

## Health and Exercise Science

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The Department of Health and Exercise Science prepares students as K–12 teachers and as exercise science professionals.

Students must complete their major required courses within the health and exercise science department at The College of New Jersey unless special permission is granted by the student's program director to allow completion of a major required course at another college.

The department will not accept a grade below C in any subject required in the academic major from a transfer student.

In agreement with the College policy, a combination of transfer credits and credit by examination may not exceed 83 credits; however, the health and exercise science department reserves the right to specify certain courses which must be taken at The College of New Jersey before the student will be permitted to enroll in student teaching or a practicum and internship.

The department maintains the right and the responsibility to dismiss students from the major who have not made satisfactory progress completing the major component of the program, fulfilling department requirements, and/or teacher certification requirements.

### Requirements for the Major

Thirty-seven credits in common core courses are required for all majors. This requirement applies to the teaching and non-teaching options. An additional 31 credits are required in the health and exercise science department as part of the professional sequence courses.

*Certification*—(0–3 course credits)

All students are required or advised to earn certificates in the following:

- Emergency Care (Required)—no credit
- Water Safety (Recommended)—no credit
- Sport Coaching Certification—3 credits
- Driver Education Teacher Certification (Recommended)—3 credits
- Teacher Certification

### Program Entrance, Retention, and Exit Standards

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for Department of Health and Exercise Science programs. Minimum programs are noted in parentheses.

- Retention in the program is based on the following performance standards in these “critical content courses”: HPED 172 /Foundations I (C); PHED 203/Human Anatomy and Physiology (C); HLED 160/Current Health and Wellness Issues (C)
- Transfer into the program from another program within The College is based upon the following performance standards in these “foundation courses”: HLED 160/Current Health and Wellness Issues (C); BIOL 181/Principles of Biology I (C) or BIOL 183/General Biology I ; HPED 172/Foundations I.
- Graduation requires a GPA of 2.0 in courses for the program and earning a minimum grade of C– in the following courses: All courses in the major (prefixes HPED, PHED, HLED, SAFT).

*\*NOTE: All students in teacher preparation programs must have a 2.75 G.P.A. for recommendation for certification to teach in New Jersey.*

### Health and Physical Education: Teacher Preparation Option

Applicants must be interviewed by members of the faculty and must take a physical fitness/performance test. Students will be tested in their freshman year, in their sophomore year as part of the admission requirements to junior-level courses, and in their junior year prior to being permitted to register for their senior student-teaching experience.

Additionally, students are required to attend at least one professional meeting/conference per semester. Proof of attendance must be submitted to the student's adviser.

Students are prepared with a background in general education. Most course work consists of specialized health and physical education subjects. Class work and activity skills are combined in the physical education courses to cover all facets of this major. Practical teaching experience is provided on the elementary and secondary levels. Majors are expected to participate in the intercollegiate, intramural, or club programs and be members of the department majors' club, as well as state and national professional organizations.

Students who apply for transfer into the department must have established a minimum cumulative average of 2.75 for teacher-education certification preparation.

All teacher-preparation students must apply for admission to teacher education prior to the junior professional experience and:

1. Have a 2.75 overall cumulative average;
2. Have successfully completed PHED 292/Field Experience I;
3. Present evidence of involvement in professional, departmental, campus, and community activities;
4. Pass a fitness test annually;
5. Have recommendations from three full-time HES faculty members they have had in class;
6. Have demonstrated ethical and professional behavior;
7. Be approved by the Department Selection and Retention Committee; and
8. Earn a C– or above in major courses.

Candidates for a teacher-education certificate must have a 2.75 cumulative grade point average to successfully complete their teacher education program. They also must meet the state hygiene/physiology requirement and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher-education candidates will receive a “certificate of eligibility with advanced standing” which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate. The teacher-education candidate also will have to pay a fee during his or her first year of teaching.

The teaching option provides not only a high-quality but a cutting-edge program that is consistent with the standards of the National Association for Sport and Physical Education (NASPE) and the National Council for the Accreditation of Teacher Education (NCATE). The program culminates in the preparation of exemplary health and physical education K–12 teachers who collaborate with other professionals to teach the whole child while achieving the goals of content mastery, professionalism, and pedagogical expertise common to the preparation of all teachers. The objectives of the program present TCNJ graduates as reflective, inquiry-oriented, pre-professionals who are cognizant of equity and diversity issues, competent in their subject matter, and able to select instructional strategies best suited for the varying needs of their students.

### **Health and Exercise Science Professional Option**

Students selecting this option must complete 37 credits listed as major common core courses and 31 credits within the professional sequence which are designated courses for the health and exercise option students.

Students interested in pursuing non-teaching careers in health promotion, wellness, sports medicine, and other related professions such as physical therapy, cardiac rehabilitation, and exercise science will develop their academic programs on an individualized basis with their advisers.

Requirements for the Health and Exercise Science Professional Option

1. 2.0 cumulative grade point average in major courses.
2. A grade of C– or above will be accepted for major courses.
3. A current CPR certification is required for the practicum and internship field experience.
4. Pass a fitness test annually.
5. Present departmental evidence of involvement in departmental or professional activities.

### **Pre-Physical Therapy Professional Counseling**

The health and exercise science department **does not have an approved curriculum in physical therapy**; however, the department recognizes the expanded professional career opportunities for students who successfully complete the recommended programs for physical therapy. A significant number of qualified students from this department have been accepted into schools offering the postgraduate certificate in physical therapy. All have completed the prescribed health and exercise science curriculum at The College of New Jersey.

### **Driver Education—Teacher Certification**

(recommended elective)

Students who complete the traffic safety course, SAFT 335, with a degree in a secondary school teaching discipline will be certified to teach three phases (classroom, simulation, behind-the-wheel) in the public high schools of New Jersey. Teaching certification in driver education is highly recommended for those students planning to teach at the secondary level.

### **Health and Physical Education: Coaching Certification Option**

#### **Principles and Problems of Coaching**

Course includes national coaching certification requirements. Students interested in coaching at the interscholastic level are advised to complete the coaching course which contains the American Sports Education Program (ASEP) certification. The ASEP certification is regarded as one of the top coaching certifications in the country.

## Elective Physical Education

All students are invited to elect any of the following lifetime sport activity courses for pleasure and to develop satisfactory skills for participation in adult life. These courses may be used by HES major students as electives.

### **PHED 098/Water Safety Instructor**

**0 cr.**

(two 55-min./sem.)  
(annually)

*Prerequisite:* Current senior lifesaving certification

Demonstration and analysis of American Red Cross-required swimming and lifesaving skills. Theoretical principles and practical skills involved in teaching Red Cross swimming, lifesaving, and water safety courses.

### **SAFT 099/Emergency Care**

**0 cr.**

(two 80-min./sem.)  
(every semester)

Basic safety and emergency first-aid knowledge and skills with opportunity to attain American Red Cross CPR and first-aid certification.

### **PHED 113/Judo**

**1 cr.**

(two 80-min./qtr.)  
(every semester)

Fundamental skills, rules, and tactics.

### **PHED 116/Yoga**

**1 cr.**

(every semester)

Bodily postures, relaxation, breath control, and mental concentration.

### **PHED 125/Weight Training**

**1 cr.**

(two 80-min./qtr.)  
(every semester)

Fundamental skills of weight training including safety measures and an understanding and appreciation of weight training to individual and team development.

### **PHED 131/Golf**

**1 cr.**

(two 80-min./qtr.)  
(every semester)

Development of golfing skills, plus knowledge of basic rules and etiquette. Field trips may be required at student expense.

### **PHED 153/Basketball**

**1 cr.**

(two 80-min./qtr.)  
(every semester)

Development and use of basic skills and game strategies plus a study of the rules accompanied by introduction to applicable teaching techniques and methodologies.

### **PHED 159/Softball**

**1 cr.**

(two 80-min./qtr.)  
(annually)

Development and use of basic skills and game strategies plus a study of the rules accompanied by introduction to applicable teaching techniques and methodologies.

### **PHED 162/T'ai Chi Chuan**

**1 cr.**

(one 80-min./sem.)  
(every semester)

An introductory Chinese martial arts course performed through up to 96 postures. Techniques increase balance, range of motion, general muscle tone, and are excellent for stress reduction.

### **PHED 212/Tennis**

**1 cr.**

(two 80-min./qtr.)  
(every semester)

Basic skills: forehand and backhand drives, serve and volley, rules and strategy.

## Major Courses

### **HPED 172/Foundations I: Critical Issues**

**3 cr.**

(fall)

This course is designed to introduce students to the critical issues in physical education, fitness, sports, and health promotion.

Changing philosophies and basic concepts will be discussed. Professions related to physical education, sports, fitness, and health wellness will be included.

### **HPED 182/Team Sports I**

**2 cr.**

(meets two times/week, fall)

The course will present introductory skills, knowledge, teaching methodology, evaluative techniques, and resources related to conducting at least three team sports activities. Primary emphasis on knowledge of the skills and methodology. (Suggested sports: softball, soccer, and basketball.)

**HPED 183/Team Sports II** **2 cr.**

(meets two times/week, spring)

The course will present introductory skills, knowledge, teaching methodology, evaluative techniques, and resources related to conducting at least three team sports activities. Primary emphasis is on knowledge of the skills and methodology. (Suggested sports: volleyball, field hockey, and lacrosse.)

**HPED 272/Foundations II: Fundamental Movement** **2 cr.**

(two 80-min./sem.)

(spring)

Study of the concept and underlying principles of movement; application of these principles to sports and dance.

**HPED 274/Concept-Based Fitness** **2 cr.**

(every semester)

This course is designed to provide the student with a broad background in the principles of fitness conditioning and exposure to various types of fitness activities. Instruction will be given in procedures for self-evaluation as well as the development of an individualized exercise program for the development of health and physical fitness.

**HPED 282/Individual and Dual Sports** **2 cr.**

(every semester)

The course will present introductory skills, knowledge, teaching methodology, evaluative techniques, and resources related to conducting at least three individual and dual sports activities. Primary emphasis is on knowledge of the skills and methodology. (Suggested sports: golf, tennis, badminton, and racquetball.)

**HPED 293/Developmental Activities** **2 cr.**

(spring)

Develop competence and ability to teach complex motor skills related to dance, gymnastics, and elementary games. These experiences develop conceptual understanding.

**HPED 372/Foundation III: Prevention and Care of Sports Injuries** **2 cr.**

(two 80-min./lab sem.)

(every semester)

*Prerequisites:* PHED 203, 204

Principles, organization, and administration of training room facilities. Preventive and remedial athletic bandaging, analysis of common injuries, first-aid and rehabilitation procedures, athletic training techniques.

**PHED 203, 204/Human Anatomy and Physiology** **6 cr.**

(two 80-min lecture, one 55-min. lab each semester)

(annually; 203 fall and 204 spring)

*Prerequisites:* BIOL 181, 182

Structure and function of the various tissues, organs, and systems of the human body, with applications of structural and functional relationships pertinent to the professions of health and physical education.

**PHED 221/Theory and Practice of Aerobic Exercise** **3 cr.**

(two 80-min./sem.)

(every semester)

Cardiovascular fitness through dance and generic movement including knowledge of physiological, anatomical, and biochemical characteristics and values of aerobics. A small additional fee may be required.

**PHED 292/Field Experience I** **2 cr.**

(one 55-min. lecture, one 110-min. lab.)

(every semester)

Observation of methods, techniques, organizational procedures, philosophies, and teaching styles currently used in elementary, middle/intermediate, and high school health and/or physical education classes. Field trips may be required at student expense.

**PHED 301/Kinesiology** **3 cr.**

(two 55-min./sem., one 110-min. lab/sem.)

(every semester)

*Prerequisites:* PHED 203, 204

Scientific principles of mechanics as they relate to motor skills. Individual projects and independent research will be stressed in laboratory sessions.



Prepares prospective student teachers in physical education by providing visits to public and private schools of elementary, middle, and secondary levels. Physical education programs will be observed and discussed, and some teaching experience may be provided. Field trips may be required at student expense.

**PHED 393/Practicum I** **3 cr.**

(every semester)

*Prerequisite:* PHED 301 or instructor's permission

Practical experience, observation, and participation in programs of corporate fitness/wellness, cardiac rehabilitation, physical therapy, or other health/wellness and sport promotion programs.

**PHED 400/Organization and Administration of Health and Physical Education** **2 cr.**

(every semester)

*Prerequisites:* 2.75 GPA. Concurrent enrollment in PHED 490

Program organization and administration in health and physical education. Legal foundations, personnel functions, budget and finance, facilities and equipment, public relations, and professional organizations discussed.

**PHED 490/Student Teaching—Health and Physical Education** **10 cr.**

(full-time—first or second semester)

*Prerequisite:* Meeting of all criteria for admission to student teaching

Full semester of student teaching during the senior year with approved teachers in selected schools of the state. Direct supervision by teachers and college supervisors. Observation, participation, and responsible teaching. 2.75 grade point average is required.

**PHED 493/Internship** **12 cr.**

(every semester)

*Prerequisites:* PHED 393, 401, HLED 170, and current in CPR

Emphasis upon practical experience, research, observation, participation, organization, administration, and supervision in programs of fitness, wellness, cardiac rehabilitation, physical therapy, or other health/wellness and sport promotion programs. Students may not take more than one additional course (max. four credits) while doing an internship.

**PHED 496/Survey of Teaching Health, Physical Education, and Safety in the Elementary Grades** **1 cr.**

(one 110-min./qtr.)

(every semester)

Designed to help individuals gain knowledge, assimilate information, and experience activities related to the teaching of physical education, health, and safety in grades K–8.

**PHED 497/Selected Topics in Physical Education** **1–3 cr.**

(occasionally)

In-depth study and/or field experience in current or specialized topics in physical education proposed by the faculty and approved by the department.

**PHED 499A–F/Independent Study in Physical Education** **1–6 cr.**

(every semester)

*Prerequisite:* Approval of topic by department

For advanced students; in-depth study of a carefully defined area of physical education.

**SAFT 335/Driver Education** **3 cr.**

(Teacher Certification)

(three 80-min. lab/sem.)

(every semester)

Methodology relating to knowledge, skill, and psychological considerations in teaching driver education. Completing this course certifies students to teach driver education in New Jersey.

**HLED 160/Current Health and Wellness Issues** **3 cr.**

(two 80-min./sem.)

(every semester)

Perspectives on the World: Social Sciences-Content

Investigates a broad range of health-related problems as they affect humankind in the environment.

**HLED 351/Stress Management** **3 cr.**

(two 80 min./sem.)

(every semester)

Designed to help individuals relax, energize, and cope through learning strategies for desensitization to stressful situations, enhancement of self-image, and development of scientific relaxation techniques. A small additional fee may be required.

**HLED 353/Analysis of Drug Dependencies 3 cr.**

(two 80-min./sem.)

(every semester)

Analysis of drug dependencies and their effect on the individual and society. The use, misuse, and abuse of mood-modifying substances including tobacco, alcohol, and other drugs, both therapeutic and illicit. Implications for instruction in the public schools.

**HLED 356/Foundations of Sex Education 3 cr.**

(two 80-min./sem.)

(every semester)

Analysis of human sexuality including human sexual response, value clarification, contraception, abortion, reproduction, social mores, homosexuality, sex research, and sex education. Curriculum design and implementation.

**HLED 358/Perspectives on Aging, Death, and Dying 3 cr.**

(two 80-min./sem.)

(every semester)

Analysis of personal meanings of aging, death, and dying viewed from biological, psychosocial, medical, and bioethical aspects. Roles of professionals in these areas and appraisal of current trends and research.

**HLED 456/Seminar: HIV Prevention Education 3 cr.**

(two 80-min./sem.)

(annually)

Transmission, risk reduction, psychosocial issues, community resources and services, current research findings, and issues relevant to prevention of HIV infection.

**HLED 459/Counseling for Health Issues 3 cr.**

(two 55-min./sem.)

(every semester)

Basic counseling techniques are applied to health-related areas. The health educator's role is examined as a counselor involved with students, schools, and the community.

**HLED 460/ Comprehensive School Health 3 cr.**

(two 80-min./sem.)

(every semester)

The programs of school and community health including their scopes, functions, organization, and administration, and their relationships to the needs of the total community are reviewed.

**HLED 480/Health Promotion Program Management 3 cr.**

(every semester)

*Prerequisites:* HLED 172, PHED 204, PHED 301, PHED 311, PHED 393

An introduction to program management options for work-site health promotion systems. Emphasis will be placed on working within a corporate culture, examining the various opportunities for health promotion implementation, while studying the impact these options have on human resource requirements.

Included in the course will be a unit focused on strength training and conditioning. Completion of this course, including all prerequisites, will assist in preparing the student for National Strength and Conditioning Association certification as a Certified Strength and Conditioning Specialist. NSCA examination fee at student's expense.

**HLED 497/Selected Topics in Health 1-6 cr.**

(occasionally)

In-depth study and/or field experience in current or specialized topics proposed by the faculty and approved by the department. The course may be repeated each time the content changes.

**HLED 499A-F/Independent Study in Health 1-6 cr.**

(every semester)

*Prerequisite:* Approval of topic by department; for advanced students

In-depth study of a carefully defined area of health.

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