

**DEPARTMENT  
EXERCISE SCIENCE AND PHYSICAL EDUCATION**

**UNDERGRADUATE HANDBOOK**

Policies and Practices  
For Students

Department Overview.....	2
Department Mission .....	3
Department Programs.....	3
Department History.....	4
Department Organizational Chart .....	6
Academic Calendar .....	7
Fall 2006 .....	7
Spring 2007.....	7
Summer 2007 .....	7
Academic Programs .....	8
Bachelor of Science in Physical Education and Health, Dual Teaching Certification (PHED).....	8
(PHED) Four-Year Course Plan .....	9
Bachelor of Science in Physical Education in Adult Fitness Concentration (PEAF) .....	10
(PHED) Four-Year Course Plan .....	11
Bachelor in Science in Athletic Training Undergraduate Program (ATEP).....	12
(ATEP) Four-Year Course Plan .....	14
The Panzer Student.....	15
Advisement Procedures.....	16
Department Coordinators .....	16
General Advising Tips.....	17
Scholarships and Awards.....	20

## Exercise Science and Physical Education

### Department Overview

The Department of Exercise Science and Physical Education (ESPE) provides preparation in both graduate and undergraduate education. Thirteen full time faculty, twelve adjuncts, and five graduate assistants staff courses which lead to Bachelor of Science and Master of Arts degrees. In addition the department offers an array of physical activity courses designed to meet the Physical Education requirement in the Universities General Education Program. Our theory, technology, research, adult fitness, exercise science, athletic training, coaching, sports management, and physical education courses are designed to meet the needs of the educational and corporate entities in New Jersey. Undergraduate students are educated in our nationally recognized Physical Education and Health certification program for grades K-12, in our degree granting NATA certified [Athletic Training](#) program and innovative program in Adult fitness which features internships with the major sports industries in the metropolitan NY area.

There are two graduate programs and one certification program for students who wish to study in the general area of physical education. The Masters of Arts in Physical Education provides students the opportunity to pursue advanced study in the area of physical education. The Masters of Arts of Teaching is designed for students who have a baccalaureate degree in another discipline and wish to obtain a New Jersey initial certification in Physical Education K-12 and a Master's degree simultaneously. The Post Baccalaureate Program is designed for students who have a baccalaureate degree and wish to obtain just a New Jersey Initial Certification in Physical Education K-12.

ESPE offers many opportunities for both students majoring in these diverse areas of study as well as students generally interested in our unique professions. Although the career goals of majors are varied, there are certain common threads. Students tend to be people-oriented, concerned with lifelong activity, and interested in general fitness, wellness and business concepts. These characteristics apply to students preparing for traditional careers as teachers, clinicians, administrators and managers.

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## Department Mission

The mission of the Department of ESPE is to prepare students to promote the value of health and physical activity. Our **professional programs prepare undergraduate** and graduate students to be well educated citizens who are competent in their respective specialties. The department seeks to prepare professionals to make good judgments, understand the moral dimensions of their profession, assume responsibility for being stewards of best practice within their profession, and understand the role of enculturation of all members of the society into a political and social democracy. Students repeatedly engage in active learning experiences, use appropriate technology to solve problems, and think critically. The department has three distinct program areas that address specific goals at the undergraduate level: Physical Education, Adult Fitness, and the Athletic Training Education Program. Professional development programs on the graduate level are offered in the areas of Physical Education. Each of the programs supports the department's delivery of the mission. The physical education and health teacher education program is accredited through the National Council for Accreditation of Teacher Education (NCATE), and [Athletic Training Education Program \(ATEP\)](#) is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In addition, each program area in the department offers courses that satisfy the general education requirement.

The specific program missions are as follows:

## Department Programs

### Undergraduate Programs

#### **Adult Fitness:**

Adult Fitness concentration prepares majors for a corporate, clinical (cardiac rehabilitation), commercial, and community setting. The Association for Worksite Health Promotion recognized the Adult Fitness Program with an outstanding Professional Preparation Award. This concentration provides opportunities for Physical Education majors to develop the competencies necessary to assume leadership roles in fitness centers and cardiac rehabilitation programs. The program speaks to the expressed need in today's society of providing trained physical educators for a variety of employee opportunities in non-school settings such as corporate, industrial and commercial fitness centers and including clinical and medical settings.

#### **Athletic Training Program:**

The Athletic Training Education Program (ATEP) at Montclair State University is a professional education that prepares students for the Allied Health Profession of Athletic Training. Students successfully completing the program will receive a B.S. in Athletic Training. Athletic Trainers provide health care to physically active individuals in a number of settings. The program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Upon completion of the program students are eligible for the National Athletic Trainers' Association Board of Certification examination. Employment opportunities exist in scholastic, collegiate, university and professional athletic and sports medicine setting.

#### **Physical Education and Health Teaching Certification**

The dual physical education and health teaching certification program prepares majors for teaching careers in the public school from grades K-12. Students pursuing teacher certification are admitted to the Teacher Education Program. They also follow a specific professional sequence, which involve field experiences. The requirements for admission include maintaining a minimum grade point average (GPA) of 2.75 in health and physical education major courses) and a 2.75 GPA overall.

## Graduate Programs

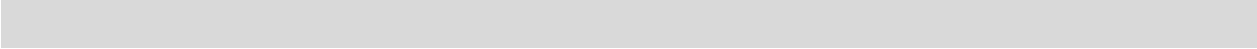
**Masters of Teaching in Physical Education:** The Masters of Teaching in physical education offers advanced professional study with concentrations in teaching and supervision of physical education, coaching and sports administration, and exercise sciences. Coursework includes theory, practical experiences, and analytic methods, culminating in the conduct of a formal research project. The program provides professional development opportunities to enhance the effectiveness of students in teaching and supervision in school programs, coaching and administration in athletic programs, and conducting and directing exercise programs in clinical, corporate, or commercial settings.

**Masters of Arts in Teaching:** The Master of Arts in Teaching (MAT) is designed for students who have a baccalaureate degree in another discipline and wish to obtain a New Jersey initial certification in Physical Education K-12 and a Master's degree simultaneously. The MAT offers students the opportunity to develop the knowledge and the skills needed to teach PE effectively in K-12 school. Students take a sequence of state approved courses that prepare them to receive state certification.

**Post Certification Program in Physical Education:** The Post Baccalaureate Program is designed for students who have a baccalaureate degree and wish to obtain New Jersey initial certification in Physical Education K-12. Post BA offers students the opportunity to develop the knowledge and the skills needed to teach PE in K-12 schools. Post BA students take a sequence of state approved courses that prepare them to receive state certification. The Post BA is particularly attractive to those applicants who seek to change careers to enter the teaching profession.

### Department History

- 1917 Newark Normal School of Physical Education and Hygiene founded by Randall Warden, Director of Physical Education of Newark, and Mathis D. Machery, Superintendent of Physical Education, Newark, NJ. Facility used was Turne Halle on William St., Newark.
- 1920 Henry Panzer becomes the head of the Normal School of Physical Education and Hygiene.
- 1924 The Normal School moves to Temple B'Nair Abraham in Newark.
- 1925 The Normal School moves to 139 Glenwood Ave., East Orange, NJ.
- 1928 A four-year course of study leading to the degree of Bachelor of Physical Education was offered. At this time the name of the institution was changed to Panzer College of Physical Education and Hygiene.
- 1932 Henry Panzer died and his assistant, Dr. Margaret C. Brown, became president.
- 1939 State permits college to offer Bachelor of Science degree.
- 1958 Panzer College of Physical Education and Hygiene merged with Montclair State Teachers College to become the Department of Physical Education with programs in Athletics, Dance, Health, Physical Education, and Recreation.
- 1972 The Dance curriculum became a program in the Department of Broadcasting, Speech Communication, Dance and Theatre, School of Arts. The Health curriculum became the Department of Health in the School of Education and Professional Studies
- 1973 The Department of Intercollegiate Athletics was formed and reported directly to the Vice President of Finance. The Recreation Professions program was approved, by the New Jersey Board of Education, as a part of the Department of Physical Education.

- 1974 The Recreation Professions program became the Department of Recreation and Leisure Studies.
- 1981 The Department of Recreation and Leisure Studies joined the Department of Physical Education to become the Department of Physical Education, Recreation and Leisure Studies.
- 1994 The Health Professions Department joined the Department of Physical Education, Recreation and Leisure Studies to become the Department of Health Professions, Physical Education, Recreation and Leisure Studies (HPPERLS).
- 1998 The undergraduate Dual Health and Physical Education Teaching Certificate Program was revised and approved.
- 2003 The first Bachelor of Sciences in Athletic Training was approved at MSU. The Athletic Training Education Program, housed in the Department of HPPERLS was granted accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in October 2003.
- 2005 The Department was re-organized and became the Department of Exercise Science and Physical Education (ESPE). The Health Professions program merged with Nutrition Sciences and Recreation Professions and Leisure Studies moved to the School of Business.
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## Department Organizational Chart

Department Chairperson:  
 Dr. Susana Juniu  
 University Hall  
 Room 4143  
 Phone (973) 655-7093  
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Department Administrator:  
 Eduardo Saavedra  
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Secretary:  
 Angel Herbert  
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[herberta@mail.montclair.edu](mailto:herberta@mail.montclair.edu)

### Faculty

Name	Building	Room	Phone (973) 655-	Responsibilities
Domenica Desiderioscioli <a href="mailto:desideriosd@mail.montclair.edu">desideriosd@mail.montclair.edu</a>	UN	4137	4466	Department Coordinator Teacher Education
Michele Fisher <a href="mailto:fisherm@mail.montclair.edu">fisherm@mail.montclair.edu</a>	UN	4109	7120	Department Coordinator Graduate Program
Robert Gilbert <a href="mailto:gilbertr@mail.montclair.edu">gilbertr@mail.montclair.edu</a>	UN	4115	5239	
Marsha Grant Ford <a href="mailto:grantfordm@mail.montclair.edu">grantfordm@mail.montclair.edu</a>	UN	4024	5243	
Klara Gubacs: <a href="mailto:gubacsk@mail.montclair.edu">gubacsk@mail.montclair.edu</a>	UN	4121	5497	
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David Middlemas <a href="mailto:middlemasd@mail.montclair.edu">middlemasd@mail.montclair.edu</a>	UN	4026	7090	Department Coordinator Athletic Training
Susan Schwager <a href="mailto:schwagers@mail.montclair.edu">schwagers@mail.montclair.edu</a>	UN	4119	7088	
Timothy F. Sullivan <a href="mailto:sullivant@mail.montclair.edu">sullivant@mail.montclair.edu</a>	UN	4113	7156	
William Sullivan <a href="mailto:sullivanw@mail.montclair.edu">sullivanw@mail.montclair.edu</a>	UN	4117	7089	
Richard Tobin <a href="mailto:tobinr@mail.montclair.edu">tobinr@mail.montclair.edu</a>	UN	4133	7089	Department Coordinator Adult Fitness

## Academic Calendar

<b>Fall 2007</b>
September 3: <b>Labor Day Holiday</b> (No Classes)
September 4: <b>Opening Day</b>
September 5: <b>Classes begin</b>
September 26 <b>Student Orientation</b>
October 10: <b>Sports Activity – Panzer</b>
October 17: <b>Sports Activity - Panzer</b>
November 22-25: <b>Thanksgiving Holiday</b> (No Classes)
November 28: <b>Speaker</b>
December 5: <b>Sport Activity and Alexis</b>
December 13: <b>Wednesday designated as a Friday (for Friday day classes only; Wednesday day and evening classes do not meet).</b>
December 13: <b>Classes End</b>
December 14-20: <b>Examination period</b>
December 20: <b>End of semester</b>
<b>Spring 2008</b>
January 21: <b>Martin Luther King Holiday</b> (No Classes)
January 22: <b>Classes begin. Classes begin (Friday, February 1, for Friday evening and weekend courses)</b>
January 27-28 <b>NJAHPERD State Convention New Brunswick Hilton</b>
March 17-23: <b>Spring Recess</b> (No Classes)
May 5: <b>Classes end</b>
May 7-13: <b>Examination period</b>
May 13: <b>End of semester</b>
May 23 <b>Commencement</b> (Tentative)
<b>Summer 2008</b>
May 19-June 5: <b>Pre-Session</b> (Three weeks; no Friday Classes; 11 sessions)
May 19-June 12: <b>Pre-Session</b> (Four weeks; no Friday Classes; 15 sessions)
May 19-August 7: <b>Twelve Week Session</b> (No Friday Classes; extended hours Monday, 10 Sessions)
May 26: <b>Memorial Day</b> (No Classes)
June 7-August 9: <b>Saturday Classes</b> (10 Sessions)
June 16-August 7: <b>Eight-Week Session</b> (No Friday Classes)
June 16-July 10: <b>First Four-Week Session</b> (No Friday Classes)
June 30-August 7: <b>Six-Week Session</b> (No Friday Classes)
July 4: <b>Independence Day Holiday</b> (No Classes)
July 14-August 7: <b>Second Four-Week Session</b>

## Academic Programs

### Bachelor of Science in Physical Education and Health, Dual Teaching Certification (PHED)

#### Overview:

Students pursuing teacher certification must be admitted to the Teacher Education Program and follow the professional sequence outlined in this catalog.

The department has specific requirements for admission to the Teacher Education Program. These include maintaining a minimum grade point average (GPA) of 2.75 in health and physical education major courses (PEMJ, HPEM, and HLTH) and a 2.75 GPA overall. In addition, transfer students need to complete a minimum of 9 semester hours physical education courses at Montclair State University to be eligible to apply to the Teacher Education program. Apply to the teacher Education

#### Required Theory Courses (34 hours)

Number	Name	Hours
HPEM 199	Orientation to the Field of Health and Physical Education	1
HPEM 150	Principles and Practices of Emergency Care	3
HLTH 213	Perspectives on Drugs	3
HLTH 220	Mental Health	3
HLTH 307	Study of Human Diseases	3
HPEM 355	Measurement and Evaluation in Health and Physical Education	3
HPEM 356	Management of Health, Physical Education, Athletic, and Fitness Programs	3
PEMJ 220	Physiology of Exercise	3
PEMJ 221	Kinesiology	3
PEMJ 222	Basic Motor Learning	3
PEMJ 351	Adapted Physical Education	3

#### A. Select 3 Sport Modules (1 Team, 1 Individual, and 1 other)

##### 1. Team Sport Modules

PEMJ 135 Sports Module I: Football, Basketball, Team Handball	2
PEMJ 136 Sports Module II: Soccer, Speedball, Volleyball	2
PEMJ 137 Sports Module III: Softball, Lacrosse, and Hockey	2

##### 2. Individual Sport Modules

PEMJ 138 Sports Module IV: Tennis, Badminton and Fencing	2
PEMJ 139 Sports Module V: Archery, Golf, and Track and Field	2

##### 3. Required Skill Activities (10 semester hours):

PEMJ-117 Aquatic/Outdoor Skills	2
PEMJ-131 Fitness Activities	2
PEMJ-145 Dance in the Schools	2
PEMJ-235-Movement Experiences	2
PEMJ-248- Teaching of Gymnastics	2

#### After acceptance into Teacher Education Program

##### B. Professional Sequence for Teacher Education

PEMJ 457 Teachers in Physical Education	3
HLTH 401 Teaching in Health Education	3

Please refer to the Teacher Education Program, outlined in the school catalog, for specific information on the Professional Sequence.



## Bachelor of Science in Physical Education in Adult Fitness Concentration (PEAF)

### Overview:

Adult Fitness concentration prepares majors for a corporate, clinical (cardiac rehabilitation), commercial, and community setting. The Association for Worksite Health Promotion recognized the Adult Fitness Program with an outstanding Professional Preparation Award. This concentration provides opportunities for Physical Education majors to develop the competencies necessary to assume leadership roles in fitness centers. The program speaks to the expressed need in today's society of providing trained physical educators for a variety of employee opportunities in non-school settings such as corporate, industrial and commercial fitness centers.

### Activity Courses Required (11 s.h.)

Number	Name	Hours
PEMJ 117	Aquatics and Outdoor Education	2
PEMJ 131	Fitness Activities	2
PEMJ 151	Yoga, Relaxation and Stress Management	1
PEMJ 231	Fitness Assessment and Exercise Prescription	2

### Required Courses (23 s.h.)

Number	Name	Hours
HPEM 199	Orientation to the Field of Health and Physical Education	1
HPEM 150	Principles and Practices of Emergency Care	3
HPEM 352	Development and Philosophy of Health and Physical Education	3
HPEM 356	Management of Health, Physical Education, Athletic, and Fitness Programs	3
PEMJ 220	Physiology of Exercise	3
PEMJ 221	Kinesiology	3
PEMJ 222	Basic Motor Learning	3
PEMJ 246	Field Experience in Adult Fitness	1
PEMJ 351	Adapted Physical Education	3
PEMJ 233	Leadership in Aerobic Programming	2
PEMJ 234	Leadership in Anaerobic Programming and Conditioning	2

### Theory Specialization Core (28 s.h.)

Number	Name	Hours
PEMJ 340	Fitness and the Aging Process	3
PEMJ 375	Foundations and Practices in Cardiac Rehabilitation	3
PEMJ 376	Seminar in Fitness Programming	2
BSED 101	Contemporary Business	3
COUN 331	Group Dynamics	3
HENU 182	Nutrition	3
MKTG 340	Introduction to Marketing	3

### Select One:

PEMJ 380	Internship in Physical Education	8
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### OR

PEMJ 381	Cooperative Education in Physical Education	8
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### Collateral Courses (16 s.h.)

Number	Name	Hours
HLTH 101	Personal Health Issues	3
HPEM 355	Measurement and Evaluation in Health and Physical Education	3
BIOL 240	Mammalian Anatomy and Physiology I	3
BIOL 241	Mammalian Anatomy and Physiology II	3
CHEM 107	College Chemistry I	2
CHEM 108	College Chemistry II	2

**(PHED) Four-Year Course Plan**

**ADULT FITNESS CONCENTRATION**

**Fall 2006**

The Coordinator for the Adult Fitness Program is:

**Dr. Richard Tobin**

**Telephone: 973-655-7087**

**E-mail: tobinr@mail.montclair.edu**

FIRST YEAR			FIRST YEAR		
FALL SEMESTER			SPRING SEMESTER		
Orientation / PE Professions	HPEM 199	1	College Writing	ERWR 106	3
College writing	ERWR 105	3	Fine and Performance Arts		3
World Language		3	Computer Science		3
Major Courses (HLTH101, HPEM150, 352, 355, 356, 351-- #1)		3	Major Courses (HLTH101, HPEM150, 352, 355, 356)-- #2		3
General Psychology (Social Science)	PSYC 101	3	World Language		3
American European History any in the catalog book		3	Fitness Activities	PEMJ 131	2
		16			17
SECOND YEAR			SECOND YEAR		
FALL SEMESTER			SPRING SEMESTER		
Fundamental of Speech	SPCM 101	3	GNED202		3
Nutrition (Scientific Issues)	NUFD 182	3	Major Courses (HLTH101, HPEM150, 352, 355, 356, 351)--#4		3
Mathematics		3	Non-Western Cult perspective (see courses booklet)		3
Major Courses (HLTH 101, HPEM 150, 352,355, 356,351)-- #3		3	World Literature/General Humanity		3
Anatomy & Physiology I	BIOL 240	3	Anatomy & Physiology II	BIOL 241	3
Leadership in Aerobic Programming (Fall Only)	PEMJ 233	2	Leadership in Anaerobic Programming (Spring only)	PEMJ 234	2
		17			17
SUMMER (Pre or Post session)					
Aquatics	PEMJ 117	2			
THIRD YEAR			THIRD YEAR		
FALL SEMESTER			SPRING SEMESTER		
GNED303		3	Kinesiology*	PEMJ 221	3
Major Courses (HLTH 101, HPEM 150, 352,355,356,351) -- #5		3	Major Courses (HLTH101, HPEM150, 352, 355, 356, 351 -- #6		3
Physiology of Exercise*	PEMJ 220	3	College Chemistry II	CHEM 108	2
College Chemistry I	CHEM 107	2	Fitness and Aging (Spring only)†	PEMJ 340	3
Philo or Religion		3	Intro to Marketing	MKTG 240	3
Field Experience in Adult Fitness	PEMJ 246	1	Physical Education		1
Yoga, Relax/Stress Mgmt (Spring only)	PEMJ 151	1			15
		16			
FOURTH YEAR			FOURTH YEAR		
FALL SEMESTER			SPRING SEMESTER		
Group Dynamics	COUN 331	3	Internship	PEMJ 380/PEMJ 381	8
Basic Motor Learning	PEMJ 222	3	Seminar in Fitness(evening class/Spring only)	PEMJ 376	2
Found / Pract. Cardiac Rehab (Fall only)†	PEMJ 375	3			10
Fitness Assessment (Fall only)**	PEMJ 231	2			
Contemporary Business	BSED 101	3			
		14			
<b>Total required credits = 124</b>					

\* Pre-requisite: BIOL 240 & BIOL 241

\*\* Pre-requisite: PEMJ 131

† Pre-requisite: PEMJ 220

- Students are required to complete a Multicultural Awareness course (some courses may fulfill General Ed Requirements and/or Major\_Requirements) Courses with the asterisk (\*) in the Course Schedule Booklet will satisfy this requirement
- Student is responsible for completing program requirements

## Bachelor in Science in Athletic Training Undergraduate Program (ATEP)

### Overview:

The Bachelor of Science in Athletic Training (BSAT) is a professional preparation program designed to provide students with the education necessary to prepare them for certification by the National Athletic Trainers' Association Board of Certification (NATABOC). Students pursuing certification in Athletic Training must be admitted to the Athletic Training Education Program and complete all requirements. The ATEP is accredited by the Commission for Accreditation of Allied Health Education Programs (CAAHEP).

The requirements for admission to the program for entering freshmen include 2 letters of recommendation. One must be from a certified athletic trainer, 100 hours of observation in an athletic training program and an interview. Prior to admission to the program students must complete the application for admission to the ATEP, provide proof of a physical examination, sign the technical standards and provide proof of vaccination for hepatitis B. Detailed admissions instructions are available at the ATEP web site, from the program director, or in undergraduate admissions.

As a result of changing University requirements, the program of study for the Bachelor of Science in Athletic Training is under review. Anticipated revisions may reduce the total number of credits required for this degree program.

### Requirements:

#### Required Theory Courses (25 s.h.)

Number	Name	Hours
ATTR 199	Orientation to the Field of Health and Physical Education	1
ATTR 150	Principles and Practices of Emergency Care	3
HPEM 355	Measurement and Evaluation in Health and Physical Education	3
PEMJ 220	Physiology of Exercise	3
PEMJ 221	Kinesiology	3
PEMJ 222	Basic Motor Learning	3
PEMJ 351	Adapted Physical Education	3
PEMJ 353	Psychology of Sport	3

#### Required Professional Sequence (31 s.h.)

Number	Name	Hours
HLTH 105	Medical Terminology	3
PEMJ 223	Basic Prevention and Care of Athletic Injuries	3
ATTR 211	Assessment of Athletic Injuries I - Lower Body	3
ATTR 212	Assessment of Athletic Injuries II - Upper Body	3
ATTR 201	Advanced Prevention and Care of Athletic Injuries	3
ATTR 479	Internship in Athletic Training	4
ATTR 312	Therapeutic Exercise in Athletic Training	3
ATTR 311	Therapeutic Modalities in Athletic Training	3
ATTR 411	Administration of Athletic Training Programs	3
ATTR 495	Seminar in Athletic Training	3

**Professional Clinical Sequence (15 s.h.)**

Number	Name	Hours
ATTR 251	Clinical Education in Athletic Training I	3
ATTR 252	Clinical Education in Athletic Training II	3
ATTR 351	Clinical Education in Athletic Training III	3
ATTR 352	Clinical Education in Athletic Training IV	3
ATTR 451	Clinical Education in Athletic Training V	3

**Required Collateral Courses (16)**

Number	Name	Hours
BIOL 244	Mammalian Anatomy and Physiology I	3
BIOL 245	Mammalian Anatomy and Physiology II	3
HENU 182	Nutrition	3
PSYC 200	Educational Psychology	3

These courses can be taken at any time during your college career. Some students take them during the summer.					
<b>PEMJ351</b>	<b>3 cr.</b>	<b>Adapted Physical Education</b>	<b>HENU182</b>	<b>3 cr.</b>	<b>Nutrition</b>
<b>PEMJ222</b>	<b>3 cr.</b>	<b>Basic Motor Learning</b>	<b>PSYC101</b>	<b>3 cr.</b>	<b>General Psychology I</b>
<b>PEMJ353</b>	<b>3 cr.</b>	<b>Psychology of Sport</b>	<b>PSYC200</b>	<b>3 cr.</b>	<b>Educational Psychology</b>
<b>HLTH307</b>	<b>3 cr.</b>	<b>Study of Human Diseases</b>	<b>PEMJ355</b>	<b>3 cr.</b>	<b>Measurement and Evaluation in Health/Phys. Ed.</b>

## (ATEP) Four-Year Course Plan

The Department Coordinator for Teacher Education Undergraduate Program:

David A. Middlemas, Ed. D., ATC

Telephone: 973-655-7090

Email: middlemasd@mail.montclair.edu

### Academic Plan

The Bachelor of Science in Athletic Training at Montclair State University is designed in such a way that students take courses in a progression that allows them to progressively learn the information and skills necessary to prepare for a career in Athletic Training. Below are the athletic training course requirements and sequence at Montclair State University. Sequenced courses must be completed with a grade on record before taking subsequent coursework. Students in the Athletic Training Education Program will complete the following coursework in addition to the General Education Requirements at MSU. During each of the clinical education courses students are required to complete a minimum of 12 hours each week of the semester with an Approved Clinical Instructor to whom they are assigned.

### First Year

Fall 10 cr.			Spring 8 cr.		
BIOL240	3 cr.	Mammalian Anatomy and Physiology I	BIOL241	3 cr.	Mammalian Anatomy and Physiology II
ATTR 201	3 cr.	Basic Prevention and Care of Athletic Injuries	ATTR 221	3 cr.	Advanced Prevention and Care of Athletic Injuries
HLTH150	3 cr.	Principles and Practices of Emergency Care (with Mr. Davis or Dr. Middlemas)	ATTR 251	2 cr.	Clinical Ed. I
HPEM100	1 cr.	Orientation to Health and Physical Ed. Profession			

### Second Year

Fall 8 cr.			Spring 8 cr.		
ATTR 301	3 cr.	Assessment of Ath. Injuries I – Lower Body	ATTR 302	3 cr.	Assessment of Ath. Injuries II – Upper Body
PEMJ221	3 cr.	Kinesiology	ATTR 325	3 cr.	Therapeutic Modalities in Athletic Training
ATTR 252	2 cr.	Clinical Ed. II	ATTR 351	2 cr.	Clinical Education III

### Third Year

Fall 8 cr.			Spring 8 cr.		
ATTR 330	3 cr.	Therapeutic Exercise in Athletic Training	ATTR 401	3 cr.	Administration of Athletic Training Programs
PEMJ220	3 cr.	Physiology of Exercise	ATTR 495	3 cr.	Seminar in Athletic Training
ATTR 352	2 cr.	Clinical Ed. IV	ATTR 421	2 cr.	Clinical Ed. V

This course is optional for seniors beginning September 2006

ATTR 490	4 cr.	Internship in Athletic Training			
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## The Panzer Student

### A. The Panzer Student Values Learning and Knowledge

1. ***They Value Attendance in Class*** – The Panzer Student:
  - Arrives early to receive help or help others
  - Arranges to make up missed work
2. ***They Value Learning and Performance in Class*** – The Panzer Student:
  - Actively initiates learning in class
  - Thinks critically and applies knowledge
  - Extends knowledge to others
3. ***Their Work Demonstrates Preparation and Personal Reflection*** – The Panzer Student:
  - Produces exceptional work, using quality resources to add scope and depth
  - Demonstrates personal reflection and revision

### B. The Panzer Student Values Diversity

1. ***They Value Working with those of Different Abilities, Races, Gender and Ethnicity*** – The Panzer Student:
  - Actively seeks opportunities to work with those different to themselves
  - Seeks feedback from a variety of sources
  - Has compassion for others and listens actively to many points of view

### C. The Panzer Student Values Collaboration with Others in and out of Class

1. ***They Value and Promote Group Goals to Ensure the Success of the Group*** - The Panzer Student:
  - Relates well and promotes the success of the group
  - Is well prepared and on time for group meetings
  - Incorporates ideas from others in the group

### D. The Panzer Student Values Professionalism

1. ***They Value and Respect School Rules, Policies and Norms*** – The Panzer Student:
  - Accepts self-responsibility
  - Demonstrates exemplary behavior for others to follow
  - Respects rules and policies, and encourages others to do the same
2. ***They Value the Written and Spoken Word*** - The Panzer Student:
  - Produces written work and uses spoken communication that is articulate, grammatically correct, conventional and respectful
3. ***They Value Involvement in their Profession including Professional Development*** – The Panzer Student:
  - Is actively involved in professional activities and/or events
  - Takes part in leadership roles in school, local, state and/or national professional associations

### E. The Panzer Student Values Personal Integrity

1. ***They Value Personal and Social Responsibility*** – The Panzer Student:
  - Treats others with dignity and respect, regardless of their viewpoint
  - Leads by example
  - Is dependable, accountable and responsible for their own behavior and work
2. ***They Value Good Character and Integrity*** – The Panzer Student:
  - Is passionate about truth and personal integrity
  - Is a role model for truth and justice for others to follow

Wayda, V. & Lund, J. (2005). Assessing dispositions, an unresolved challenge in teacher education. *Journal of physical education, recreation and dance*. 76(1), 34-41.

## Advisement Procedures

### Overview

The Department Advisement Team consists of:

- The Student
- Advisement Coordinator
- Program Coordinators
- Faculty Mentors

Each member of the team has specific responsibilities in the advisement process. An advisor will be assigned according to the area of study. The **Advisement Coordinator** post a list of student mentors in the WESS system, assist students with the processing of credit adjustments, change of major forms and review individual student audits. If unsure of whom an advisor is, contact Eduardo Saavedra, the Department Administrator and Advisement Coordinator. He can be reached by phone (973) 655-5254, or by e-mail, [saavedra@mail.montclair.edu](mailto:saavedra@mail.montclair.edu). Mr. Eduardo Saavedra. Saavedra holds weekly office hours for undergraduate student advisement problems and questions.

**Program Coordinators** provide program specific information pertaining to grade point requirements, co ops and internships. Students are assigned **Faculty Mentors**. Faculty mentors advise students concerning career options, portfolio review and job opportunities. Each mentor has posted office hours for drop in or appointment visits.

Students must review program [worksheets](#), [student handbook](#), [schedule of courses booklet](#) and the [University Academic Advisement page](#). Work sheets list the required courses for completion of degree requirements in each Program. The student handbook details the university policies established by the academic community, and the schedule course booklet explains the registration time guidelines and course offering for that semester. Review of these materials is a student responsibility.

Students ultimately responsible for selecting and registering for courses, knowing the University policies outlined in the catalog, and being aware of what requirements are need to be fulfilled.

### Department Coordinators

Mr. Eduardo Saavedra	Advisement Coordinator	<a href="mailto:saavedrae@mail.montclair.edu">saavedrae@mail.montclair.edu</a>
Dr. Domenica Desiderioscioli	Teacher Education	<a href="mailto:desideriosciolid@mail.montclair.edu">desideriosciolid@mail.montclair.edu</a>
Dr. Richard Tobin	Adult Fitness	<a href="mailto:tobinr@mail.montclair.edu">tobinr@mail.montclair.edu</a>
Dr. David Middlemas	Athletic Training	<a href="mailto:middlemasd@mail.montclair.edu">middlemasd@mail.montclair.edu</a>
Dr. Carolyn Masterson	Post BA/MAT	<a href="mailto:mastersonc@mail.montclair.edu">mastersonc@mail.montclair.edu</a>
Dr. Michele Fisher	Graduate Program	<a href="mailto:fisherm@mail.montclair.edu">fisherm@mail.montclair.edu</a>

## General Advising Tips

### Tip 1

Students might have on their transfer evaluations the code DPT. The Office of Academic Advising uses this code for courses that have not been assigned an MSU equivalent. In these cases, the student has been told to contact the department chair to see if the DPT course can be used in the major. If the course(s) are approved for use in the major, an "Undergraduate Academic Program Adjustment" form must be completed.

### Tip 2

Students transferring in with as much as 100 credits will still need to take a minimum of 32 credits at MSU. That's because all students must adhere to MSU's residence requirements. In addition, the last 24 credits towards the undergraduate degree must be completed at MSU, and/or otherwise approved by the Director of Academic Advising. Transfer students must also complete a minimum of 12 s.h. of upper level course work in their major (300-400) at MSU if they are transferring in with major courses.

### Tip 3

Students who request to take courses at another university while they are students here must receive the appropriate approvals prior to taking the course(s). The student should be sent to the Registrar's Office in order to fill out a "Permission to Take Coursework at Another Institution Form." This form must be approved by the Coordinators of the student majors programs and the chair of the department offering the equivalent course. Students may only transfer credits back to MSU and not the grade. Courses with grades less than C- are not transferable. Students must fill out a "Request for Work at Another Institution" prior to taking the course(s). This form is found in the Registrar's Office. Finally, courses repeated at other schools do not remove F or D grades at MSU.

### Tip 4

Students who take summer courses at MSU must follow these guidelines: students may take one 3 credit course during the pre-session, a total of 9 credits during any combination of the six week session, eight week session, ten week Saturday session and twelve week session; and one course during the post-session. Students who want to take additional courses need to make the request using the form "Course Overload Application," found in the Registrar's Office.

### Tip 5

A "0" next to a course completed at another school appears on screen 136 when credits are "in progress" and until the transfer evaluation is completed. Upon receipt of the student's transcript from the other school, the Registrar will input the number of credits earned for that course providing the credits and course are approved for transfer.

### Tip 6

Students can graduate with "D" grades in their major as long as their major GPA requirement for graduation is 2.00 or above. Teacher Education students need a 2.75 GPA.

### Tip 7

Students wishing to withdraw from the University must complete a "Notice of Withdrawal/Leave of Absence" form from the Office of Academic Advising. Students who are enrolled in courses must also fill out a "Course Withdrawal" form in the Registrar's Office. Students should know dates that they can withdraw from courses. Withdrawing from a course will result in a "WD" on the student record. After certain dates, students not be able to receive a refund of tuition and on the last date, students will receive an "F" for the course. This information is on the Registrar's Website and in the course catalogues.

**Tip 8**

The SISPLUS Screen that permits advisor to view over 21,000 courses from another 320 schools that are approved by MSU for students to take. This screen is particularly helpful when students are requesting approval for taking courses at other institutions or when they want approval for an academic adjustment and the advisor needs to know the MSU equivalent for a particular course.

**Tip 9**

CLEP is the acronym for the College Level Examination Program. Eligible students may take CLEP General Exams and CLEP Subject Matter exams toward fulfillment of various degree requirements at MSU. Entering freshmen may take CLEP General Exams at any point prior to the completion of their first semester at MSU. A maximum of 24 s.h. may be earned on the CLEP General Exams. Credits earned on the CLEP Subject Matter Exams may not be used within the last 24 s.h. of a student's program, unless otherwise approved by the Director of Academic Advising. There are certain restrictions regarding the awarding of General CLEP credits for English and Math.

**Tip 10**

The multicultural awareness requirement can be satisfied in the student's major, as part of the GER or in the student's free electives. For example, a student majoring in Anthropology is required to take ANTH100, Cultural Anthropology. This course will go towards the student's major and will also satisfy the multicultural awareness requirement.

**Tip 11**

Some transfer evaluations reflect the completion of a GER with fewer than the prescribed area of credits. This usually happens when a student has transferred from a school on the quarter hour system. For example, a student transfers to MSU with General Psychology for 2 credits rather than 3 credits. Although this course still satisfies a Survey requirement, if needed, the additional 1 credit will be added on to the student's free electives to ensure that a minimum of 128 credits are completed.

**Tip 12**

There may be some confusion in regard to issuing permits and authorizations for undergraduate students who want to take a graduate course. According to University policy, an undergraduate student who wants to take a graduate course for undergraduate credit or a graduate course for graduate credit must complete the appropriate form that is available in the Graduate School. The student must have completed 112 hours of the bachelor's degree requirements and have earned at least a 2.67 GPA. In addition, the course instructor, department chairperson and the Dean of the Graduate School must sign the form. The student MUST go to the Graduate School to obtain the proper form. Once the form has been completed and all of the signatures have been obtained, the student must bring the form to the Office of the Registrar and register for the course in-person.

**Tip 13**

Students who transferred to MSU with course work in their major must take a minimum of 12 s.h. of 300/400 level courses in their major at MSU. Some majors may require more. Students who have not transferred in major course work are not subject to this policy, unless otherwise specified by the department. Any waivers of this requirement must be approved via a credit adjustment form.

**Tip 14**

Courses in your major can also be used to satisfy general education requirements (GER). The credits in your major course can only be used once.

**Tip 15**

Students can only take free elective courses on a pass/fail basis. This can be done particularly during a heavy semester course load or when a student who is in academic jeopardy needs help and the

course is not part of their major/collateral or a GER. Courses offered on a pass/fail basis only will not preclude students from taking an additional course pass/fail during a semester.

**Tip 16**

Students are still required to satisfy MSU's foreign language requirement but are eligible to take the NYU proficiency test even if they are fluent in a foreign language. Credits earned through this test can be used to satisfy the GER in foreign language. Consult with Academic Advising for further information.

**Tip 18**

Basic Skills courses are listed as earned credits on a student's transcript. Only Basic Composition, ENGL 100, can be used towards graduation credits. However, MATH 050, MATH 051, MATH 060, MATH 061 and READ 053 cannot be used towards graduation credits. It should be noted, however, that basic skills courses are used to determine a student's enrollment status and eligibility for financial aid and on-campus housing.

**Tip 19**

Although minors are not required, it is a good idea to encourage students who have at least 18 credits of free electives to look at the fifty minors that are offered at the University. A student should come to the Office of Academic Advising in order to process the appropriate paperwork for declaring a major or minor. It should be noted that minors must be declared prior to a student's filing for graduation and must be listed on the final audit card.

## Scholarships and Awards

The following scholarships are available for students in the classes specified. Senior awards are medals or medallions unless otherwise specified.

### FRESHMAN YEAR/FIRST YEAR

**The Vincent, Dorothy, and Teresa Farrell Scholarship** is presented to a freshman student who demonstrates high academic achievement and active participation in department activities.

**The Joseph Nerenberg '31 Award** is dedicated to him for his life-long devotion to serving youth, and in recognition of his 60 years of service to the Red Cross.

**The Panzer Alumni Scholarship** is presented to a female physical education major for highest scholastic average and evidence of professional competence.

**The Panzer Alumni Scholarship** is presented to a male physical education major for highest scholastic average and evidence of professional competence.

**The Elvera De Muth Perkins Scholarship** is for a student majoring in physical education who gives evidence of promise for making positive contributions to the field of physical education.

### SOPHOMORE YEAR/SECOND YEAR

**The Margaret C. Brown Scholarship** recognizes the physical education sophomore who has the highest cumulative average and reflects some of Dr. Brown's professional ideals through leadership, service or participation in professional physical education activities on or off campus (i.e., conference, workshop, convention).

**The Gerald A. Garafola Scholarship** is for distinguished contributions through participation and leadership in department activities, and a grade point average of 2.8 or more.

**The Scott and Dorothea Harris Scholarship** is for a sophomore student who demonstrates scholastic achievement of at least 3.0, good citizenship of the college and the community, and promise of being a successful teacher of physical education.

**The Margaret C. Brown Memorial Scholarship** is awarded to a sophomore who is active in providing service to the community.

### JUNIOR YEAR

**The Nicholas and Columbia Ciccone Scholarship** is for a junior physical education major demonstrating skill in motivating the older adults to keep fit through movement activities.

**The A. J. Gorton Scholarship** is for maintaining and demonstrating a high level of skill in physical education activities.

**The Ethel Simpson Lenkowsky '37 Scholarship** is for a junior, physical education major who has attained an academic record of high quality.

**The Dean Martino Memorial Scholarship** recognizes a junior physical education major who demonstrates a specific quality of Dean: a willingness to give of himself and his time to others.

**The Thelma Thompson Scholarship** is presented to the junior physical education major with the highest grade and achievement in the measurement and evaluation course.

## SENIOR YEAR

**The Margaret C. Brown Award, Sponsored by H. Krakower** is a Senior Medal awarded for professional excellence.

**The Jay B. Nash Award** is presented to a senior physical education and health major who has shown excellence in professional courses and in student teaching.

**The Henry Panzer Medal** is presented to honor creative teaching.

**The Randall D. Warden Medal** is given to recognize the senior with the highest scholastic achievement.

**The Dr. Richard W. Tews Memorial Award** is presented to a senior student in teacher education who has demonstrated high academic achievement, reflected in a cumulative grade point average of at least 3.0 and whose behavior reflects high ethical standards and exemplary professionalism in Physical Education.

**The Giardina Award for Excellence in Pre-Service Teaching** is presented to a MAT candidate with a concentration in Physical Education or Health and Physical Education, who demonstrates excellence in pre-service teaching experiences, with a GPA of at least 3.0.

## SCHOLARSHIPS AND AWARDS YEAR NOT SPECIFIED

**The Sue Fuller Memorial Scholarship** is for a woman student for outstanding contributions through service to athletics (i.e., manager, publicity, statistician, etc.).

**The Paul Bogatko Scholarship** is for a student who graduated from a Newark Public High School and is a student in good standing.

**The Dr. Hazel M. Wacker Award** is presented by the Panzer Student Association to a student for contributions made to physical education through service in the Panzer Student Association, and who has a cumulative average of 2.75 or more.

**The Dr. Richard W. Tews Award** is also presented by the Panzer Student Association to a student for contributions to physical education through service in the Panzer Student Association, and who has a cumulative average of 2.75 or more.

**The Panzer Student Service Award** is presented to a student, in good academic standing, who has given outstanding leadership and service to the department and the Panzer Student Association.

**The Panzer Student Association Adapted Physical Education Awards (Four)** are presented to students who demonstrate exceptional service and qualities of leadership, understanding and creativity while fulfilling practicum assignments in the adapted area.

**The Elysia Philipp Scholarship** is given to a very capable student in the Department of Physical Education as determined by a Selection Committee.

**The Cathy Vayianos Coach's Award** is for a woman who demonstrates leadership, team spirit, coachability and willingness to learn.

### **The Rose Popkin Simon Scholarship**

Mrs. Rose Popkin Simon '19 a graduate of the class of 1919 one of the first Panzer classes - is very artistic, and is known for her dance performance. The Rose Popkin Simon '19 Scholarship is for a physical education major who exhibits creativity and beauty of movement in some aspect of dance.

**The Harry Nowick Scholarship** is presented to a male student majoring in Physical Education, who demonstrates an interest in soccer.

**The Judge Esther K. Untermann Award '22** is presented to a student for qualities of positive leadership and high cumulative average.

**The Joseph P. Ceres Scholarship** recognizes a female sophomore or junior physical education major student who has shown exceptional ability and leadership in gymnastics.

**The Coder-Horn Outstanding Student Athletic Trainer Award** is presented to the student athletic trainer who exhibits excellence in the classroom and the training room.

**The Major Roger Palmisano Scholarship** is presented by to a student in good academic standing (cumulative average at least 2.5) who demonstrates exceptional skill and interest in lacrosse.

**The Sidney Rothbard Scholarship** is designated for a full-time undergraduate student with a grade point average of 3.0 or higher who exhibits good sportsmanship and the understanding of the importance of teamwork.

**The George Horn Award** is given to a male student in good academic standing with an interest in track and field, who demonstrates leadership, team spirit and a desire to make a positive contribution to society.

**The Ashley Hammond Scholarship** is presented to a female physical education major who demonstrates exceptional skill and interest in soccer.

**The Dr. Hazel M. Wacker Scholarship** is presented to a student majoring in Physical Education, who provides documented volunteer service to an off campus community group, organization, or institution.

**The Panzer Trust Scholarship for Graduate Studies** is presented to a Recreation and Leisure Studies major who has been accepted for graduate studies.

**The Panzer Trust for Graduate Studies Scholarship** is for a Health Professions major who has been accepted for graduate studies at a college or university.