES), the Department of Human Performance and Sport Studies aims to exemplify and prepare professional physical educators who are reflective, ethical, and lifelong learners.

Core content and teaching standards for physical educators adhere to those prescribed by both the Idaho Department of Education and SHAPE America:

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher candidate uses an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Safety. The teacher candidate understands the risks inherent in physical activity and is thoroughly prepared to address those risks when planning and providing instruction.

based courses that are designed to provide students with opportunities to engage in physical activity, learn new activities and skills, and develop an appreciation for healthy lifestyles.

Athletic Administration Graduate Degree Program (MA)

The Master of Arts in Athletic Administration degree program is designed to facilitate the intellectual and practical knowledge necessary to advance into leadership positions within the field of sport and recreation. Please see the Graduate Catalog (<https://coursecat.isu.edu/graduate/education/humanperformanceandsportstudies/>) for more information.

Faculty (<https://coursecat.isu.edu/undergraduate/education/humanperformanceandsportstudies/faculty/>)

HPSS Courses (<https://coursecat.isu.edu/undergraduate/allcourses/hpss/>) (formerly PE)

BFIT Courses (<https://coursecat.isu.edu/undergraduate/allcourses/bfit/>)

Minors

The Department of Human Performance and Sport Studies offers three Minor areas of study to help facilitate professional and career growth. Candidates may choose to minor in Coaching, Outdoor Education, or Sport Management.

Physical Education Activity Classes (PEAC/B-FIT)

The Department of Human Performance and Sport Studies provides dozens of credit-based, physical activity classes (PEAC or BFIT) each semester (Fall/Spring) for all Idaho State University students. The purpose of the Bengal Fit (BFIT) program is to provide a variety of recreational, sports, and/or fitness-