

Health, Physical Education, and Recreation newsletter

Chicago State University

HAPPY HOLIDAYS!

Welcome to the end of fall semester 2017! We made it! This is our second issue of the year. In this edition, we will hear from several students about what they have been up to, such as Scott Leu and Phil Eide presenting at IAHPERD, or Jazzmen Allen and her successes working with the British Swim School. In the article below, we get to brag about our student teachers, who once again earned a 100% pass rate on edTPA. For those unaware, edTPA is the latest high stakes testing process leading to licensure for all teachers in their content areas. It is a difficult process, but our history dictates that our students fare well, repeatedly scoring above the national average. See below to find out more about our gradu-

ating teachers and where they are headed next. We also have updates from Recreation interns from this semester who share what their jobs entailed and what they learned during the process. This issue will also cover faculty presentations and other assorted activities, and I myself submitted two articles (yes, to myself): one on why the TAP test is like running a 15K, and one on teaching roller skating in PE 2080 Nontraditional Activities. Current students, make sure you get registered for spring semester so you get the courses you need. Thank you for your



*L to R: Rashad Tonth, Corey Wolf, Dr. Nelson, Eric Kraft, Mohammad Razik
See their story below!*

hard work this semester, and everyone have a safe and happy holiday season.

Dr. Sarah Buck, newsletter editor, PERC faculty co-adviser, and IAHPERD Past-President

SPECIAL POINTS OF INTEREST:

- What have we been up to?
- Students/alumni/faculty present at IAHPERD
- IPRA/IAPD information
- Recreation internships
- Back page feature: MS&ED PE graduate Frederick Green

ALL STUDENTS PASSED EDTPA

Corey Wolf completed his student teaching at Bennett Elementary in Roseland, under the supervision of Coach Volious and Eisenhower HS in Blue Island, under the supervision of Neil Miguez. Corey has been offered a teaching position at Johnnie Coleman Academy in Pullman. Corey is the head coach of boys basketball at Richards High School. **Rashad Tonth** completed his student teaching at Kinzie Ele-

mentary in Chicago, under the supervision of CSU graduate, **Brad Edgar**, and Kennedy HS in Chicago, under the supervision of CSU graduate, **Mario Silva**. Rashad has coached basketball for Durkin Elementary Schools and various sports at Durkin Park District. **Eric Kraft** completed his student teaching at Prairie Oak Elementary School in Berwyn, under the supervision of Gina Parker, and Morton West HS

in Berwyn, under the supervision of Joseph Gianneschi. Eric has been offered a teaching position at the Morton High Schools (Freshmen Center and Morton West). Eric has coached boys basketball for Morton High School. **Mohammad Razik** will intern this spring at Kinzie Elementary School under the supervision of **Mike Morgan**, CSU graduate.

WHAT HAVE WE BEEN UP TO?

Jazzmen Allen (PE): Jazzmen was featured for her work as a swim instructor with the British Swim School (BSS). Her feature reads: "Jazzmen has been with BSS for over a year and we are very lucky to have her. Her work ethic, dedication, and passion are just a few of the amazing things about her. She has been an integral member of the BSS team, and we are excited to have her as our new Aquatics Manager..."

Jake Brown (PE alum): has been an international teacher in PE and Director of Athletics since 2011 in Asia. **Manuel "Manny" Aguilar (Rec alum)** achieved a promotion at NWSRA to Manager, was

elected to serve on the Diversity Committee as Secretary, and had many positive changes outside of work to celebrate!

Drs. Buck, Nelson, and Szyman, and Prof. McNicholas presented at the IAHPERD convention in November. **Dr. Shingles (Rec):** participated in the CSU Open House in October.



Dr. Buck



Manuel Aguilar



Dr. Shingles (far L)



Jazzmen Allen

WHAT HAVE YOU BEEN UP TO, PROFESSOR MCNICHOLAS?

What a wonderful semester for learning and networking on projects! Mr. McNicholas and Dr. Szyman presented at IAHPERD, and Mr. McNicholas attended the Illinois Therapeutic Recreation Educators Meeting focus group for ATRA and ILRTA conference in early November and talked about the changing field of Therapeutic Recreation and closer collaboration on future educational needs of students. Students attended The LeaderShop Junior High school leadership conference in LaGrange Highlands in November with Mr. McNicholas and learned about youth risk issues and team

building, while gaining valuable experience working alongside students. Mr. McNicholas has an online encyclopedia entry in editing for publishing in January on Therapeutic Recreation, and a conference session in January at the IPRA conference with Dr. Shingles on the evolving role of parks and recreation as community developers. Make sure you register and attend; there will be invaluable networking opportunities. Speaking of professional networking, Mr. McNicholas and Dr. Shingles serve on the Diversity Section of IPRA and will be working on key goals and mentorship pairing for fu-

ture professionals into the new year for the committee, which kicks off at the IPRA conference January 18-20, 2018. There is still time to call and ask about volunteering for the event and earning reimbursement for conference registration. Mr. McNicholas and Cougar Alum Katey Mager presented "How to instruct Goalball" in Dr. Kutame's course. Always great to have alumni come back and work with students!



Nancy DiGangi with Prof. McNicholas running play sessions with adaptive toys at the Chicagoland toy and game event

RECREATION STUDENTS COMPLETE INTERNSHIPS

Phil Eide: I did my internship for therapeutic recreation at WDSRA. The experience was invaluable; I was thrown into everything they had to offer. I went to all their staff meetings, so I am now very familiar with the how and why when it comes to meetings and effectively running them. I also gained relationships from these meetings and having lunch in the office

when I was there to do so. I feel comfortable going to their executive director and two superintendents for advice down the road, and of course, all their managers and supervisors, as well. I worked their special events, including an overnight trip to a forest preserve for river and camping activities. I planned the holiday camp that will be run this winter, and I planned, budg-

eted, and wrote the blurb of five program ideas that will not be run... yet. I was a head instructor and driver for four weekly programs during their program season. I also got to handle an inclusion assignment from the very entry point: taking the phone call with the mom, going to be the aide with the participant, and creating the picture exchange (continued on next page)

RECREATION STUDENT INTERNSHIPS CONT.

(continued from previous page)
communication system (PECS) to help with this individual. I ran my own section of a Disability Awareness, where four or five of the full time staff go to an elementary school to teach them about Autism, physical impairment, visual impairment, intellectual disability, and hearing impairment. I coached a Special Olympic (SO) floor hockey team, and we went to State. Additionally, I went to an SO basketball scheduling meeting. And, I assisted in our Special Olympic Young Athletes (SOYA) program from beginning to the end in our culminating event for athletes and parents. Besides all that, I worked very closely with Jason Stubbeman, the super-

visor of Synergy Adaptive Athletics, a collaborative effort between WDSRA and NEDSRA. I worked Boccia, VI Bowl, Adaptive Rock Climbing (I volunteered on my own time), and helped Jason run a Wheelchair Basketball tournament (where I saw Dr. Szyman refereeing!). Finally, presenting at IAHPERD on Boccia was an amazing experience.

Amanda Aguilar: Working alongside Cougar Alumnus [Esperanza Rivera](#), Amanda enjoyed a fast paced internship serving the needs of the residents of Smith Village in Tinley Park. “Their stories are amazing. I was so nervous at first, but you start talking and become close with

so many people. I love being able to bring joy into our community here.”

DR. BUCK WORKS TO KEEP EVERYONE ON THEIR FEET

On November 3 and 10, I taught roller skating to Dr. Kutame’s PE 2080 Nontraditional Activities class. This was approximately the fifth year that I have taught this for the students. Skates are generously donated by Skatertime, a company that rents out roller skates and roller blades to schools for their roller skating unit. Rentals also come with helmets, elbow pads, and wrist guards. Although I taught beginners classes for many years at my home rink in Jacksonville, IL, teaching adults is a different ballgame since adults have a fear that children do not tend to have. In week 1, I start in the classroom to go over the parts of the skate as well as the different formats of roller skating: artistic (figure), speed, hockey, and social. Most do not realize that my sport of artistic (roller) figure skating even exists since they do not see it on TV, but it does, and there are several competitive clubs still in the Chicagoland area, including at Lynwood, Fleetwood (Summit), and Lombard. Once our lecture is complete, we move to the gym where I focus on the basics: getting up after falling (where they were under strict orders not to fall backwards, but rather forwards), forward skating (scissors and marching), shoot the duck, and backward skating (scissors and marching). This year, I had several first timers, but I was able to partner them up with a buddy. In the second week, I review skills from week 1, and then we add crossovers and one foot

glides. We also do drills with lines of cones. (Although I was unable to this year, I ordinarily would divide the class into small groups with student leaders—those skaters who had mastered the skills of week one and felt confident. Those student leaders would then lead the review of skills for their group and help them with the new skills). The last 45 minutes of class in week two is devoted to developing a choreographed routine to music. This year, we had two groups that just happened to be three boys and three girls. Both groups performed to Michael Jackson. They were required to incorporate the following skills into the routines that they create for themselves: forward marching and scissors, backward scissors, shoot the duck, one foot glide, crossovers, and partner work. All skills needed to be demonstrated, but not necessarily by every single person, which helps the lesser skilled skaters not feel too much pressure. Although it is at times stressful to teach nervous adults on roller skates, I appreciate the opportunity to share my pastime with the students. Perhaps, it will inspire them to have their own roller skating unit in their future PE class, or, at the very least, to visit one of the many roller rinks in Chicagoland. Note there are many adult skates to choose from, but the monthly Sunday jam skate at Lynwood is really great, although admittedly it is not the best night for those unsure on their feet. Their next one is December 16. Visit

their Facebook page at Lynwood Roller Rink.



CSU REPRESENTS AT IAHPERD

One CSU PE alum, Scott Leu (now at Leyden High School), and one CSU current Therapeutic Recreation student, Phil Eide, presented (separately) at this year's IAHPERD convention.

Scott Leu: Dr. Nelson and I presented Thursday morning at the IAHPERD Annual Convention. The presentation was titled "The Nuts and Bolts of edTPA". We dissected the edTPA handbook and shared the content in a less intimidating format for our audience. I shared my work samples to give the student teachers a true visual of what edTPA entails. I thought our presentation went well. No one walked out and no one fell completely asleep, which are good indicators of a decent presentation. I was surprised and happy to see a fairly large audience for our presentation. The majority of our audience is going to be student teaching and completing their edTPA in the upcoming semester. This was my fourth consecutive year attending the IAHPERD State Convention (my first time attending as a teacher and my first

time presenting). It was a good experience presenting and also crazy to think I was sitting in the student teacher's seat and position just last year.

Phil Eide: I presented for the first time this year at IAHPERD. My session was on Paralympic Boccia, a wheelchair sport adapted from the backyard game of bocce. It's a target sport, emphasizing precision and strategy. To excel in boccia, you must practice technique (for accuracy) and tactics (to see the court advantageously in your favor). The session went really well. I taped out a full court to give participation opportunity after the presentation was over, which received great engagement. Dr. Szyman presented with me; him giving more of the big picture side of how boccia fits in with all sports and who is the target audience, while I was the boccia "expert" -on this day at least. I had many questions from the audience during and after the presentation; they seemed highly interested. Before presenting, I was given big kudos by Steve Breen, board member for the Illinois Coalition for Adapted Physical



Phil Eide and Ken Ricker

Education, for presenting at IAHPERD. I was a little nervous before starting, but I settled down very quickly after I began. I knew the information I was speaking on really well, so the preparation definitely relaxed me. Also, I saw two of my elementary P.E. teachers (one is retiring after this year), and I saw my high school P.E. teacher, **Ken Ricker**, who got a Masters degree from CSU and was taught by Dr. Szyman! He was shocked when I went up to him and said hi, and he came to watch my presentation later in the day. It was a blast!



Brad Edgar and Sam Hyman



2/3 of the Jeopardy team: Sal Uriostegui and Makenzi Marier



Professor Michael McNicholas



Sean Mackey with Elaine Jones (Chicago District President)



2017 Superstars Team



HPER Faculty, Students, and Alumni



PE Faculty, Students, and Alumni at the CSU social

WHY THE TAP TEST IS LIKE A 15K

By Dr. Buck

Anxiety. Nervousness. Nausea. Sweat. 15K or TAP test? Both! 15 kilometers is 9.3 miles. Prior to October 29, 2017, I had never run that far, not even in training. Within the past two years, I worked my way from a 5K to an 8K to a 10K to now the 15K. Why? One, I was inspired by certain people. My friend who has porphyria, a life-threatening disease, who just ran her first marathon. My friend who routinely runs grotesque distance races lasting a minimum of 50 miles and (bike) rides 200 miles for an AIDS charity each year. Two, I wanted to do it. Three and four, I wanted to experience that feeling of accomplishment while crossing the finish line, and I wanted that finisher medal. I sought advice that helped me figure out how to run the distance. The training for this 15K was sometimes enlightening, but was also sometimes extremely unpleasant. Doubt, fear, and anxiety can be louder than any long term goal you set for yourself. I knew, though, that if I wanted to reach my goal, I had to spend time preparing for it. Through sheer grit and determination, set to the soundtrack of European House and big festival sounds, I overcame the doubts and the challenges of chronic pain. I did it, all the while keeping that voice in my ear that I was strong enough to make it.

How is this like the TAP test? Because it is a long term goal for any student who begins our PETE program. It's hard; the pass rate statewide is low. Students talk themselves out of taking it because they have doubts they will pass. Some of these same students have overcome significant challenges just to be in school, yet are willing to give up their goal and career choice because of one test. In order to pass this test, students have to prepare. You as the student have to want to put in the time. No matter what. You passing this test will be the same feeling I had in crossing the finish line. It was hard, and sometimes it was awful. It cost me money and time just like the TAP test. Whenever I would think of the 9.3 miles as a whole, I would immediately freak out. Instead, I mentally broke my 9.3 miles into nine 10 minute miles with a .3 miles at the end I ignored until it was time. Does the idea of taking the entire TAP at once scare you? Consider taking one or two TAP test sections at a time. One section at a time just like one mile at a time. I was unwilling to give up on my goal just like you must be unwilling to give up on your goal. You came to CSU with the goal of becoming a teacher. Why let one hurdle stand in your way? Need inspiration? Eric, Rashad, Corey, Frank, Mohammad, Scott, Esteban, Fernando, Neil... Through sheer grit and determination, they overcame their doubts and various



challenges, and they did it. Your goal when you entered was to become a Physical Education teacher. You know a challenge is the TAP test. Prepare for it, find a supportive person to cheer you on (someone who believes you can do something even though you yourself don't believe it, like run a half marathon, which, maybe. We'll talk ;)), and get it done. That feeling when you make it is worth all the struggle!

“Consider taking one or two TAP test sections at a time.”

IPRA/IAPD IS COMING!

REGISTRATION IS NOW OPEN!!! The Annual Illinois Parks and Recreation Association/Illinois Association of Park Districts will be held January 18-20, 2018, in downtown Chicago at the Hilton Hotel. Registration fees can be waived in lieu of hours volunteered during the 3-day conference. For registration information, go to

www.ilparksconference.com. For other related conference information, see Dr. Price-Shingles.

IPRA Scholarships applications are now available for the 2018 Conference. Please see Dr. Price-Shingles for more information.

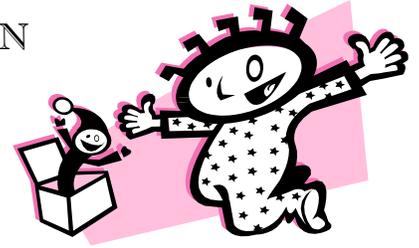
Please join us for the annual

CSU Social at the IPRA/IAPD Conference, Thursday January 18, 2018. Don't miss the opportunity to reconnect with old friends and make new ones. For more information, please contact Dr. Price-Shingles at jprice24@csu.edu.

CATCHING UP WITH PE ALUMNUS, KRIS LUNDGREN

As I reflect back on my time as a CSU Cougar over a decade ago, I can honestly say it was one of the best decisions I ever made in my professional life. My professors in the HPER Department prepared me for my career and taught me the importance of being an advocate for my profession. Since graduating from CSU, I have had the opportunity to teach Physical Education, Health, and Drivers Education. I had the privilege of teaching all grade levels from Kindergarten to 12th Grade; one of the perks of our unique degree (being K-12 certified). For the past 7 years, I have been working for Joliet Central High School and teach

Health and Drivers Ed. Teaching Health has guided me towards a passion for advocacy and focus on Mental Health and Suicide Prevention. My Chicago roots have stayed planted after leaving CSU, and I now work closely with Hope For The Day, a Chicago based organization that focuses on Proactive Suicide Prevention and Mental Health Education. My work with Hope For the Day has stemmed into creating my own outreach using action sports to positively influence youth. I started Wheel Therapy last year and continue to work towards its growth to increase the reach I can have with more youth. www.wheeltherapy.org



Caption describing picture or graphic.

RASHAD TONTH SHARES HIS STUDENT TEACHING EXPERIENCES

This story can fit 100-150 words.

The subject matter that appears in newsletters is virtually endless. You can include stories that focus on current technologies or innovations in your field.

You may also want to note business or economic trends, or make predictions for

your customers or clients.

If the newsletter is distributed internally, you might comment upon new procedures or improvements to the business. Sales figures or earnings will show how your business is growing.

Some newsletters include a column that is

updated every issue, for instance, an advice column, a book review, a letter from the president, or an editorial. You can also profile new employees or top customers or vendors.

RECREATION STUDENTS PARTAKE IN MOCK INTERVIEWS FOR REC 4540



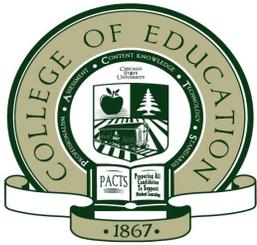
Daeja Hooks and Samuel Jorden with Kenyon Duner (NSRS)



James Morris and Joshlynn Scott



Juan Guerrero and Jennifer Tomzcak (NSRS)



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JUST IN CASE YOU DIDN'T KNOW

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CERTIFICATE IN THERAPEUTIC RECREATION (CTRS).

The Certificate in Therapeutic Recreation program is designed to enable individuals to attain the Certified Therapeutic Recreation Specialist (CTRS) certificate by the 5 National Council on Therapeutic Recreation Certification (NCTRC). Courses completed in the program may be applied towards a master's degree. The certificate consists of five required courses and one elective course chosen between two courses.

CTRS CERTIFICATION (12-18 CREDIT HOURS) REC 5000; REC 5280; REC 5300; REC 5320; REC 5430; REC 5440; REC 5500; 1 elective course chosen between two courses.

GENERAL REQUIREMENTS

- Be proficient computer and internet user
- Proof of passing the following supportive courses in their bachelor's degree or within five years of entering the certificate program: (1) Anatomy and physiology, (2) Abnormal psychology, (3) Human Growth and Development across the lifespan or equivalent.

SPECIFIC REQUIREMENTS

1. Pass all six courses with a grade of "C" or better.
2. Proof of passing the supportive courses.
3. Proof of one year of paid work experience under the supervision of a CTRS (or equivalent as determined by NCTRC) or complete an internship

Our Master's in PE degree is 100% online!

Email sbuck@csu.edu for more information!

BACK PAGE FEATURE: MSED PE GRADUATE FRED GREEN

Frederick Green is graduating from our MSED PE program this fall. Learn a bit more about Mr. Green below. Congratulations on your graduation, and best wishes for the future!

1. University where you received your Bachelor's
Jackson State University
2. School where you teach
Orr Academy High School
3. Grade level where you teach
9th – 12th Grade
4. Other grades or content areas (besides PE) you have taught, if applicable
Health, Driver Education, and Seminar Education
5. Favorite thing about teaching.

Mentoring Youth

It is very rewarding to see students that I taught and mentored go off to college to establish the foundation of their successful future careers.

6. Least favorite thing about teaching
It is very difficult to see students not taking advantage of the gifts and opportunities that they have as youths.
7. Hobbies
My hobbies are working out, including running, bike riding, and yoga. Also, I enjoy traveling and spending time with close friends and family.
8. Anything else interesting you are will-



ing to share One recommendation I would like to give to new teachers is to try to build good relationships and establish trust with your students. This has proven to be beneficial to me as a teacher.