

DEPARTMENT OF HEALTH PROMOTION AND PHYSICAL EDUCATION

The Department of Health Promotion and Physical Education prepares students to take an active role in the promotion of health and physical activity, with a focus on enhancing the well-being of people through education in school and community settings, instruction in the health sciences, or leadership in health policy.

Our Mission

To prepare ethical, competent health promotion, and health and physical education professionals within a liberal education background to work in diverse settings with multicultural populations.

Our Values

Ethical Reasoning: assess their own ethical values, recognize ethical issues and dilemmas and consider implications of alternative actions.

Critical Thinking: analyze or evaluate information, examine the evidence and reasoning, and form judgments about facts.

Honor Human Differences: identify, understand and respect/appreciate human differences from complex perspectives with nuances beyond the surface.

Ability to Analyze: access reliable information, find appropriate data, apply discipline analysis techniques, and identify implications.

Civic Engagement: engaged citizens by demonstrating knowledge of leadership development approaches, organizational theory and skills in advocacy, consultation, and collaboration.

Department Majors

The Department of Health Promotion and Physical Education offers 6 majors, organized into two areas: Health Promotion and Teacher Education. Our majors emphasize theory into practice, and each major has a field-based experience and a capstone course.

The Department offers students interested in health and physical activity a multitude of options to pursue their passion. Across all majors, the Department is committed to five student-learning outcomes: critical thinking, valuing human difference, ethical reasoning, analysis and dissemination of information and civic engagement.

Health Promotion Majors

The **Health Sciences Major** prepares students for advanced study in graduate or professional schools. The health sciences major offers students three emphases: pre-medicine, food and nutrition, and a self-designed planned clinical focus, allowing the students to select the emphasis best suited to their career goals. Health science graduates typically aspire to attend medical or physician assistant programs, enter nursing programs or chiropractic programs, or registered dietician programs, just to name a few.

The **Public and Community Health Major** is an attractive option for students who desire to work in community and professional organizations dedicated to health promotion and prevention. There are two emphases in this major: one provides for depth of study and another

emphasizes breadth of study. Students can select a Planned Individually Concentration (PIC) that allows them to select courses aligned with their interests (e.g., women's health, health inequalities, global health, emergency preparedness), enabling them to study a topic of interest in-depth. Other students may select a cohesive set of health electives to increase the breadth of their health knowledge. Program graduates may work in health departments, medical centers, or community-based organizations or choose to pursue advanced study in Public Health (M.P.H.).

The **Health Care Management Major** prepares students to work effectively in the medical and health services arena. Graduates gain employment as administrators in health care organizations, insurance industries, group medical practices, and long-term care organizations. In addition to major courses, students select to minor in Pre-MBA. or business. Many graduates continue their studies and complete Master's degrees in health care administration or business.

Teacher Education Majors

Our teacher education programs emphasize a sound foundation in relevant content areas integrated with strong preparation in pedagogy. Our programs incorporate field-based experiences throughout the four years, allowing students to gain valuable experience working with students in the public schools right from the beginning of their education. The culminating experience in the senior year is a semester of student teaching. In addition to teaching, many of our students aspire to be coaches and are prepared to undertake these responsibilities. Graduates of our programs are eligible to apply for initial teacher certification after successfully completing the appropriate state examination

The **Health Education and Physical Education Major** (dual major) is our most popular teaching major, offering students the opportunity to prepare for teacher certification in both physical education and health education at both the elementary and secondary levels. Ithaca College is one of the few programs in New York State offering this dual preparation and graduates of this major enter the job market with a lot of flexibility. The current emphasis on the critical role of physical activity in health, the desire of many students to teach both health and physical education, and increased opportunities the dual degree offers students for future employment makes the degree a choice of many of our teacher education majors. Many of these majors pursue coaching opportunities in addition to their teaching. Graduates also have the ability to work in fitness clubs and wellness centers.

The **Physical Education Major** prepares students to teach at elementary and secondary school levels. Some of our students choose to complement their preparation in this major by earning a minor or taking additional courses to gain certification in a second area, such as Mathematics or history. These majors often coach in their schools' interscholastic programs. Other employment opportunities include teaching in recreation programs or fitness centers.

The **Health Education Major** prepares students to educate others about personal, family, and community health concerns, including maintaining good health and preventing illness. Graduates may teach health in elementary and secondary schools or avail themselves of other opportunities to promote health by choosing to work in public health or social service agencies.

Minors in the Department of Health Promotion and Physical Education

There are four minors in the Department: Health, Health Policy and Management, Nutrition Promotion, and Coaching. The minors focus on increasing students' understanding in their chosen area of interest. A faculty advisor in the Department of Health Promotion and Physical Education is assigned to each student who chooses to minor in one of these areas.

There are several policies governing department minors to try to accommodate the heavy demand. Students may only enroll in ONE of the minors offered by the department. Minor application forms will be reviewed on a rolling basis through the first Block of each semester. After Block I is complete, minor forms will be held until the end of the semester for review. No new minors will be accepted during pre-registration periods (applications will be accepted, and held, but not acted upon). Minor forms will be recorded with a date of receipt and will be reviewed in the order in which they were received at the end of the Spring semester or Summer term. Students will be notified by e-mail of their acceptance into the minor.

Majors

- Health Education (Teaching) Major – B.S. (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/health-education-teaching-major-bs>)
- Health Education and Physical Education (Teaching) Major – B.S. (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/health-education-physical-teaching-major-bs>)
- Physical Education (Teaching) Major – B.S. (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/physical-education-teaching-major-bs>)
- Health Care Management Major – B.S. (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/health-care-management-major-bs>)
- Health Sciences Major – B.S. (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/health-sciences-major-bs>)
- Public and Community Health Major – B.S. (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/public-community-health-major-bs>)

Minors

- Coaching Minor (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/coaching-minor>)
- Health Minor (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/health-minor>)

- Health Policy and Management Minor (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/health-policy-management-minor>)
- Nutrition Promotion Minor (<https://catalog.ithaca.edu/undergrad/schools/school-health-sciences-human-performance/department-promotion-physical-education/nutrition-promotion-minor>)

Subjects in this department include: Health (HLTH) (p. 2) and Physical Education (PHED) (p. 7)

Health (HLTH)

HLTH 10200 Medical Terminology (NLA)

The language of medicine is explored through study of the structure, use, and pronunciation of medical terms used to describe human anatomy, disease conditions, diagnostic tests, and treatment methods. (F-S,Y)

Attributes: HE1

3 Credits

HLTH 11000 War, Hunger, and Genocide: An International Health Perspective (LA)

An investigation of the cost – human and economic – of organized violence, including genocide, and the efforts being made to ameliorate or eliminate the devastation. Particular emphasis is placed on the role that can be played by health care professionals who believe that war may be a preventable phenomenon that can be eradicated by traditional public health methods that have triumphed over other major health problems in the past. (F,Y)

Attributes: DV, HE1, HM, SO, TPJ, TQSF

3 Credits

HLTH 11300 Personal Health (LA)

Designed to provide expert knowledge about health and health care that is available to the individual. Emphasizes wellness and health promotion in areas that concern students such as exercise, stress, nutrition, weight management, contraception, intimate relationships, HIV infection, drugs, and alcohol. Prerequisites: Freshman or sophomore standing. (F-S,Y)

Attributes: 1, HE1, NS, SC, SO, TE, TIDE, TMBS

3 Credits

HLTH 11700 Foundations of Public Health (LA)

Introductory course that explores the evolution of public health; core and essential functions of public health; current public health policy issues; typical public health careers and responsibilities; and the role of public trust and ethics in public health. Prerequisites: Freshman standing or permission of the instructor. (F-S,Y)

Attributes: SO, TWOS

3 Credits

HLTH 12200 Emergency Health Care (NLA)

Provides emergency health care instruction in cardiopulmonary resuscitation and first aid. This course is strongly recommended for anyone interested in coaching, teaching, or camping. Successful completion of this course can result in American Red Cross certification in cardiopulmonary resuscitation and basic life support and standard first aid. (F-S,Y)

1 Credit

HLTH 13000 Healthy Viewings: Media, Medicine, and Health (LA)

Representations of medicine and health in popular culture. The meanings of these representations are studied in relationship to the building of stereotypes, development of policies, and framing of arguments in public discourse. Course includes extensive screening of examples from the media. (IRR)

3 Credits

HLTH 13901 Technology for the Professional Edge (LA)

Integration of instructional, communication, assessment, and computer concepts and skills necessary for the use of information technology in diverse physical activity and health settings. Includes introduction to the social and ethical issues inherent in the use of computers in health and school settings. A student may receive credit for only one of the following courses: COMP 11000, EXSS 13900, HLTH 13901. (F-S,Y)

Attributes: HE1, TE

3 Credits

HLTH 14000 Cyborgs, Clones, and Policy: New Technologies in Health and Medicine (LA)

Investigation and analysis of new medical and health technologies in the changing environment of health and medicine and how they affect policies for healing and prevention of illness and disease. Emphasis is given to the discourse of the body as a machine, its impact on health policies, and the effect of new technologies on relationships among health care providers, patients, and their families. Subjects include biotechnology, cloning, the Internet, digital medicine, and eugenics. (S,Y)

Attributes: HE1

3 Credits

HLTH 15200 Introduction to Health and Physical Education (NLA)

Introduces students to the related disciplines of health education and physical education in U.S.K-12 public schools and society from historical and contemporary perspectives. Rationales for goals, standards, and national initiatives in each field will be stressed, as well as their relationship to the coordinated school health model. Students will explore the various duties of professionals in these fields as well as the variety of available career options. (F,Y)

Attributes: TE

3 Credits

HLTH 20100 Food and Society (LA)

Explores the significance of food in human life across time and across cultures. Examines the relationship of food to sociocultural, psychobiological, and ecological aspects of human life. Determinants of food choices, food systems, and socioeconomic and ecological implications are explored. Students emerge with insight and appreciation for the role of food as a means of self-expression and social exchange.

Prerequisite: Sophomore standing. (F,Y)

Attributes: HE1, SO, TIDE, TWOS

3 Credits

HLTH 20200 Human Nutrition (LA)

An introduction to the field of human nutrition. Includes the study of human nutritional needs and the attainment of health through an adequate diet. Topics such as obesity, sport nutrition, eating disorders, and the use of nutritional supplements are critically reviewed. Issues relating to diet, ethnicity and health, world hunger, nutrition, and disease prevention are explored. The use of a computerized diet analysis database enables students to assess the adequacy of their own diets.

Prerequisites: EXSS 12000, BIOL 11500, BIOL 11900, BIOL 12100, CHEM 11100, or CHEM 12100; sophomore standing. (F-S,Y)

Attributes: 1, ESTS, HE1, NS

3 Credits

HLTH 20300 Consumer Health (LA)

This course prepares students to understand health care from the consumer's perspective, including understanding the role of consumer theories, health behavior models, and the attitudes and activities of consumers in the health care industry. The philosophy and language of consumerism and the social, political, and ethical implications of consumerism in health are explored. The implications for policy and practice of the use of the consumerism model in health care are examined. Attention is given to existing research and theoretical models of insurance concepts, the individual purchase of health care, and newer consumer trends such as self-diagnosing, purchasing health products via the Internet, and the whole-scale industry movement toward consumer-directed health care. (F,Y)

Attributes: SO, TWOS

3 Credits

HLTH 20400 Economics of Health Care (LA)

Peculiar economic characteristics of the health care industry. Supply of and demand for health care services; causal and remedial forces of institutionalized frameworks, market mechanisms, and governmental intrusions. Analysis of pricing in terms of the above forces and productivity. Ideal economic characteristics of medical insurance, as contrasted with several proposals for national health insurance. Production for national health insurance. Production function, cost-effectiveness, and benefit-cost analysis. Cross-listed with ECON 20400; students cannot receive credit for both ECON 20400 and HLTH 20400.

Prerequisites: ECON 12100 and ECON 12200. (S,Y)

3 Credits

HLTH 20500 Critical Health Issues (LA)

Examination of the health workforce, medical education, medical specialization, the rising cost of care, voluntary and governmental health insurance, health care delivery systems, and health care for the poor. (F-S,Y)

Attributes: 1, DV, LMSP, SO, SS, TE, TWOS

3 Credits

HLTH 20800 Viral Diseases of the World (LA)

This course will describe the structure, transmission, replication, prevention and treatment, and associated pathology of viruses. Specific focus on the historical, cultural and economic impact of clinically significant DNA and RNA viruses such as HIV, influenza, HPV, hepatitis, Ebola and norovirus. Prerequisites: Sophomore standing. (F-Y)

Attributes: HE1

3 Credits

HLTH 21300 Wellness: Multicultural Perspectives on Health and Healing (LA)

An overview of the dynamic nature of the wellness movement. Its historical, social, political, cultural, and economic variables are critically examined. A wide range of wellness modalities, including those that fall under manual, mind-body, herbal, movement, and bioelectrical fields of practice, are included. Cross-cultural paradigms of health and healing are examined and compared. Prevention of chronic disease and health promotion are integrated into the concept of wellness, and disease etiologies and treatments are presented from multiple perspectives. The implications of and opportunities for prevention specialists in schools and communities are emphasized. Prerequisites: Sophomore standing. (F-S, Y)

Attributes: ADPL, HE1, TE

3 Credits

HLTH 21400 Sustainable Living: A Holistic Approach to Health (LA)

Focuses on holistic health using environmental sustainability approaches with multi-disciplinary perspectives on environmental issues and its relation to public health. Personal, social, economic, political, and environmental aspects of making sustainable choices in everyday life will be explored based on the database inquiry. The principles and practices of behavior change and pedagogies ingrained in theory and principles of environmental sustainability will be explored. The methods used to assess and evaluate the consequences of consumption (included but not limited to food) and lifestyle decisions will be discussed. Students will work individually and in groups by using experiential learning approaches to examine how to make sustainable choices, exercise personal accountability, and promote health. Prerequisites: Sophomore standing. (F,S,Y)

Attributes: SC, SO, TPJ, TQSF

3 Credits

HLTH 21700 Epidemiological Approaches to Disease Prevention and Control (LA)

Examines the history, principles, and practices in the cause, prevention, and control of diseases. Epidemiologic terminologies and measures such as morbidity, mortality, fertility, descriptive and analytic epidemiology, screening, infectious disease, and occupational epidemiology in public health practice will be covered. Prerequisites: MATH 15500 or MATH 14400 or MATH 14500 or MATH 21600. (F-S,Y)

3 Credits

HLTH 22400 Emergency Health Care Instructor (NLA)

Training for entry-level instructors of American Red Cross cardiopulmonary resuscitation (CPR) for the professional rescuer, of community CPR, and of community first aid and safety. During the semester, students are required to complete the instructor candidate training segment that is offered at a time designated by the instructor. Includes teaching methods, materials, and practice. Prerequisites: Current American Red Cross CPR for the professional rescuer, community CPR, and community first aid and safety certificates. (F-S,Y)

2 Credits

HLTH 22600 Health Communication (LA)

Introduction to the study of health communication, including its origins, development, and status. Introduction to theories of health behavior and communication and to how they relate to one another in practice. Examination of communication between health professionals and clients and of the role media play in the health care industry and the delivery of health services. Cross-listed with CMST 22600. Credit may not be granted for this course and CMST 22600. Prerequisites: Sophomore standing or above. (IRR)

Attributes: HE1, SS

3 Credits

HLTH 22700 Stress: Its Nature and Management (LA)

Overview of the nature and physiology of stress and techniques used to manage stress. Topics include stress physiology, social engineering, cognitive restructuring, conflict resolution, time management, self-help techniques, nutrition, exercise, and relaxation techniques such as meditation, progressive relaxation, and autogenic training. Prerequisites: Any level-1 psychology course or one HLTH course. (F-S,Y)

Attributes: 1, HE1, SC, SO, TMBS

3 Credits

HLTH 22800 Human Sexuality (LA)

Promotes a critical perspective of contemporary issues associated with human sexuality. The importance of healthy behavioral practices and responsible decision making concerning sexuality is emphasized. Content areas include contraception and birth control, pregnancy and childbirth, sexually transmitted infections, gender and gender roles, ethnicity and sexuality, sexual anatomy and physiology, sexual response, sexual expression, sexual orientation, relationships, and sexuality over the life span. Prerequisites: Sophomore standing. (F-S,Y)

Attributes: 1, HE1, SO, SS, TIDE, TMBS, WGS

3 Credits

HLTH 22900 Disease and Lifestyle (LA)

Focuses on the leading causes of morbidity and mortality in the world, with an emphasis on the United States. Emphasis is on health promotion through awareness of risk factors associated with these diseases. Topics reviewed include etiology, symptoms, morbidity and mortality rates, prevention, and commonly used methods of diagnosis and treatment. The course will include opportunities for hands-on learning and skill development in best practice screening techniques that are used in primary care settings (e.g., blood pressure, cholesterol, glucose monitoring). Prerequisites: Sophomore standing. (F-S, Y)

Attributes: 1, HE1

3 Credits

HLTH 23400 Fitness Applications for Health Promotion (NLA)

Incorporates basic kinesiological, biomechanical, and physiological principles and concepts with practical applications for physical activity, health-related fitness, and health promotion. Clinical procedures include body composition measurement, submaximal oxygen uptake testing, assessing blood pressure, calculating body mass indexes, and cholesterol screening. A major emphasis is the assessment of health-related fitness and the prescription of various types of physical activities for children, adolescents, and adults. Prerequisites: EXSS 12000; EXSS 12100. Students can receive credit for HLTH 23400 or PHED 23400, not both. (S,Y)

4 Credits

HLTH 24000 Health Promotion and the Older Adult (LA)

Health promotion and prevention strategies that allow people to extend and improve the quality of their lives. Through an interdisciplinary approach, health-related factors that affect older persons as they age are studied. Prerequisites: HLTH 11300 or GERO 10100. (IRR)

Attributes: 1

3 Credits

HLTH 25000 Global Health (LA)

Study of public health and health care issues across national borders and how they affect the entire globe, including the future health of the planet. Public health and health care delivery in certain nations are also studied.

Prerequisites: One social science course. (S,Y)

Attributes: DV, LMSP

3 Credits

HLTH 30000 China: Culture, Health, Healing and Sport (LA)

Introduction to the philosophy and practice in health, prevention and rehabilitation, sport and physical education in China from a historical and cultural perspective. Prepares students for a short-term study abroad opportunity in China (optional). Prerequisites: Junior standing or sophomore who has taken a HLTH course at the 20000-level. (S,IRR)

1 Credit

HLTH 30100 Lifecycle Nutrition (LA)

Explores an ecological perspective on nutrition. Examines the unique needs and concerns of each stage of the human lifespan, including prenatal, infant, child, adolescent, adult, older adult, pregnancy, and lactation. Students examine nutritional issues that are relevant to healthy growth and development, disease prevention, and optimal well-being at all ages. Prerequisites: HLTH 20200. (F,Y)

Attributes: HE1

3 Credits

HLTH 30500 Community Nutrition: Global Perspectives (NLA)

Explores function of community nutrition including monitoring, assessment, and the role of nutrition in health disparities. Students learn to plan interventions and evaluate programs. Prerequisites: HLTH 20200 and HLTH 30100. (S,Y)

Attributes: SL

3 Credits

HLTH 30600 Counseling for the Health Professions (NLA)

Theory and application of health counseling with focus on health behavior change, disease and wellness. Explores factors associated with the direction of advice and decision making in the development and maintenance of individual health and wellness. Provides means for incorporating positive health practices, courses of action, and guidance in health promotion programs, health care encounters, and health education. Course draws on base of health content and theory courses to develop a core set of career-specific useable skills. Prerequisites: HLTH 21300, HLTH 22900, and junior standing. (S, Y)

Attributes: HE1

3 Credits

HLTH 30900 Study Abroad in China: Culture, Health, Healing and Sport (LA)

This is a study abroad experiential learning course. Students will travel to China and explore and experience Chinese culture, rehabilitation and health promotion in a practical setting. Students will have hands-on learning opportunities under certified traditional Chinese medicine professionals such as acupuncture, massage, cupping, Tai Chi, and calligraphy. Prerequisites: HLTH 30000. (Sum, IRR)

2 Credits

HLTH 31200 Inequalities in U.S. Health Care (LA)

Introduces the historical, political, economic, social and environmental factors that drive inequalities in the U.S. health care system. Highlights the role of race, ethnicity and culture; socioeconomic status; geography/residential segregation; gender, sexual preference and identity; immigration status; health literacy and other factors on health inequalities. Enables students to critically analyze the multiple pathways in which discrimination impacts health status, access to, and quality of care and identify conceptual models and frameworks for reducing and/or eliminating health care disparities. Prerequisites: Junior standing or sophomore who has taken a social science or HLTH course at the 200-level. (F,S,Y)

Attributes: DV

3 Credits

HLTH 31500 Family Health Problems (LA)

Theory and research on family composition and its dynamic nature are critically examined with research and surveillance data on youth and families. Issues of identity, gender, race, class, sexual orientation, socioeconomic status, and community are related to family health. Preference is given to health education and physical education majors. Prerequisites: Major or minor; junior standing. (S,Y)

Attributes: HE1, SS, WGS, WGS3

3 Credits

HLTH 31600 Health Research and Analysis (LA)

Theoretical and philosophical bases for conducting research in health. Identifies and utilizes research methods in social and behavioral sciences, including quantitative, qualitative, and epidemiological methodologies. The objective is to assist students in the development of active skills, which include identifying key research issues in health, working through their analysis, and understanding the intellectual, practical, ethical, and political implications of different methods of research in health. Prerequisites: MATH 14400, MATH 14500, MATH 15500, or MATH 21600; HLTH 20500 or HLTH 21300; and junior standing. (F-S,Y)

Attributes: HE1, QL, SS, TE

3 Credits

HLTH 31700 Community Health (LA)

Provides an overview of community development strategies most frequently used in health promotion and health education programs. Emphasis is placed upon the processes of community organizing and developing critical awareness/consciousness as educational methods in public health. The course is designed to provide students with theoretical foundations, methods, and skills essential to professional community health education practice. Prerequisites: HLTH 21700 and junior standing. (F,Y)

Attributes: TE, WGS, WGS3

3 Credits

HLTH 32600 Health Planning and Administration (NLA)

Integrates general management principles with strategic planning in health care organizations. Data systems, forecasting, and problem identification and analysis are explored, along with the stages of strategic planning. Emphasis is placed on identifying strategic issues in complex environments and formulating realistic responses. Students prepare actual applications for new programs to regulatory agencies. Prerequisites: HLTH 20500 and one GBUS or MGMT course. (S, Y)

Attributes: HE1, TE

3 Credits

HLTH 33000 Health Promotion in the Workplace (NLA)

Development of a hierarchy of program needs and objectives for worksite health promotion. Students design needs-assessment instruments and develop work programs based on the needs identified by the population surveyed. The course also addresses issues surrounding program evaluation. Prerequisites: PSYC 33400, HLTH 11300, or MKTG 31200. (IRR)

Attributes: HE1

3 Credits

HLTH 33300 Development and Evaluation of Health Programs (NLA)

Prepares students with background information on how to design, implement, and evaluate health education and health promotion programs. "Quality of life" issues are evaluated to establish links between social problems and specific health problems. Several methods are employed to evaluate these programs. Prerequisites: Junior standing and HLTH 10600 or HLTH 15200; at least two HLTH 20000 level courses. (Y)

Attributes: TE

3 Credits

HLTH 33510 Legal and Ethical Issues in Health Policy (LA)

An examination of legal and ethical issues related to health care. Topics include the equitable distribution of scarce resources, the relationship between individual consumers and powerful (frequently for-profit) third-party payers, and the government's role at all levels in regulating health care and protecting the public from potentially fraudulent or abusive providers. Through research and written analysis, students examine current and past health policy and propose future policy options. Multiple drafts of written installments are required to learn and perfect different policy analysis techniques. This is a Writing Intensive course. (WI)
Prerequisites: PHIL 21200 or PHIL 23000; HLTH 20500; WRTG 10600 or ICSM 108XX, or ICSM 118XX. (F, S Y)
Attributes: LMSP, TE, WI
3 Credits

HLTH 34900-34901 Fieldwork in Health (NLA)

Practical experiences in public, voluntary, or commercial health agencies. Provides the opportunity to become involved in various agency functions.
Prerequisites: Junior standing; permission of department chair.
Repeatable for up to (F-S,Y)
Attributes: TE
0.5-6 Credits

HLTH 35000 Drug Use and Abuse (LA)

Promotes critical thinking about many implications of the use of mind-altering drugs within our society. An interdisciplinary approach is used to study aspects of social, cultural, mental, emotional, physical, and spiritual health related to drugs, society, and human behavior. Course content includes, and is not limited to, alcohol, tobacco, legal and illegal substances. Prerequisites: Junior standing. (F-S,Y)
Attributes: HE1, SS
3 Credits

HLTH 36000 Curriculum and Materials in Health Education (NLA)

Examination of the philosophical, theoretical, and practical aspects of curriculum development related to health program planning. Consideration is given to curricular scope and sequence. Students demonstrate their ability to develop unit plans, block calendars, and lesson plans. Existing prepackaged curriculum models are evaluated.
Prerequisites: EDUC 21010; nine credits in HLTH xxxxx courses. (F,Y)
Attributes: TE
3 Credits

HLTH 39900-39906 Selected Topics in Health (NLA)

Topics of current interest to faculty and students. Experimental courses are offered under this course number and title. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. (IRR)
1-3 Credits

HLTH 40300 Nutritional Care and Therapeutics (NLA)

Provides overview of role of nutrition professional as a member of the health care team. Students explore best practice techniques for nutrition assessment and health diagnoses; application of theoretical models of nutrition behavior and intervention to individual case studies; guidelines for client education, monitoring and documentation; and frameworks of nutrition practice within allopathic, complementary, and alternative health care models. Nutritional supplement use and diet planning are explored via case study. Students critically analyze the development, effect, method, application, and efficacy of current standards for nutrition intervention. Prerequisites: Senior standing; HLTH 22900, HLTH 30100, HLTH 30500, HLTH 30600. (F,Y)
3 Credits

HLTH 41700 Front Page Public Health: Policy and Epidemiology (LA)

History and theories of the public health perspective. Detailed analysis of major contemporary public health issues in the context of political, economic, and social factors. Theories and uses of epidemiology as a descriptive, analytical, and political tool of public health. Community, regional, national, and international public health policies are studied and evaluated. Attention is paid to current public health issues in the news.
Prerequisites: HLTH 21700 and HLTH 31700. (F,Y)
3 Credits

HLTH 42000 Teaching Strategies in Health Education (NLA)

Designed for prospective health educators as a comprehensive background for health instruction in elementary, secondary, and community settings. Students acquire the knowledge and skills necessary to plan, deliver, and assess learning experiences and activities incorporating strategies that target multiple intelligences, learner diversity, cooperative education, curriculum integration, and skill acquisition as they relate to health education. Prerequisites: HLTH 33300 or HLTH 36000. (S,Y)
Attributes: HE1, TE
3 Credits

HLTH 43900 Assessment in Health Education (NLA)

Prepares class members to assess student learning in K-12 health education settings. Through a combination of lecture, labs, discussion, and field-based activities, opportunities are provided to understand and apply current educational testing and evaluation procedures. Course content includes study of the criteria for selection of tests, application of statistical procedures, construction and analysis of assessment tools, procedures for classification and grading of students, and program assessment techniques. Credit will not be granted for both this course and PHED 43900. Prerequisites: PHED 33200, HLTH 33300, or HLTH 36000. (F,Y)
Attributes: TE
3 Credits

HLTH 44100 Student Teaching in Health Education (NLA)

Observation and supervised student teaching. Assignment to approved cooperating schools full-time for one semester in the senior year. Required of all students preparing to teach health education in elementary or secondary schools. Prerequisites: Current American Red Cross CPR and first-aid card; EDUC 21010; HLTH 42000; EDUC 34000. (F-S,Y)
10 Credits

HLTH 44400 Leadership and Health Promotion (LA)

Explores the interconnected nature of leadership operating within the synergy of perspectives involved in health promotion. Examination of collective and interdisciplinary theories and approaches to problem solving, relationship building and transformation in health promotion. Leadership is explored through directed inquiry of case studies. Challenges to promoting health in individuals, communities, and society are considered. Prerequisites: HLTH 33510 or HLTH 31600. (S,Y)
Attributes: CP
3 Credits

HLTH 44500 Student Teaching in Health Education (dual major) (NLA)

Observation and supervised student teaching. Assignment to approved public schools full-time for a half semester in the senior year. Experience in structured observation, classroom assisting, and direct instruction; additional experience in planning, conferencing, and related school duties outside regular class periods. Individual conferences are held with Ithaca College supervisors of field experiences. Required of all dual health education and physical education majors. Prerequisites: Current American Red Cross CPR and first-aid card; EDUC 21010; HLTH 36000; HLTH 42000; EDUC 34000. (F-S,Y)

Attributes: TE

5 Credits

HLTH 44800 Seminar in Health Education (NLA)

An opportunity for student teachers or internship participants to analyze and discuss individual and general problems related to their experiences. Current trends and issues confronting the prospective health education professional, such as issues regarding changes in the profession, teaching credentials, and job opportunities, are also addressed. Corequisites: HLTH 44100 or HLTH 44900. (F-S,Y)

Attributes: CP, TE

2 Credits

HLTH 44900-44901 Internship in Health (NLA)

Supervised, full-time experience in a health agency during the summer or regular academic semester. Content of internship should reflect the student's concentration area (i.e., gerontology, substance abuse services, worksite health promotion, nutrition, or PIC). Prerequisites: Current American Red Cross CPR and first aid card; junior or senior standing; permission of department chair. 6-(F-S,Y)

6-12 Credits

HLTH 45200-45203 Independent Study in Health (LA)

An individual study program for the investigation of special problems in the field of health. A written report is required. Prerequisites: Senior standing; permission of instructor and department chair. (F-S,Y)

1-3 Credits

HLTH 45300 Supervised Research (NLA)

Empirical research on a health topic selected in consultation with instructor. A written report is required. Course may be repeated for up to Prerequisites: At least three courses in health; permission of instructor and department chair. (F-S,Y)

1-3 Credits

HLTH 48700 Multicultural Issues in Health (LA)

Addresses the issues of ethnicity, culture, and race as they relate to health. Examines a variety of intercultural issues, including power and oppression, and how they affect the lives of children, adults, and families living in the United States. Prerequisites: HLTH 31700, HLTH 33510. (S, Y)

Attributes: DV, HE1

3 Credits

Physical Education (PHED)

PHED 10100 Teaching Strategies in Physical Education (NLA)

Introduces students to basic pedagogical skills relative to the successful teaching of physical education in a school setting. Topics include, but are not limited to, lesson planning, voice projection, physical movement in the teaching area, and effective transitions. The use of videotaped mini-lessons throughout the semester will encourage students to practice these teaching techniques, as well as to develop reflective and analytical skills in relation to their teaching. For physical education and health and physical education majors/coaching minors. (S,Y)

Attributes: TE

1 Credit

PHED 14400 Fundamentals of Dance and Movement (NLA)

This course will prepare the future teacher in the area of movement development, through basic dance. Emphasis will be placed on the teaching of dance in the public school setting, in both secondary and primary grades. Although there is a dance skill component, the majority of the class focuses on knowledge about pedagogy of fundamental movements in dance and progressions. Students will learn teaching progressions to be effective in the public school setting. (S,Y)

1 Credit

PHED 17800 Fundamental Movement Concepts Gymnastics (NLA)

This course will prepare the future teacher in the area of movement development, through basic gymnastics. Emphasis will be placed on the teaching of gymnastics in the public school setting, with particular focus on the primary grades. Although there is a movement component, the majority of this course will be cognitively based. Students will learn teaching progressions and deal with learning effectiveness in the public school setting. (S,Y)

1 Credit

PHED 20200 Teaching Goal-Oriented Games in Physical Education (NLA)

Introduces students to a tactical model/approach to higher-level games play, focusing specifically on the offensive and defensive strategies and skills common to goal-oriented games (e.g. soccer, football, lacrosse, basketball, handball). Corequisites: PHED 23000. (S, Y)

1 Credit

PHED 20400 Teaching Net/Wall Games in Physical Education (NLA)

Introduces students to a tactical model/approach to higher-level games play, focusing specifically on the offensive and defensive strategies and skills common to net/wall games (e.g. volleyball, tennis, racquetball, paddleball). Prerequisite: Sophomore standing. (F,Y)

1 Credit

PHED 20500 Teaching Target and Fielding Games in Physical Education (NLA)

Introduces students to a tactical approach to higher-level games play, focusing specifically on the offensive and defensive strategies of target and fielding games (e.g., softball, baseball, archery, golf, bowling).

Prerequisites: PHED 10100. (F,Y)

1 Credit

PHED 20700 Teaching Outdoor Pursuits and Contemporary Activities (NLA)

Introduces students to the basic principles involved in teaching outdoor pursuits and adventure education as part of the elementary and secondary physical education programs. Depending on the season, activities include basic rock climbing, mountain biking, cross country skiing, challenge course facilitation and/or backcountry travel techniques for different age groups and diverse populations. Prerequisites: HITH 15200. (S,Y)

1 Credit

PHED 20800 Teaching Individual Activities in Physical Education (NLA)

Introduces students to the basic principles involved in the planning, teaching, and assessment of a variety of individual activities taught as part of the secondary physical education curriculum. Activities include, but are not limited to, yoga, wrestling, personal defense, fencing, and track/field. Prerequisite: Sophomore standing. (F,Y)

1 Credit

PHED 21200 Motor Skills Development (NLA)

Students will be introduced to the fundamental theories and principles related to the motor, cognitive, and affective development of humans throughout the life span, with emphasis on children and adolescents. Detailed analysis of fundamental movement skills and their relationship to effective, developmentally appropriate movement programs will be explored. Students will demonstrate critical analysis of movement programs and compare and contrast them with best practice. Laboratory experiences involving children and adolescents in school settings will allow students to observe the skills and theories in real-life situations. Prerequisites: HLTH 15200 or PHED 25500. (F-S, Y)

Attributes: TE

3 Credits

PHED 23000 Teaching Physical Activities in Elementary Physical Education (NLA)

Provides physical education teacher candidates with knowledge in the selection, planning, and implementation of developmentally appropriate physical activities for elementary school children. Introduces students to the "skill theme approach" to teaching games, gymnastics, and dance with an emphasis on the development and use of movement concepts in increasing physical activity as outlined by the National Standards for Physical Education. Emphasis is placed on developing an applied understanding of what to teach and practical lab experiences are included in the course. Prerequisites: PHED 10100 and HLTH 15200. (S, Y)

Attributes: TE

3 Credits

PHED 23400 Fitness Applications for Health Promotion (NLA)

Incorporates basic kinesiological, biomechanical, and physiological principles and concepts with practical applications for physical activity, health-related fitness, and health promotion. Clinical procedures include body composition measurement, submaximal oxygen uptake testing, assessing blood pressure, calculating body mass indexes, and cholesterol screening. A major emphasis is the assessment of health-related fitness and the prescription of various types of physical activities for children, adolescents, and adults. Prerequisites: EXSS 12000; EXSS 12100. Students can receive credits for HLTH 23400 or PHED 23400, not both. (S,Y)

Attributes: HE1

4 Credits

PHED 23500 Teaching Fitness in Physical Education (NLA)

Introduces students to the teaching and assessment of fitness concepts to children in the K-12 school setting. Emphasis is placed on the practical application, teaching, and assessment of the components of physiological aspects of fitness to children. Topics include the contemporary goals of and background to fitness education, developmentally and instructionally appropriate principles for teaching and assessing fitness, the use of technology in the instruction and assessment of fitness, using various testing batteries, the reporting of fitness results, and the use of goal setting as a motivational tool for improving one's fitness. This course will allow students to become nationally certified as a physical best health-fitness specialist.

Corequisites: Prior or concurrent enrollment in PHED 23400. (F-S, Y)

1 Credit

PHED 25500 Philosophy and Principles of Coaching (NLA)

The philosophy and principles of coaching young athletes. Emphasis is placed on development of a coaching philosophy through critical examination of issues relating to coaching. Coaching responsibilities, developmental characteristics of children and youth, and their implications for the conduct of athletic programs, instructional and administrative methods, effective design and conduct of practices, and enhancement of contest performance are also discussed. Prerequisites: Sophomore standing. (F-S,Y)

3 Credits

PHED 25600 Health Sciences Applied to Coaching (NLA)

The application of modern principles of the health sciences as they relate to youth coaching (up to 12th grade) including exercise physiology, kinesiology, sport psychology, and nutrition. Human growth and development, safety, first aid, training, and conditioning of youth athletes are covered. Prerequisite: PHED 25500 or concurrent enrollment. (F-S,Y)

3 Credits

PHED 33000 Adapted Physical Education and Sport (NLA)

Provides students with an understanding of individuals with disabilities. Students learn to adapt physical education activities to meet the abilities of an individual with special needs in order to provide a safe and successful learning experience. Topics addressed include, but are not limited to, philosophical approaches to teaching students with disabilities, legislation affecting the adapted physical education program, the process of identifying students with disabilities in the public school system, and development of the individual education plan. Laboratory experiences include working weekly with students with disabilities in an aquatics program. Prerequisites: PHED 21200. Corequisites: PHED 33200 or PHED 33300. (F-S,Y)

3 Credits

PHED 33200 Curriculum and Methods in Elementary School Physical Education (NLA)

Provides students with practical guidelines for the development and assessment of contemporary elementary physical education programs. Pedagogical skills and strategies for successful teaching as they pertain to the elementary school teaching situations are also emphasized. Developmentally appropriate physical education content using a movement framework (movement concepts and skill themes) serves as the basis for the course, which involves practicum teaching experiences in local elementary schools. Prerequisites: EDUC 21010; PHED 23000; junior or senior standing. (F,Y)

Attributes: TE

3 Credits

PHED 33300 Curriculum and Methods in Secondary School Physical Education (NLA)

Analysis of the program of physical education in secondary schools; criteria for the selection and grade placement of activities; consideration of methods and teaching techniques; and problems relating to program planning, time allotment, administration of facilities, and program evaluation. Observation and teaching of secondary physical education classes in the Ithaca school system, as well as micro-peer teaching on campus. Prerequisites: Junior or senior standing; EDUC 21010. (S,Y)

Attributes: TE

3 Credits

PHED 34900 Fieldwork in Physical Education (NLA)

Practical experience in public, voluntary, or commercial agencies or businesses providing various types of physical education, sports-related activities, or services. Prerequisites: Major or minor in the Department of Health Promotion and Physical Education or the Department of Exercise and Sport Sciences; junior standing or above; permission of department chair. (F-S,Y)

Attributes: TE

1-6 Credits

PHED 37400 Coaching Seminar-Field Hockey (NLA)

Provide an in-depth understanding of strategies, specific to each sport. Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar. (F-S,Y)

2 Credits

PHED 37600 Coaching Seminar-Swimming (NLA)

Provide an in-depth understanding of strategies, specific to each sport. Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar. (F-S,Y)

2 Credits

PHED 38500 Coaching Seminar - Track & Field (NLA)

Provide an in-depth understanding of strategies, specific to each sport. Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar. (F-S,Y)

2 Credits

PHED 38600 Coaching Seminar-Soccer (NLA)

Provide an in-depth understanding of strategies, specific to each sport. Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar. (F-S,Y)

2 Credits

PHED 38700 Coaching Seminar-Wrestling (NLA)

Provide an in-depth understanding of strategies, specific to each sport. Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar. (F-S,Y)

2 Credits

PHED 38800 Coaching Seminar-Lacrosse (NLA)

Provide an in-depth understanding of strategies, specific to each sport. Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar. (F-S,Y)

2 Credits

PHED 39900-39903 Selected Topics in Physical Education (LA)

Topics of current interest to faculty and students. Experimental courses are offered under this course number and title. This course may be repeated for credit for different selected topics. Prerequisites: As appropriate to topics. (IRR)

Attributes: NLA

1-3 Credits

PHED 42000-42003 Independent Study in Sport Skills (NLA)

Prerequisites: Major or minor in Department of Health Promotion and Physical Education; PHED 33200 or PHED 33300; permission of department chair. 0.5-(F-S,Y)

0.5-1 Credits

PHED 43900 Assessment in Physical Education (NLA)

Prepares students to assess student learning in a K-12 physical education setting. Through a combination of lectures, labs, discussions, and field-based activities, opportunities are provided to understand and apply current educational testing and evaluation procedures. Course content includes study of the criteria for selection of tests, application of statistical procedures, construction and analysis of assessment tools, procedures for classification and grading of students, and program assessment techniques. Credit will not be given for both this course and HLTH43900. Prerequisites: PHED 33200, PHED 33300, or HLTH 36000. (F,Y)

Attributes: TE

3 Credits

PHED 44000 Organization and Administration of Physical Education (NLA)

Policies and procedures in the organization and administration of physical education and athletics in the public school setting. Directed discussions and investigation of the nature and scope of administrative responsibilities in programs of physical education and athletics. Prerequisites: PHED 33200 or PHED 33300, or permission of instructor. (F,Y)

Attributes: UND

3 Credits

PHED 44100 Student Teaching in Physical Education (NLA)

Observation and supervised student teaching. Assignment to approved, cooperating schools full-time for one semester in the senior year.

Experience in classroom observation, participation, teaching, coaching, and intramural and noon-hour supervision. Individual conferences with Ithaca College coordinators of field experiences. Required of all students preparing to teach physical education in elementary or secondary school.

Prerequisites: Current American Red Cross CPR and first-aid card; EDUC 21010; PHED 33200; PHED 33300; EDUC 34000. (F-S,Y)

Attributes: TE, UND

10 Credits

PHED 44500 Student Teaching in Physical Education (dual major) (NLA)

Observation and supervised student teaching. Assignment to approved, public schools full-time for a half semester in the senior year. Experience in structured observation, classroom assisting, and direct instruction;

additional experience in planning, conferencing, and related school duties outside regular class periods. Individual conferences are held with Ithaca College supervisors of field experiences. Required of all dual health education and physical education majors. Prerequisites: Current American Red Cross CPR and first-aid card; EDUC 21010; PHED 33200; PHED 33300; EDUC 34000. (F-S,Y)

Attributes: TE

5 Credits

PHED 44800 Professional Seminar (NLA)

A field course to be taken in conjunction with PHED 44100 Student Teaching in Physical Education. Examines current trends and developments in teaching and extracurricular activities, as well as situations identified in student teaching. Special interest speakers. (F-S,Y)

Attributes: CP, TE

2 Credits

PHED 45000-45003 Independent Study in Physical Education (LA)

Individual study program for investigation of special problems in the field of physical education. Written report required. Prerequisites: Permission of instructor and department chair. (F-S,Y)

Attributes: TE

1-3 Credits

PHED 46000 Internship in Physical Education (NLA)

Supervised work experience in a sports-related service agency or business during the summer or the regular academic year. Prerequisites:

Minimum 2.50 cumulative GPA; junior standing or above; current American Red Cross CPR and first aid card; permission of the instructor and department chair. 6-(F-S,Sum,Y)

6-12 Credits

PHED 47400 Coaching Seminar-Volleyball (NLA)

Provide an in-depth understanding of strategies, specific to each sport.

Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar.

(F-S,Y)

2 Credits

PHED 47500 Coaching Seminar-Gymnastics (NLA)

Provide an in-depth understanding of strategies, specific to each sport.

Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar.

(F-S,Y)

2 Credits

PHED 47700 Coaching Seminar-Softball

Provide an in-depth understanding of strategies, specific to each sport.

Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar.

(F-S,Y)

2 Credits

PHED 48400 Coaching Seminar-Football (NLA)

Provide an in-depth understanding of strategies, specific to each sport.

Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar.

(F-S,Y)

2 Credits

PHED 48500 Coaching Seminar - Men's Basketball (NLA)

Provide an in-depth understanding of strategies, specific to each sport.

Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar.

(F-S,Y)

2 Credits

PHED 48800 Coaching Seminar-Baseball (NLA)

Provide an in-depth understanding of strategies, specific to each sport.

Students in these seminars will work with experienced coaches to learn the skills necessary to provide guidance, leadership, and inspiration in the development of athletes and teams. It is recommended that you have some experience as a player, or with the sport specific to each seminar.

(F-S,Y)

2 Credits