

North Carolina Agricultural & Technical State University

HUMAN PERFORMANCE & LEISURE STUDIES **School of Education**



Our Vision Your Future

Chair: Dr. Deborah Callaway



WELCOME

Welcome to the Department of Health Performance & Leisure Studies, an integral unit in the School of Education and an essential component of the total program of the University. The faculty and staff are pleased that you have chosen **Fitness & Wellness** as your professional pursuit. They are available to provide you with assistance, support, and advisement throughout your professional training. Your success is very important to all of us.

Thank you for choosing North Carolina A and T State University.

WELCOME FROM THE CHAIR **DR. Deborah Callaway**

The department of Human Performance and Leisure Studies (HPLS) is committed to assisting our students reach their full potential as future leaders in the sports sciences, fitness and recreation fields. In addition to our young and energetic faculty, our department offers a new Human Performance & Research Laboratory, which provides students with state-of-the-art equipment for health and fitness assessment, including RT3 tri-axial accelerometers, a Polar Tri-Fit Health Assessment System, a ParvoMedics 2400 metabolic cart, and a BOD POD for body composition analysis.

THE UNDERGRADUATE FOCUS

This handbook, the ***UNDERGRADUATE FOCUS***, has been prepared for students engaged in professional preparation in Human Performance and Leisure Studies. The purpose of the handbook is twofold: (a) To provide information relative to the department's programs and their requirements, and (b) To assist the student in planning his/her academic program.

The materials presented herein, used in conjunction with the University Bulletin and regular consultation with respective departmental advisors, should enable the students to successfully progress toward his/her baccalaureate degree.

UNDERGRADUATE PROGRAMS

The Sport Science and Fitness Management (SSFM) degree is designed to prepare students at the undergraduate level to promote and manage programs based on current principles of exercise science research. In addition, this degree will prepare students to enter graduate programs in exercise and sports science or related fields of study.

Students in the SSFM program will be capable of conducting adult physical fitness testing, implementing cardiac rehabilitation, and developing personal fitness training regimens that involve exercise and physical activity. Professionals often work in commercial, corporate, industrial, recreational, educational and medical settings. Students choose either a business or recreation concentration within the sports science and fitness management degree program.

Sports Science and Fitness Management **Business Administration Concentration**

The business Administration concentration focuses on the knowledge and skills necessary for managerial duties in commercial and corporate areas, as well as independent contracting. Students in this concentration are required to take 15 hours of courses in Business Administration as part of the 128 credit hours required for graduation.

Sports Science and Fitness Management **Leisure Studies Concentration**

The Leisure Studies concentration focuses on the operation and maintenance of public parks and recreation agencies and the provision off the private, voluntary, and commercial levels. Students in this concentration are required to take 18 hours of courses in Leisure Studies as part of the 128 credit hours required for graduation.

All students in the Sports Science and Leisure Studies degree program are required to maintain a 2.3 GPA. A minimum grade of C in all Sport Science and Fitness Management core and professional courses is required as well as the completion of 128 semester hours.

ADVISEMENT POLICY AND PROCEDURE

1. All incoming freshmen and transfer students are assigned to the faculty freshman advisor in the Department. The advisees stay with the freshman advisor until the middle of the next academic year.
2. Permanent advisors will be assigned during the student's second semester. Advisees will be informed, in writing, as to their new advisor.
3. Student can change advisors with the consent of the Department's chairperson and new advisor. A change of advisor form must be completed and approved.
4. All advisees must check the advisement schedule of their advisor posted on the advisor's office door a week prior to pre-registration period. Advisees should then arrange for a conference time with their respective advisor.
5. All schedule requests, including drops and/or adds, should be signed by the advisee's advisor.
6. Advisees are encouraged to confer with their advisors, not only during preregistration period, but throughout the semester as well.



INTERNSHIP REQUIREMENTS /IN FITNESS AND WELLNESS MANAGEMENT

- 1) Students should have senior standing to be eligible for internship**
- 2) Students must have completed all General Education requirements**
- 3) Students must complete all hours required in the Fitness Wellness Management Major**
- 4) Student must complete all hours required in Support Courses**
- 5) Attained an average of 2.0 or better in all work undertaken in the University**
- 6) Attained a “C” or better in all professional and subject matter courses**
- 7) The internship instructor and Department Chair must first approve the agency selected for the internship before the student may begin the experience. This process includes the Internship Eligibility Form, the Internship Application, and the Internship Agreement.**
- 8) Obtain insurance through the University.
Sports Science and Fitness Management
Academic Probation/Suspension**

A student that does not meet the requirement of a 2.0 GPA will be placed on probation for the next semester of enrollment and is required to remove the deficiency in that semester. Failure to remove the deficiency during the probation period will lead to suspension from the Sports Science and Fitness Management Major. A student who is suspended may file a written petition with the department chair to waive the suspension. The student who has been suspended and re-admitted with a waiver from the department chair will be required to maintain a minimum 2.0 GPA in each successive semester following re-enrollment.

A student who fails to meet the minimum requirements after having been suspended and/or re-admitted is subject to permanent academic dismissal from the major.

Student_____

Advisor_____

Department Chair



THEME: PREPARING PROFESSIONAL EDUCATORS AS CATALYSTS FOR LEARNING “RAISING THE BAR”

The School of Education’s teacher education program has high expectations for its candidates, faculty and public school personnel who assist our candidates in becoming “catalysts for learning .“ The **Conceptual Framework** of the unit articulates the shared vision for the preparation of elementary and secondary teachers and other personnel to work in P-12 schools. The vision is based on the mission of the institution and the School of Education. The conceptual framework, also built upon the mission of the University and School of Education, provides the direction for the entire program including candidates, field-experiences, resources, and governance. The theme, Professional Educator: Catalyst for Learning, reflects the knowledge, skills and dispositions that are modeled by faculty and developed in candidates through courses, field-experiences and other opportunities. The knowledge base for the framework is derived from the professional societies, research, and current best practices. The framework is based on the professional standard for licensure required by North Carolina State Department of Public Instruction (DPI), Specialty Areas Standards (SAS), Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for the Accreditation of Teacher Education (NCATE), and National Board for Professional Teaching Standards (NBPTS). The philosophical foundation for the program is a dynamic model that includes a broad view of constructivism and, also encompasses developmental, cognitive, and behavioral models.

The faculty’s recognition of their roles significantly changed the way the model was viewed and, also, changed the way faculty perceive themselves in preparing teachers and other educational professionals.

Faculty interact with candidates allowing them to engage in many learning experiences to ensure that they have mastery of the content areas, along with professional guidelines, pedagogical knowledge, communication techniques, and technology skills. In addition, it is important that candidates develop appropriate dispositions toward learning and teaching as professionals. Therefore, faculty and candidates develop knowledge, skills and dispositions to (1) apply diversity principles to ensure that all students learn, (2) use appropriate assessment in evaluating learning and adjusting to instruction, (3) use reflective practice in improving instruction and ensuring that candidates are continuous learners and (4) use technology as a learning tool to enhance instruction, improve delivery, support assessment, and extend evaluation. Considering what teachers know and are able to do, the units distinguish its graduates by imbuing them with emphases on diversity, assessment, reflection and technology (DART):

Diversity — Candidates in the initial and advanced programs understand how all children learn and develop, and provide the intellectual, social and personal support to insure that students achieve.

Assessment — Candidates understand and use traditional and authentic assessment to determine students’ intellectual, social and personal development.

Reflection — Candidates understand the importance of applying reflective practices related to subject matter human learning and development, pedagogy, theory and technology in the learning community.

Technology — Candidates understand the importance and use of technology in the teaching and learning process.

This inclusive model provides a natural bridge between the professional standards, the K-12 partners and other constituents.

In summary, our designated “catalyst for learning” is a professional educator who is able to optimize conditions for learning in culturally diverse classrooms. This professional, having evolved over time, has developed cognitively, technically and socially (Zimpher, 1988). In addition, this professional has been trained in a community of learners with a shared culture. The professional education student exiting basic and advanced programs will have diversified skills including, but not limited to, the ability to assess learning styles and learning abilities, to work with diverse populations, reflect on practice and integrate technology effectively in teaching. The alignment of standards reflects the knowledge, skills and dispositions of the professional educator.

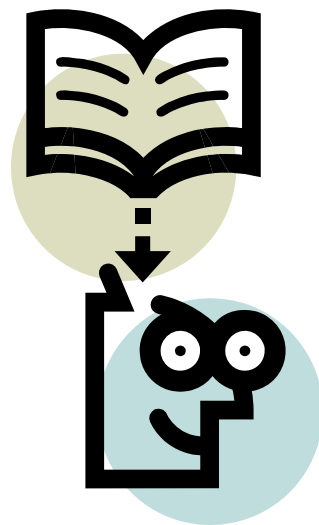
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SOE Student Technology Information Pack



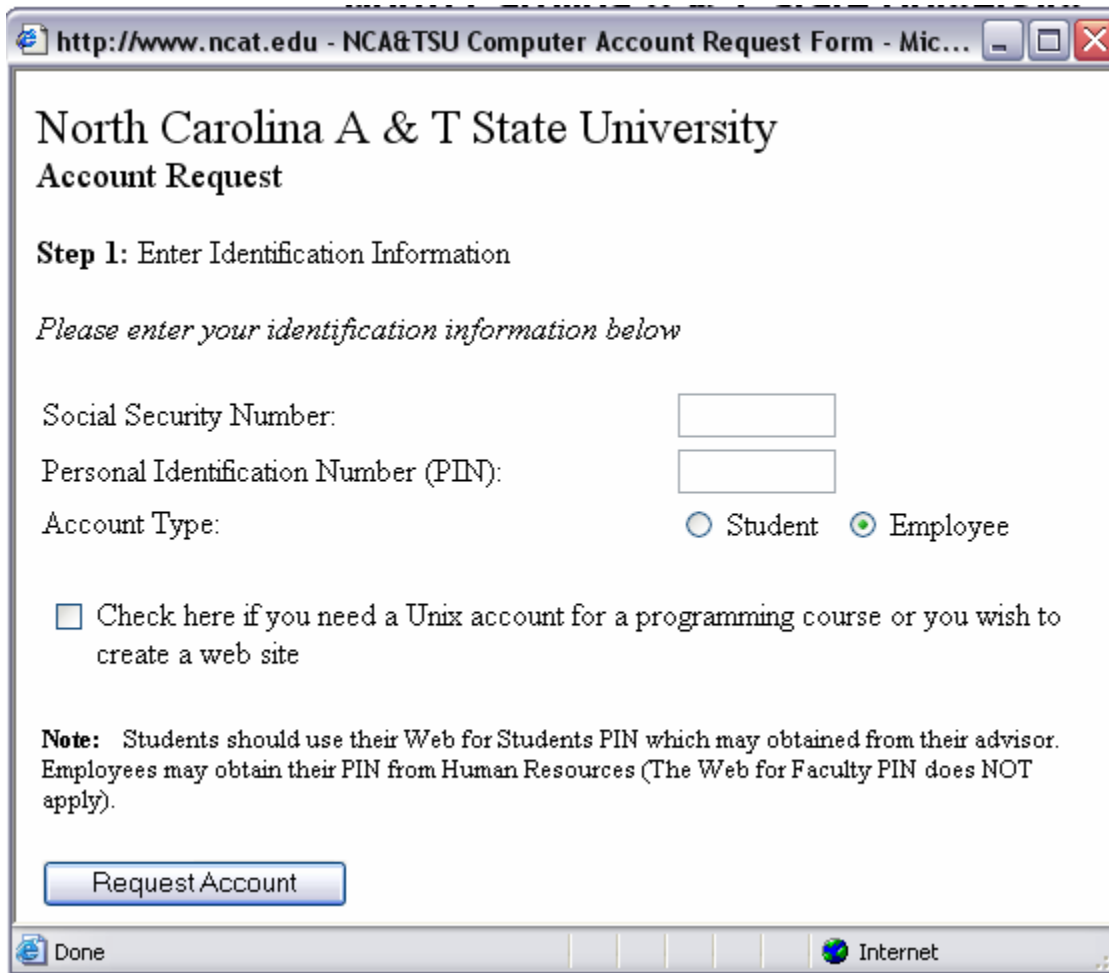
Contents

- How to obtain a University's Email account
- How to access Blackboard
- Aggie Access On-Line: Web of Student Access
- College Livetext Registration

How to obtain a University's Email account

Request an A&T State University Email Account

Step 1. Go to this website: <http://www.ncat.edu/accounts/request.php>
Follow the instructions on the screen.



The screenshot shows a web browser window titled "http://www.ncat.edu - NCA&TSU Computer Account Request Form - Mic...". The page content is as follows:

North Carolina A & T State University
Account Request

Step 1: Enter Identification Information

Please enter your identification information below

Social Security Number:

Personal Identification Number (PIN):

Account Type: Student Employee

Check here if you need a Unix account for a programming course or you wish to create a web site

Note: Students should use their Web for Students PIN which may obtained from their advisor. Employees may obtain their PIN from Human Resources (The Web for Faculty PIN does NOT apply).

Done Internet

How to obtain your PIN number?

PIN numbers can only be obtain through your academic advisor in person. They are not at authorized to give a PIN number over the phone and via email.

What is your PIN number used for?

PIN numbers are used as a password to access Blackboard and Web for Students.

Accessing Blackboard

Step 1. Go to this website: <http://ncat6.blackboard.com/>

Step 2. Click on the Login Button



Have an Account? Login Here.

Enter login information here and click the Login button below.

Username:

Password:

Username: Type in your email user name in the username field.

Password: Type in you Pin Number for your password. (obtain from your academic advisor).

Aggie Access On-Line: Web for Students


The process is simple. Log in to [Web For Students](#), key in the student identification number and personal identification number (PIN). The next page will ask for verification of the PIN.

Services available through [Web For Students](#) are:

- Register For Classes
- View your academic record - grades, institutional transcripts, degree audit
- Account Summary
- View Holds
- View Class Schedule
- View & Update Address Changes
- Review Financial Aid Information

Student lost PINS can only be obtained from that student's advisor or department chair.

Step 1. Go to the Website: <https://webfor1.ncat.edu/>



NORTH CAROLINA A&T STATE UNIVERSITY

- Enter Student Services**
Register for classes, review your financial aid, personal, and graduation information; request copies of your transcript, view your schedule, grades, and account inf
- Prospective Students**
Request information about our institution.
- Apply for Admission**
Apply for admission to our institution.

Step 2. Click on the “Enter Student Services” link.

Student Login

 Please enter your Student Identification Number and your Personal Identification Number (PIN) and select **Login**.

Student ID:

PIN:

Remember to select buttons and menu links only **once**.

Step 3. Follow the instructions on the screen to login. Any problems or comments call 334-7595.

College Livetext Registration

College LiveText edu solutions is a suite of web-based tools that allow colleges and universities to develop, manage, and assess program and student achievements. From portfolios and coursework to assessments and accreditation data-reporting our services assist hundreds of universities in meeting these demands. As national and state accreditation agencies intensify the complexity of accreditation LiveText offers simple solutions to complex problems.

Teacher Education majors will develop a portfolio throughout their academic program and submit it as an exit portfolio at the end of their Student Teaching. This required for graduation.

SOE students can purchase College Livetext (keycode) from NC A&T's Book Store. SOE students will use College Livetext to retrieve an electronic portfolio template, and add content to their portfolio.

Access College Livetext tutorials at this website: (Copy and paste this web address in your internet URL field)

<http://www.ncat.edu/~schofed/SOETStutorial.htm>

Once there click on College Livetext Student Tutorial link under L



TABLE OF CONTENTS

	PAGE
WELCOME	1
THE UNDERGRADUATE FOCUS	1
MISSION, GOALS, & OBJECTIVES	1-2
UNDERGRADUATE PROGRAMS IN PHYSICAL EDUCATION	2
UNDERGRADUATE PROGRAMS CHART	3
THEME: PREPARING PROFESSIONAL EDUCATORS AS CATALYSTS FOR LEARNING “RAISING THE BAR”	4
TEACHER EDUCATION – PROGRAM OF STUDY	6
TEACHER EDUCATION – COURSE OF STUDY	7
SECOND CONCENTRATION OPTIONS	8
PROPOSAL FOR INTERDISCIPLINARY SECOND CONCENTRATION	9
FITNESS/WELLNESS MANAGEMENT CONCENTRATION – PROGRAM OF STUDY	10
FITNESS/WELLNESS MANAGEMENT CONCENTRATION – COURSE OF STUDY	11
FITNESS/WELLNESS MANAGEMENT SECOND CONCENTRATION – BUSINESS ADMINISTRATION	12
RECREATION ADMINISTRATION – PROGRAM OF STUDY	13
RECREATION ADMINISTRATION – COURSE OF STUDY	14
ADVISEMENT POLICY AND PROCEDURE	15





FITNESS/WELLNESS MANAGEMENT CONCENTRATION PROGRAM OF STUDY

Program Objectives - The student will be able to

1. Demonstrate the ability to organize and administer fitness/wellness programs for a wide range of persons.
2. Demonstrate knowledge and practical experience in the supervision and administration of fitness/wellness programs.
3. Demonstrate knowledge of exercise science including anatomy, physiology, exercise physiology, kinesiology and nutrition.
4. Demonstrate knowledge of risk factor identification, fitness appraisal, exercise prescription, lifestyle modification techniques and injury prevention.
5. Demonstrated ability to safely apply the principles of exercise to fitness/wellness programs.
6. Demonstrate the ability to evaluate the physiological and psychological effects of regular exercise.
7. Demonstrate practical experience with exercise leadership and instruction.
8. Demonstrate the ability to be a knowledgeable fitness/wellness resource and refer others to appropriate sources of information.
9. Demonstrate the ability to utilize diverse instructional technology appropriate to fitness/wellness management.

Program Requirements

A. General Education courses: 37 credit hours

ENGL 100 (3); ENGL 101 (3); ENGL 200 (3); ENGL 201 (3); MATH 101 or above (6); HIST African/African American (3); HIST - Global Studies (3); Natural Science (4); SPCH 250 (3); PSYC 320 (3); PHED 200 (2); PHED 101 (1).

B. Fitness/Wellness Management courses: 27 credit hours

PHED 201 (2); IHED 202 (2); PHED 203 (2); PHED 204 (2); PHED 300 (2); HEFS 337 (3); PHED 301 (2); PHED 400 (3); PHED 401 (3); PHED 590 (6).

C. Physical Education courses: 40 credit hours

PHED 105 (1); PHED 231 (2); PHED 240 (2); PHED 271 (2); PHED 350 (2);



PHED 440 (2); PHED 442 (2); PHED 445 (3); PHED 470 (3); PHED 475 (3);
PHED 520 (3); PHED 563 (3); PHED 566 (2); PHED 569 (3); PHED 570 (3);
BIOL 361 (4).

D. Second Concentration courses: 24 credit hours

Completion of 24 credit hours in the second concentration of Business
Administration