



SUBJECT MATTER PREPARATION

COURSE SELECTION GUIDE

The following courses are approved by New Jersey Department of Education as subject matter preparation for the following Certificate of Eligibility:

- HEALTH AND PHYSICAL EDUCATION (CODE 1605)
- PHYSICAL EDUCATION (CODE 1630)

BIO 1120 Anatomy & Physiology I, 4 credits ■

A study of the structural and functional relationships of the human body: a detailed study of the individual organism, cell functions, histology, integumentary, skeletal, muscular, respiratory, and circulatory systems will be covered in lecture. The labs will be dedicated to studying human skeleton, human musculature and cardiovascular and internal organs using models and virtual dissection with Real Anatomy CD rom. Cat dissection is included as demonstration.

Prerequisites: None

BIO 1130 Anatomy & Physiology II, 4 credits ■

A study of the structural and functional relationships of the human body: a detailed study of the individual organism, cell functions, histology, integumentary, skeletal, muscular, respiratory, circulatory, nervous, endocrine, reproductive, urinary and digestive systems. Laboratory dissection of the cat, human skeleton as well as nervous, endocrine, reproductive, digestive and urinary systems; metabolism, acid-base balance and water and electrolyte balance.

Prerequisites: BIO 1120 Anatomy & Physiology I

BIO 1140 Applied Anatomy and Physiology, 4 credits ■

A study of human anatomy and physiology with emphasis on developing an understanding of the interrelationships of the body systems in maintaining homeostasis in both health and disease. Emphasis on nervous and endocrine control mechanisms and the muscular and respiratory systems. *Prerequisites: None*

KNES 2200 Motion Analysis, 3 credits ■

The aim of this course is to examine the process, techniques and tools available to: 1) examine an individual's movement, 2) determine optimal performance of the movement for that particular individual and, 3) develop and implement a plan that will ensure success along the path from initial to optimal performance. This class is Technology Intensive. *Prerequisites: None*

KNES 2300 Tests and Measurements, 3 credits ■ ■

A study of the role of evaluation in physical education, the organization and administration of a testing program, and appropriate statistical methods used in a testing program. *Prerequisites: None*

KNES 2550 Disability and Diversity in Physical Activity, 3 credits ■ ■

The study of adapted physical education and activity. Specific topics include historical and legal aspects of various disabilities, individualized activity programming and assessment for individuals with exceptionalities, relationship between school/community/agencies providing special programs and services, and issues of cultural diversity and its' effect on individual learning and behavior across physically-related settings. *Prerequisites: None*

PETC 1200 Dual Net Games, 1 credit ■ ■

This course offers students with the requisite content knowledge to effectively teach dual net games to elementary and secondary students. Students will also develop their own personal competence in motor skills that relate to successful participation in tennis, badminton, & pickle ball. Effective physical education pedagogy will be modeled as students are exposed to techniques, principles and fundamentals associated with both the recreational and competitive aspect of these sports. Practical playing experience is provided as students develop a competent level of skill and understanding of the game. *Prerequisites: None Satisfies "DUAL" requirement.*

PETC 1210 Team Invasion Games, 1 credit ■ ■

This course offers students with the requisite content knowledge to effectively teach team invasion games to elementary and secondary students. Students will also develop their own personal competence in motor skills that relate to successful participation in football, basketball, and soccer. Special emphasis will be on modeling quality teaching practices as students get exposed to how to effectively teach the techniques, principles and fundamentals associated with both the recreational and competitive aspect of the aforementioned sport games. *Prerequisites: None Satisfies "TEAM" requirement.*

PETC 1220 Individual Performance Games, 1 credit ■ ■

This course offers students with the requisite content knowledge to effectively teach individual games to elementary and secondary students. Students will also develop their own personal competence in motor skills that relate to successful participation in track & field, archery or swimming. Effective physical education pedagogy will be modeled as students are exposed to techniques, principles and fundamentals associated with both the recreational and competitive aspect of these sports. Practical playing experience is provided as students become students of the game and ultimately better teachers. *Prerequisites: None Satisfies "INDIVIDUAL" requirement.*

PETC 2230 Team Net and Field Games, 1 credit ■ ■

This course offers students with the requisite content knowledge to effectively teach team net and field games to elementary and secondary students. Students will also develop their own personal competence in motor skills that relate to successful participation in softball, lacrosse, and volleyball. Effective physical education pedagogy will be modeled as students are exposed to techniques, principles and fundamentals associated with both the recreational and competitive aspect of these sports. Practical playing experience is provided as students become students of the game and ultimately better teachers. *Prerequisites: None Satisfies "TEAM" requirement.*

PETC 2240 Team Invasion Games II, 1 credit ■ ■

This course offers students with the requisite content knowledge to effectively teach team invasion games to elementary and secondary students. Students will also develop their own personal competence in motor skills that relate to successful participation in Team Handball, Floor Hockey, and Frisbee. Effective physical education pedagogy will be modeled as students are exposed to techniques, principles and fundamentals associated with both the recreational and competitive aspect of these sports. Practical playing experience is provided as students become students of the game and ultimately better teachers. *Prerequisites: None Satisfies "TEAM" requirement.*

PETC 2250 Individual Dance, 1 credit ■ ■

This course provides an introduction to Dance and strategies for teaching Dance. By design, the student is exposed to various techniques, principles, and fundamentals associated with the creative, recreational, individual, social, and cooperative aspects of dance/movement activities. Students are exposed to methods and practice tasks, which enable them to become more knowledgeable, literate dance/movement participants, and ultimately, better teachers of these activities. *Prerequisites: None Satisfies "INDIVIDUAL" requirement.*

PETC 2450 Teaching Fitness Activities in Physical Education, 3 credits ■ ■

Students will acquire leadership skills in performing, demonstrating, and teaching aerobic activities in the format of group exercise. Special emphasis is placed on the instructional practices needed to successfully teach a group fitness class at the secondary level in physical education. Also emphasized on the development of fitness based lesson plans and the proper progression of students' skills, fitness and abilities levels over the course of a semester. *Prerequisites: None*

PETC 2720 Sports Coaching Methods, 3 credits ■ ■

This course combines sport science theory and research with practical knowledge and proper methodology to develop future sport coaches. Special emphasis will be on the many roles and responsibilities a head coach may assume and the current trends and issues facing the coaching profession. Additional emphasis will be placed on current theoretical perspectives in the field of sport psychology and students appropriately evaluating current coaching literature. Additional emphasis will be on nutrition, supplements and training athletes to prevent injury and increase sports performance. Students will leave with the requisite knowledge and pedagogy to successfully coach athletes with or without disabilities in college, high school, and youth sport teams. *Prerequisites: None*

PETC 2750 Teaching Strength and Conditioning in Physical Education, 3 credits ■ ■

This course offers students with the requisite content and pedagogical knowledge to conduct a standards based, student-centered strength training class at the secondary level that promotes health and lifetime personal wellness. Special emphasis will be placed on individualizing strength programs that allow students to reach personal goals and health objectives. Additional emphasis will be placed on efficient methodologies and teacher best practices that aims to create a safe and conducive learning environment. *Prerequisites: None*

PETC 2800 Adventure Education, 3 credits ■ ■

Students will acquire leadership skills in performing, demonstrating, and teaching aerobic activities in the format of group exercise. Special emphasis is placed on the instructional practices needed to successfully teach a group fitness class at the secondary level in physical education. Also emphasized on the development of fitness based lesson plans and the proper progression of students' skills, fitness and abilities levels over the course of a semester. *Prerequisites: None*

PBHL 1100 Healthy U, 3 credits ■

This course is about the care and maintenance of you. How healthy we are throughout our lives depends in large part on our health behaviors. this course will help you to make healthier decisions in key areas including mental health and stress management, sexuality, addiction, diet, weight management and fitness. Through critical evaluation of information and its application to your personal wellness, it aims to support a lifelong healthier you. *Prerequisites: None*

PBHL 2800 Wellness and Nutrition Education K-12, 3 credits ■

This course is designed to provide the student with the skills, knowledge, and philosophy necessary to develop and teach lessons on personal wellness and nutrition in the K-12 setting. Students will acquire knowledge about health promotion concepts and skills, and learn the principles and procedures used in teaching, planning and evaluating this content in the K-12 setting. This course addresses the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education, Standards 2.1 and 2.2. *Prerequisites: None*

PBHL 2810 Drug Education K-12, 3 credits ■

This course is about the care and maintenance of you. How healthy we are throughout our lives depends in large part on our health behaviors. this course will help you to make healthier decisions in key areas including mental health and stress management, sexuality, addiction, diet, weight management and fitness. Through critical evaluation of information and its application to your personal wellness, it aims to support a lifelong healthier you. *Prerequisites: None*

PBHL 2820 Sexuality Education K-12, 3 credits ■

This course is designed to provide the student with the skills, knowledge, and philosophy necessary to develop and teach lessons on healthy relationships and human sexuality in the K-12 setting. Students will acquire knowledge about the physical, emotional, and social aspects of relationships and sexuality and learn the principles and procedures used in teaching, planning and evaluating this content in the K-12 setting. This course addresses the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education, Standard 2.4. *Prerequisites: None*

ADVANCED LEVEL

KNES 3300 Biomechanics, 3 credits ■ ■

This course will examine human motion, including the structure and function of the various systems that contribute to movement from a mathematical and physics perspective. Special emphasis is placed on the movement analysis and how technique can be examined using the theories within biomechanics. Also emphasized is the biomechanical analysis of motion using advance technological tools available in this discipline. This is a Technology Intensive course. *Prerequisites: None*

KNES 3530 Motor Learning, 3 credits ■ ■

Acquaints the student with the concepts and principles involved in motor skill learning and performance; in particular, the implications for teaching and progressions in learning are stressed. A laboratory experience provides opportunities to replicate theoretical constructs. The in-person section of this course is writing-intensive. *Prerequisites: None*

KNES 4500 Psycho-Social Dimensions of Sport, 3 credits ■ ■

Acquaints the student with the concepts and principles involved in motor skill learning and performance; in particular, the implications for teaching and progressions in learning are stressed. A laboratory experience provides opportunities to replicate theoretical constructs. The in-person section of this course is writing-intensive. *Prerequisites: None*

PETC 3110 Movement Education, 3 credits ■ ■

A different approach toward teaching in which a more individualized program is set up with the larger group (class). Students become aware of the basic movements of the body in relation to time, space and force at their own rate according to ability level. *Prerequisites: None*

PETC 3310 Management and Planning in Physical Education, 3 credits ■ ■

The methods and appropriate strategies for managing students in physical education settings are emphasized. In order to teach effectively, students need to be well behaved, on-task, and organized in a safe conducive environment. Students will analyze effective management, practice and develop their own skills to manage a classroom, and work collaboratively on creating a management plan that is preventative in nature. Additional focus will be given to lesson planning, writing and reaching objectives in physical education lessons. *Prerequisites: None*

PETC 3650 Assessment in Physical Education, 3 credits ■ ■

A study of the role, design and application of formative and summative evaluations via traditional and alternative/authentic assessments in physical education. Multiple assessment strategies are studied and applied with the goal of organizing a comprehensive evaluation of the performance of physical skills by k-12 public school students. Moreover, statistical and reporting methods used in a critical thinking approach to evaluation. *Prerequisites: PETC 3110 Movement Education*

PETC 3840 Adapted and Inclusive Physical Education, 3 credits ■ ■

The teaching of physical education with emphasis on students with disabilities. Course focus includes the determination, planning, and programming needs of IEP-driven physical education. Information on various disabilities plus strategies for culturally-responsive and inclusive instruction, measurement, assessment, evaluation, transition, and behavior management will be addressed. *Prerequisites: KNES 2550 Disability & Diversity in Physical Activity*

PETC 3950 Methods of Teaching Elementary Physical Education, 3 credits ■ ■

The principles of curriculum development in elementary school physical education programs. Students learn how to teach physical education activities designed for elementary school children. *Prerequisites: PETC 3110 Movement Education, PETC 3310 Management and Planning in Physical Education*

PETC 3960 Methods of Teaching Secondary Physical Education, 3 credits ■ ■

The physical education teacher's role in facilitating the adolescent student's growth and development through movement activities. A variety of teaching styles are explored. Includes administrative duties and responsibilities of the physical education teacher at the secondary level. *Prerequisites: Prerequisites: PETC 3110 Movement Education, PETC 3310 Management and Planning in Physical Education*

PBHL 4520 Teaching School Health, 3 credits ■

This course is designed to provide the student with the skills, knowledge, and philosophy necessary to become a successful school health educators. Principles and procedures used in teaching, planning, and evaluating the school health program are emphasized. *Prerequisites: None*