The Jerry and Vickie Moyes College of Education's purpose is two-fold. The first is to provide professional programs and personal growth experiences for the preparation of undergraduate students to serve in a variety of settings: 1) public schools, business, industry, and government; 2) careers and personal roles related to marriage, family and young children; and 3) professions involved in promoting health and enhancing human performance.

The second is to provide courses for graduate students that extend the professional knowledge, skills, and attitudes of educators, including those in schools, business, industry, and higher education.

Students completing baccalaureate programs in the Jerry and Vickie Moyes College of Education will be granted either the Bachelor of Arts or the Bachelor of Science degree. The College also grants a Master of Education degree in Curriculum and Instruction.

Location: David O. McKay Education Building, Room 228
Telephone Contact: Ruby Thatcher 801-626-6272

**Bachelor of Arts and Bachelor of Science composite teaching degree programs are offered in:**
- Art
- Biology
- Business Education
- Earth Science
- Music Education
- Physical Science
- Social Science

**Bachelor of Science degree programs are offered in:**
- Athletic Training
- Health Promotion

**Associate of Applied Science degree program offered in:**
- Early Childhood

**Minors are offered in:**
- Physical Education/Coaching *
- Child Development
- English as a Second Language (ESL)
- Family Studies
- Health Promotion *
- Nutrition Education
- Recreation
- Special Education *

*Teaching minors are also available. See Department of Teacher Education for a complete list of teaching minors.
Grade Appeal Procedures
The evaluation of student performance is recorded on the student’s University transcript as part of the student’s permanent record. The grade is determined by the faculty member responsible for the course and is based upon factors related to achievement of the course objectives. The grade is considered final unless an appropriate appeal is filed by the student. For the student who is dissatisfied with a grade and has reason to believe the grade issued is incorrect, the following appeal procedure is provided by the College and the University. Steps 1 and 2 of the process are considered informal appeals and are designed to provide an avenue for resolution without a formal hearing.

Step 1 Within fourteen (14) days of the beginning of the following term, the student shall confer with the instructor who issued the grade and outline the reason/s why he or she believes the grade to be incorrect. (If the faculty member is unavailable, the student must contact the faculty member’s chairperson within this same time period to request an extension of the time allowed for this step. Such permission must be obtained in writing.) Within seven (7) days of the student-faculty conference, the faculty member shall advise the student, in writing, of the outcome of the course grade review.

Step 2 If the student still considers the grade to be incorrect, the student may appeal the grade at the department level. This appeal must be in writing, must follow the procedures outlined in the College’s Grade Appeal Process document, and must be filed not later then seven (7) days from the date of the completion of step one. The College Grade Appeal Process document may be picked up from the department office or the office of the dean.

Step 3 If, after completion of step 2, the student is still dissatisfied, the student should consult with the University’s due process officer and may request that the case be reviewed by a Weber State University hearing committee.

MASTER OF EDUCATION
IN CURRICULUM AND INSTRUCTION

M.Ed.

Director: Dr. Judith Mitchell
Location: McKay Education Building, Room 235
Telephone Contact: 801-626-6278
Web site: http://departments.weber.edu/meduc/

The mission of the Master of Education in Curriculum and Instruction (M.Ed.) program is to extend the professional knowledge, skills and attitudes of educators in schools, business, industry, and higher education through advancing the theoretical and practical applications of curriculum and instruction. The program is approved by the Utah State Board of Education using national NASDTEC standards and the National Council for Accreditation of Teacher Education (NCATE).

The M.Ed. program with the organizing theme of Teacher as Reflective Practitioner is practice-oriented, and the purposes, processes, outcomes, and evaluation are explicated by a model represented by the acronym TREC: Teachers Reflecting, Engaging, Collaborating. These components, reflecting, engaging, and collaborating, serve as a framework for organizing course work and program development. The goals of the curriculum reflect an emphasis on preparing master educators:

• who engage students through a variety of strategies to ensure growth in knowledge and learning processes that they might become independent life-time learners;

Admission Requirements
The M.Ed. program is selective, with a limited number of openings available for qualified students. Admission deadlines are July 1 for Fall Semester, November 1 for Spring Semester, and March 1 for Summer Semester. For additional information contact the Master of Education office, (801) 626-6278.

The following are required:
1. Admission to Weber State University and application for the M.Ed. Program.
2. Payment of the M.Ed. program application fee.
3. Verification of a Bachelor’s degree from an accredited institution.
4. Equivalent of one year’s full-time professional teaching experience.
5. Official transcripts from all institutions.
6. Completed M.Ed. recommendation forms (3).
7. Minimum GPA of 3.25 on the last 60 semester hours (90 quarter hours) of approved undergraduate/graduate course work.
8. Minimum GPA of 3.00 to 3.24 on the last 60 semester hours (90 quarter hours) and a minimum score of either 40 on the Miller’s Analogies Test (MAT) or 480 each on the Verbal, Quantitative, and Analytical portions of the Graduate Record Examination (GRE).
9. Oral interview with the Program Director.
10. Writing proficiency assessment.

Additional Requirements for International Students
• TOEFL score of 550.
• Oral language proficiency assessment.
• Weber State University-accepted Bachelor’s degree.
• Courses evaluated into the equivalent of American credits and letter grades.
• If the overall GPA is lower than 3.25, and the evaluated transcript cannot be calculated for the last 60 semester hours (90 quarter hours) of course work, the Graduate Record Examination must be taken with a minimum score of 480 each on the Quantitative and Analytical portions.

Course Requirements for M.Ed.
The 36 hour program of study consists of a 21-hour professional core requirement and 15 hours of graduate committee-approved professional education electives and/or courses in the student’s discipline. A portion of the core requirement is the completion of a Master’s project, an application of knowledge and skills.

Professional Education Core Requirements (21 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MED 6000</td>
<td>Fundamentals of Graduate Study (2)</td>
</tr>
<tr>
<td>MED 6010</td>
<td>Advanced Educational Foundations (2)</td>
</tr>
<tr>
<td>MED 6020</td>
<td>Diversity in Education (2)</td>
</tr>
<tr>
<td>MED 6030</td>
<td>Advanced Educational Psychology (2)</td>
</tr>
</tbody>
</table>

Methodology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MED 6050</td>
<td>Curriculum Design, Evaluation &amp; Assessment (3)</td>
</tr>
<tr>
<td>MED 6060</td>
<td>Instructional Strategies (2)</td>
</tr>
</tbody>
</table>
• Scholarship
MED 6080 Conducting Educational Research (3)
MED 6085 Developing a Project Proposal (1)
MED 6090 Master's Project (3)
MED 6091 Graduate Synthesis (1)

Electives (15 credit hours)
Electives must be graduate level (i.e. 6000 level credit), and may be selected from offerings in professional education, discipline areas, or specialized courses leading to endorsements in Reading, Special Education, Gifted and Talented, ESL, or ESL/Bilingual. At the present time Weber State offers graduate level content courses in English, HPHP, Math, History, Science, and Foreign Language. The graduate office has listings of approved elective courses and endorsement requirements.

MASTER OF EDUCATION COURSES - MED

Required Core Courses

MED 6000. Fundamentals of Graduate Study (2)
Review of program goals, policies, and procedures in the MED program. Introduction to the library, campus writing lab and word processing facilities. A process for scholarly and professional writing will be covered as well as style, form, documentation, support, organization, and a number of other topics to help develop writing confidence for graduate work.

MED 6010. Advanced Historical Foundations (2)
Study of the relationship of contemporary schooling issues to historical practices and philosophies.

MED 6020. Diversity in Education (2)
Topics in this course will include issues related to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area as they impact teaching and learning.

MED 6030. Advanced Educational Psychology (2)
Educational applications of principles and theories of psychology, human behavior, personality development and learning.

MED 6050. Curriculum Design, Evaluation & Assessment (3)
An overview of the theories of curriculum development as well as a practical appraisal of curriculum design, implementation, evaluation and assessment.

MED 6060. Instructional Strategies (2)
This methods course will include organizing and universal teaching strategies that can accommodate the variety of learning contexts and content that is taught to a diverse audience of learners.

MED 6080. Conducting Educational Research (3)
Students learn to locate and interpret educational research, and to apply research methods to their own educational issues. Prerequisites: MED 6000, 6030, 6050 & 6060.

MED 6085. Developing a Project Proposal (1)
This course is designed to help students develop a Master's project proposal that is carefully researched and professionally written. Prerequisites: Graduate Committee formed and MED 6080 Conducting Educational Research completed (this course may not be taken concurrently).

MED 6090. Master's Project (3)
Development of a master's project, often related to a student's work assignment. Student must have a signed proposal and department permission to register. Prerequisite: MED 6085.

MED 6091. Graduate Synthesis (1)
A review and synthesis of the program and its course work. The course includes opportunity to work with the development of personal portfolios. Prerequisites: All core requirements completed; Master's Project Proposal committee-approved and Master's Project Report completed or in progress. Student must have a signed proposal and program approval to register. Prerequisite: MED 6085.

Electives

MED 6120. Advanced Classroom Management (3)
Eclectic review of the popular teacher-pupil interaction models as they are classified into ideological camps and effect, and management and strategies for the classroom.

MED 6130. Topic in Education: (i.e., School Finance, Teaching for Inquiry, etc.) (1-3)
This course explores a topic receiving current attention by educators and the public, and deemed worthy of in-depth study. Credit will be determined by the nature of the topic.

MED 6140. Adolescent Development (2)
Study of physical, mental, social, and psychological characteristics of adolescents, their needs and problems, and methods of working with those who have behavior problems.

MED 6150. Action Research in the Classroom (2)
Students will explore effective classroom-based research techniques, complete classroom-based research projects, and engage in ongoing application of action research for the improvement of teaching practice.

MED 6160. Effective Mentoring in the Classroom (2)
Course will cover strategies for effectively mentoring student teachers and novice teachers by expert teachers. Expectations for the course include journal keeping, writing assignments, and mentoring project.

MED 6180. Teaching Interpersonal Skills (2)
Study and application of interpersonal skills leading to the application and teaching of selected techniques in and systems of the classroom.

MED 6200. Current Trends in Early Childhood Education (3) variable title
A variable title advanced course in Early Childhood Education (birth through age eight) based upon examination of the current trends in curriculum and instruction for young children. When this number is used it will be accompanied by a brief and specific descriptive title, i.e. literacy, math, science.

MED 6210. School Law (3)
Considers the rights and responsibilities of students, teachers, and other educational practitioners. Relates these to school programs and operations as determined by state and federal constitutions, laws, and court decisions.

MED 6220. Current Problems in Education (3)
A survey course which identifies and gives opportunity to research current problems in education at national, state, and local levels. Solutions and responses are developed from the research to address problems.

MED 6230. Instructional Technology for Teachers (3)
Designed for students who have had a prior introduction to technology. Topics could include classroom applications of technology, software evaluations, and technology integration.
**MED 6240. Foundations of Teaching for Cultural and Language Differences (2)**
This course will address the nature of pluralism in American Society, including but not limited to exploration of multiculturalism, bilingualism, first and second language acquisition and instructional strategies. Establishes the core foundations for valuing diversity.

**MED 6250. Second Language Acquisition: Theories and Implementation (3)**
This course explores second language acquisition processes, current theories, and effective strategies as a knowledge base in planning appropriate curriculum and instruction for English language learners.

**MED 6270. Literacy Strategies for Teaching English Language Learners (3)**
Teaching strategies for English language development and content area instruction.

**MED 6280. Family and Community Involvement in Education (2)**
Examination of methods which would facilitate the interaction between the parent/community and the teacher/school through reciprocal communication, home-based involvement, school-based involvement and decision making. Special emphasis will be given to the importance of parental involvement in the education of second language learners.

**MED 6300. Conducting Qualitative Research (3)**
Designed as an introduction to the philosophy, theory, and methodology of qualitative research. This course is a companion course to MED 6080, Conducting Educational Research. Special emphasis is placed on designing qualitative research proposals for master's degree projects.

**MED 6310. Content Instruction in the Elementary School: (Science, or Mathematics, or Social Studies) (2)**
Explores new concepts in curriculum and methods of instruction in the elementary schools. When this number is used it will be accompanied by a brief and specific descriptive title. The specific title with the credit authorized for the particular offering will appear on the student transcript.

**MED 6320. Content Area Literacy Instruction (3)**
Use of reading as an effective means to help students comprehend their course material. Explores how to incorporate these skills into the curriculum of the content areas.

**MED 6330. Using Children's Literature and Informational Text in the Classroom (2)**
This course will provide a broad basis for using children's literature for instructional purposes in elementary classrooms to enhance literacy development.

**MED 6340. Reading Assessment & Instructional Interventions (3)**
Assessment of reading problems and corrective procedures for remediation in elementary classrooms.

**MED 6350. Reading Comprehension Instruction (2)**
An exploration of current research theories and their pedagogical implications related to teaching vocabulary, reading comprehension, and metacognition. This course is required for the Level 1 Reading Endorsement.

**MED 6352. Early Literacy Instruction (K-6) (2)**
The purpose of this course is to focus on the research on emergent and early literacy development so that teachers may construct well-designed, appropriate literacy learning environments and experiences for young language learners. Because this is an advanced course, students will be expected to have a reading background in early literacy. This course is required for the Level 1 Reading Endorsement.

**MED 6353. Understanding and Supporting Reading Development (grades 6-12) (3)**
This course is to help practicing secondary teachers acquire skills and strategies to support struggling readers. Specifically, this course will provide teachers with a systematic and ongoing approach to classroom intervention to prevent continued failure in reading. Required for the Level 1 Basic Secondary Reading Endorsement.

**MED 6354. Supervision & Staff Development in Reading Instruction (2)**
This course is designed to increase understanding of the administration and supervision of school literacy programs. Major topics will include: professional development, school/community relations, mentoring partnerships, student diversity, curriculum evaluation and development, and assessment. This course is required for the Reading Specialist Endorsement. Prerequisite: Basic Reading Endorsement.

**MED 6355. Research in Reading (3)**
This course will engage students in studying and understanding primary research documents in reading. Students will be guided to explore both classical and contemporary reading research studies. Students will also be instructed in basic research techniques in reading. This course is required for the Reading Specialist Endorsement. Prerequisite: Level 1 Basic Reading Endorsement.

**MED 6356. Reading Specialist Internship (2)**
This course is a field-based experience designed to give students an opportunity to work with curriculum and school leaders for improving reading instruction on a district or school level. This course is required for the Reading Specialist Endorsement. Prerequisites: Basic Reading Endorsement, Theories of Supervision of Literacy Programs (MED 6354), and Research in Reading (MED 6355). The course is graded Credit/No Credit.

**MED 6360. Foundations of Literacy (3)**
An exploration of current reading, oral and written language theories, and their applications for the improvement of literacy practices in schools.

**MED 6380. Values Education (3)**
Designed for teachers, administrators, parents and community leaders. Examines the developmental processes of socialization and moral development. Four separate approaches of values education are evaluated.

**MED 6420. Foundations of Education of the Gifted (2)**
An overview of education for the gifted and talented: historical and philosophical background; characteristics, needs, and developmental patterns of the gifted; issues in identification, differentiating curriculum, and educational program options; special populations of gifted students.

**MED 6450. Creativity and Applied Imagination (2)**
Exploration and development of readily available personal and community resources to encourage creative thinking/reasoning, classroom involvement, and transfer of learning.

**MED 6470. Teaching for Thinking (2)**
Theory and practice for teaching thinking skills in elementary, middle, and high school classrooms. Prerequisite: Classroom Teacher/Administrator.

**MED 6480. Differentiated Curriculum for the Gifted (3)**
Curriculum theories and educational strategies for educating gifted and talented students. A practical course, with special attention to...
the development of instructional materials appropriate for use by gifted students in special programs as well as in the regular classroom.

MED 6490. Assessment and Evaluation in Education of the Gifted (3)
Principles of assessment applied to: identification of gifted and talented students including identification of gifted in minority populations, diagnosis of student learning needs, learning styles, evaluation of student progress, and evaluation of program effectiveness.

MED 6510. Foundations in Special Education (3)
This course will cover the history of special education/disability, characteristics of learners and life span issues, major issues and trends including laws and legislative mandates.

MED 6520. Collaboration, Consultation, and IEP Development (3)
Roles of the special educator and families. IEP development, Least Restrictive environment, managing multidisciplinary team activities and techniques of collaboration and consultation.

MED 6521. Practicum in Special Education (2)
This Practicum must be taken either concurrently with, or after completion of, MED 6510 and MED 6520. This Practicum experience will focus on examining in depth the lives of students with mild to moderate disabilities in school, home, and community settings. Students will be introduced to the IEP process and will practice developing collaborative relationships within school settings.

MED 6530. Principles and Applications of Special Education Assessment (3)
Administer, score, and interpret norm-referenced assessments instruments, analyze in combination with data from other assessment processes, and use to determine eligibility and develop educational programs.

MED 6540. Managing Student Behavior and Teaching Social Skills (3)
Current issues, practices, and application of a variety of approaches for behavior change, discipline and management of the classroom environment, and the teaching of appropriate social skills.

MED 6550. Instructional Content and Methods for Elementary Special Education Students (3)
Effective teaching methods, instructional programming and modification of curriculum for students with disabilities. A direct instruction model is emphasized. Prerequisites: MED 6510, MED 6520, MED 6530.

MED 6560. Diagnosis and Remediation of Mathematics Problems (3)
Assessment and diagnosis of mathematics problems and corrective procedures for remediation. This course focuses on the needs of students with learning problems or who are at-risk for school failure. Students will apply the concepts learned in an action research project in a K-12 classroom.

MED 6580. Instructional Content, Methods, and Transition for Secondary Special Education Students (3)
Effective teaching methods, strategies, and practices for secondary age level students with disabilities. A cognitive learning strategies approach is emphasized. Prerequisites: MED 6510, MED 6520, MED 6530.

MED 6581. Pre-Student Teaching in Special Education (4)
The purpose of Pre-Student Teaching is to continue field experience in a supportive and professional manner. The student will have the opportunity to experience teaching and the responsibilities that it entails under the direct guidance of the Cooperating Teacher and the Course Instructor. This course is designed to provide students with practical experiences in the areas of: (a) assessment, (b) behavior management, (c) curriculum and instruction for students K-12, and (d) planning and developing post secondary transition plans. Must be taken either concurrently with, or after completion of, EDUC 54530/MED 6530, EDUC 54540/MED 6540, EDUC 54550/MED 6550, and EDUC 54580/MED 6580. Prerequisite: EDUC 4521/MED 6521 Practicum in Special Education, with a grade of B or better.

MED 6900. Individual Study (1-3)
Intended for the candidate who has special needs and who would benefit from an individual study program. Forms are available from Room ED 234 M.Ed. program office and must be approved by the instructor and the Director at time of registration.

MED 6920. Short Courses, Workshops, Institutes and Special Programs (1-4)
In order to provide flexibility and to meet many different needs, a number of specific offerings are possible using this catalog number. When the number is used it will be accompanied by a brief and specific descriptive title. The specific title with the credit authorized for the particular offering will appear on the student transcript.

MED 6990. Continuing Graduate Advisement (1)
This course is used to fill the continuous enrollment requirement while completing the Master's project. The course is graded Credit/No Credit.

SCIENCE EDUCATION COURSES

MED 6610. Life Science for Elementary Teachers (3)
This course provides a background in concepts relating to living organisms and the interactions among them and their environment. The flexibility of these concepts is examined in light of research activities.

MED 6620. Physical Science for Elementary Teachers (3)
Basic concepts of the physical sciences (chemistry, physics, and astronomy) are covered. The importance of the scientific method and the design of experiments is addressed as well as basic facts and discoveries. Hands-on laboratory activities are an important part of the course.

MED 6630. Earth Science for Elementary Teachers (3)
A background in basic concepts relating to the formation, development, and history of the earth is provided. General concepts of the structure, composition, and modification of the planet (atmosphere, lithosphere, and hydrosphere) are investigated through laboratory activities applicable to elementary classrooms. Activities emphasize inquiry and appropriate activities for developing content, process skills, laboratory skills, and positive attitudes toward science.

MED 6640. The World As A Classroom (1-3)
This course is designed to provide enrichment opportunities for those who undertake either domestic or foreign travel to participate in study tours, research, and other professional development experiences. It offers participants an opportunity to learn outside the classroom in locations available only through travel.

MED 6650. Understanding Science (2)
This course examines the definition of science, the process of science, and the role of science in society.

MED 6660. Life Science for Secondary Teachers (3)
This course examines basic concepts relating to living organisms, interactions among them, and relationships with their environment. Concepts of structure, function, ecology, behavior, and evolution will be investigated through laboratory activities applicable to secondary classrooms. Content relates to current areas of public concern and advances in the life sciences.
MED 6670. Physics for Secondary Teachers (3)  
A background in the basic concepts of physics is provided. Topics include laws of motion, gravity, energy, light, heat, sound, electricity, magnetism, atomic and nuclear physics, radiactivity, and relativity. Laboratories investigate concepts applicable to secondary classrooms. Activities associate science content with appropriate activities designed to develop process skills, laboratory skills, and positive attitudes toward science.

MED 6680. Chemistry for Secondary Teachers (3)  
A background in the basic concepts related to matter, its properties, and its reactions is provided. Laboratories investigate concepts applicable to secondary classrooms. Activities associate science content with appropriate activities designed to develop process skills, laboratory skills, and positive attitudes toward science.

MED 6690. Earth Science for Secondary Teachers (3)  
A background in basic concepts relating to the information, development, and history of the earth is provided. General concepts of the structure, composition, and modification of the planet (atmosphere, lithosphere, and hydrosphere) are investigated through laboratory activities applicable to secondary classrooms. Activities emphasize inquiry and appropriate activities for developing content, process skills, laboratory skills, and positive attitudes toward science.

MASTER LEVEL ENGLISH COURSES - ENGL

(MED) ENGL 6110. Writing for Teachers (3)  
Designed primarily for teachers already in service, this course explores the most current research and theory concerning the teaching of writing and applies it to real problems they face in the secondary classroom.

(MED) ENGL 6210. Teaching Literature in the Secondary Schools (3)  
Designed primarily for teachers already in service, this course explores the most current research and theory concerning the teaching of literature and applies it to real problems they face in the secondary classroom.

(MED) ENGL 6310. Language and Linguistics for Teachers (3)  
Designed primarily for teachers already in service, this course will explore the current controversies, to which will be applied the latest research and theories about the nature of language, and linguistics and the impact they have on language instruction in the secondary classroom.

(MED) ENGL 6400. Multicultural Perspectives on Literature for Young People (3)  
Students will study the principles of literature for young people in combination with the theories of multi-cultural education. Designed for teachers or those preparing to teach, it will address issues connected to schools, teaching strategies and pedagogy, and the selection and evaluation of materials for diverse populations.

(MED) ENGL 6410. Strategies and Methodology of Teaching ESL/Bilingual (3)  
This course emphasizes practical strategies and methods of teaching English as a Second Language in the public school systems of this country.

(MED) ENGL 6420. English Phonology and Syntax for ESL/Bilingual Teachers (3)  
This course provides the essential foundation for ESL/Bilingual teachers in the workings of the English language: its pronunciation and spelling systems, its word-forming strategies, and its sentence structure patterns.

(MED) ENGL 6450. ESL/Bilingual Assessment: Theory, Methods, and Practices (2)  
This course explores how to effectively evaluate and implement assessment processes for ESL/Bilingual pupils in public schools. Students will gain experience with both standardized tests and authentic assessment.

MASTER LEVEL HEALTH COURSES - HLTH

(MED) HLTH 6250. Contemporary Health Issues of Adolescents (2) Su, F, S  
Provides professionals who work with adolescents an overview of both the school health program and health issues prevalent among teens.

(MED) HLTH 6300. Health Education in the Elementary School (2) Su, F, S  
Provides elementary school teachers the resources and skills needed to teach the Utah Healthy Lifestyles curriculum.

MASTER LEVEL HISTORY COURSES - HIST

(MED) HIST 6010. Colonial America (3)  
The colonial origins of the United States to 1763.

(MED) HIST 6020. The era of the American Revolution 1763-1800 (3)  
Causes of American Revolution, including the military, diplomatic and social aspects; the formation of the Union under the Articles of Confederation; the Constitution; and the Federalist era.

(MED) HIST 6040. The era of the Civil War and Reconstruction 1840-1877 (3)  
Slavery and the causes of the Civil War with attention to the political, economic, social, and military aspects of the conflict, including the period of reconstruction to 1877.

(MED) HIST 6130. History of Utah (3)  
A study of Utah history from its Native American beginnings through the 20th Century-emphasizing political, economic and social developments.

(MED) HIST 6590. Middle Eastern History (3)  
The Middle East from the rise of Islam to the present with emphasis on the 19th and 20th centuries.

(MED) HIST 6610. History of Africa (3)  
Africa from earliest times to the twentieth century, with emphasis on the Sub Sahara from its ancient kingdoms through the travails of the slave trade, European colonialism, and the independence movement.

(MED) HIST 6710. Reading Seminar in American History (3)  
When offered will focus on a specific subject in American History. It is assumed that these topics would generally be non-repetitive or repeated only infrequently based on the demand for the course and the instructor assigned to it. Students would be assigned readings on various aspects of the topic and respond through discussion in a seminar setting and written work.

(MED) HIST 6720. Reading Seminar in European History (3)  
When offered will focus on a specific subject in European History. It is assumed that these topics would generally be non-repetitive or repeated only infrequently based on the demand for the course and the instructor assigned to it. Students would be assigned readings...
on various aspects of the topic and respond through discussion in a seminar setting and written work.

(MED) HIST 6760. Reading Seminar in World History (3)  When offered will focus on a specific subject in World History. It is assumed that these topics would generally be non-repetitive or repeated only infrequently based on the demand for the course and the instructor assigned to it. Students would be assigned readings on various aspects of the topic and respond through discussion in a seminar setting and written work.

(MED) HIST 6830. Directed Readings (1-3)  Independent readings under the supervision of a department member on special topics in History. For each hour of credit approximately 1500 pages of material will be read. A written assignment on this material will also be completed. Prerequisite: Instructor approval.

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<tr>
<th>MASTER LEVEL COURSES (NUTR)</th>
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<tr>
<td>NUTR 6320. Current Issues in Nutrition (2) F, S Technology-aided literature review of the nutritional and medical sciences provides the information for presentation to peers in both written and oral forms. Prerequisites: NUTR/HLTH LS1020 and NUTR 2320 or consent of instructor.</td>
</tr>
<tr>
<td>NUTR 6220. Sports Nutrition (3) F, S (online only) The nutritional support necessary to achieve optimum athletic performance will be discussed in the context of diet and metabolism. In addition, the use of ergogenic aids will be addressed with reference to athletic performance. Prerequisite: Consent of instructor.</td>
</tr>
<tr>
<td>NUTR 6520. Directed Graduate Nutrition Research (1-4) This course will provide graduate students an opportunity to engage in research processes and participate in ongoing nutrition research projects. Prerequisites: NUTR 4320 or HPHP Majors with NUTR/HLTH LS1020 and Permission of Instructor. Graduate students taking this class as 6520 must have completed a statistical methods course.</td>
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<tr>
<th>MASTER LEVEL PHYSICAL EDUCATION COURSES - PEP</th>
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<tbody>
<tr>
<td>(MED) PEP 6010. Leadership in Physical Education (3) As Needed Designed to provide graduate students with an understanding of both theoretical and practical aspects of leadership in their respective fields of study. The ultimate goal of the course is to encourage daily application of leadership concepts in the personal and professional lives of the students.</td>
</tr>
<tr>
<td>(MED) PEP 6100. Current Trends in Health and Physical Education (3) As Needed A study of health and physical education perspectives with an emphasis on the changes, trends, and future prospects that will affect the profession and the needs of those they serve.</td>
</tr>
<tr>
<td>(MED) PEP 6300. Advanced Biomechanics (3) As Needed Designed to expose the graduate student to appropriate research in sports biomechanics and to be involved in the analysis of movement based on selected mechanical principles such as balance, buoyancy, leverage, force, angles of rebound, projection and motion.</td>
</tr>
<tr>
<td>(MED) PEP 6370. Exercise Management for Special Populations (2) As Needed Exercise management for populations with special conditions. Overview of each condition’s unique physiology, effects of the condition on the exercise response, effects of exercise training on the condition, and recommendations for exercise testing and programming are presented in a selected topics format. Prerequisites: PEP 2300 and PEP 3510.</td>
</tr>
<tr>
<td>(MED) PEP 6400. Advanced Exercise Physiology (3) As Needed Understanding the physiological changes associated with exercise and training and the reasons for change are the paramount directives of this course. Concurrent with the lecture component is the practical laboratory experience of equipment operation and individual assessment of physiological parameters.</td>
</tr>
<tr>
<td>(MED) PEP 6420. Curriculum in Physical Education (3) As Needed Designed to provide an understanding of the role and importance of physical education in today’s society, steps involved in curriculum planning, trends and issues in curriculum and to orient the student to various ideas in curriculum design.</td>
</tr>
<tr>
<td>(MED) PEP 6520. Improving Physical Education (3) As Needed Designed for elementary classroom teachers to provide an opportunity for the teacher to further develop teaching skills, personal performance skills, knowledge and competencies. A major goal of this course will be to help the classroom teacher gain additional confidence in teaching physical education activities.</td>
</tr>
<tr>
<td>(MED) PEP 6540. Physiological Aspects of Human Performance (2) As Needed Designed to provide coaches and teachers of sports activities with the latest knowledge and trends in conditioning practices for improving sport performance. General preparation of fitness for participation in sports and specificity of training for sports both in-season and off-season programs will be covered. A broad range of ideas will be generated to help coaches construct training and conditioning programs that will be more successful and lead to greater individual and team performance.</td>
</tr>
<tr>
<td>(MED) PEP 6630. Motor Learning (3) As Needed An in-depth study of the psychomotor domain of development. Special emphasis is given to skilled performance, learning theory, motor abilities, individual differences, developmental considerations, instructional and training procedures. Secondary school and athletic populations are considered regarding these topics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MASTER LEVEL RECREATION COURSES - REC</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MED) REC 6930. Outdoor Education Workshop (2) Su A broad interdisciplinary approach to the methodology of outdoor education teaching techniques.</td>
</tr>
</tbody>
</table>

The Department of Child and Family Studies offers a broad personal and professional education by providing majors in the following areas: Early Childhood (Bachelor’s and Associate of Applied Science), Early Childhood...
Education, and Family Studies. Minors in Child Development and Family Studies are also offered.

Learning is enhanced by the Melba S. Lehner Children’s School where preschool laboratory experience is provided for practical application. Practical experience is built into all areas of study. Honors credit is available for students who desire greater depth. Preparation for graduate study can be pursued in any area represented in the department.

**Early Childhood Laboratory**

The Melba S. Lehner Children’s School serves as an early childhood laboratory to give students practical experience in early childhood environments. Students must complete Child and Family Studies prerequisite major courses at a "B-" level or better and apply to the Director of the Melba S. Lehner Children’s School two semesters prior to student teaching. Other practical experience can be arranged with an advisor.

Students will receive the final grade they have earned in each course. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Family Studies or Early Childhood Committee, as appropriate, to graduate with the lower grade.

---

### Early Childhood Major

<table>
<thead>
<tr>
<th>Bachelor Degree (B.S. or B.A.)</th>
</tr>
</thead>
</table>

Students preparing to work in childhood programs or agencies serving young children that do not require a teaching certificate graduate with a major in Early Childhood.

Students who wish to obtain certification to teach in kindergarten through 3rd grade graduate with a major in Early Childhood Education. (See Early Childhood Education description.)

- **Program Prerequisite:** Not required.
- **Minor:** Optional (cannot be within the Department of Child and Family Studies). In lieu of a minor, a concentration of 15 credit hours outside the Department of Child and Family Studies may be substituted as approved by the department.
- **Grade Requirements:** A grade of "B-" or better in each course is required for this major in addition to a cumulative GPA of 2.50 for all courses. Students will receive the final grade they have earned in each course. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Family Studies or Early Childhood Committee, as appropriate, to graduate with the lower grade.
- **Credit Hour Requirements:** A total of 120 credit hours is required for graduation – 43 of these are required within the major. A minimum of 40 credit hours must be upper division (courses numbered 3000 and above) – 22 of these are required within the major.

### Advisement

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the student advisor located in the McKay Education Building, Room 248 (801-626-6411).

### Admission Requirements

Declare your program of study (see page 18). Sign a Program of Study Contract with the Department of Child and Family Studies. Contact the Student Advisor, 801-626-6411.

Before enrolling in CHF 2600, 2610 or 2620, students must be fingerprinted and have a background check. If the background check reveals misconduct you will not be allowed to enroll in these courses or any others which include field experiences, practica, or student teaching. This is in compliance with Utah State law. Allow for an eight week response time from the state.

### General Education

Refer to pages 36-41 for either Bachelor of Science or Bachelor of Arts requirements. CHF SS1500 (3) will satisfy a general education requirement and is prerequisite to most major courses.

### Course Requirements for B.S. or B.A. Degree

#### Pre Core Course Required (3 credit hours)

- CHF SS1500 Human Development

  *(This course will satisfy a general education requirement.)*

#### Core Courses Required (40 credit hours)

- CHF 2400 Family Relations (3)
- CHF 2500 Development of the Child: Birth Through Eight (3)
- CHF 2570 The Child from Six to Twelve (3)
- CHF 2600 Intro to Early Childhood Education (3)
- CHF 2610 Guidance Based on Development Theory (3)
- CHF 2620 Planning Creative Experiences for Young Children (3)
- CHF 3500 Young Children at Risk (3)
- CHF 3640 Working with Parents (3)
- CHF 4500 Comparative Study of Child & Adolescent Development (3)
- CHF 4710* Advanced Guidance and Planning (3)
- CHF 4720* Student Teaching-Children's School (6)
- CHF 4890 Cooperative Work Experience (3)
- CHF 4990 A Seminar in Child Development (1)

  *Taken concurrently

In addition, students must complete an advisor-approved concentration of 15 hours or advisor-approved minor.

### Early Childhood Education Major

<table>
<thead>
<tr>
<th>Bachelor Degree (B.S. or B.A.)</th>
</tr>
</thead>
</table>

The Departments of Child and Family Studies and Teacher Education offer a major in Early Childhood Education with certification for teaching in programs which serve children from age three through eight years of age (Pre-K through 3rd grade). Students preparing to teach in a public school’s early childhood program graduate with a major in Early Childhood Education.

- **Program Prerequisite:** Students must have completed at least 40 credit hours of general education and relevant prerequisite courses and have either a cumulative GPA of 3.00 or above or a minimum GPA of 3.25 on the last 30 semester hours taken. Students must also meet the Teacher Education admission and certification requirements (see Teacher Education Department in this catalog).
- **Minor:** Not required.
- **Grade Requirements:** A grade of "B-" or better in each course is required for this major in addition to a cumulative GPA of 3.00 for all courses. Students will receive the final grade they have earned in each course. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Family Studies or Early Childhood Committee, as appropriate, to graduate with the lower grade.
- **Credit Hour Requirements:** A minimum of 120 credit hours is required for a bachelors degree – 88 of these are required within the major. A minimum of 40 upper division credit hours is required (courses numbered 3000 and above).
Advisement

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the student advisor located in the McKay Education Building, Room 248 (801-626-6411).

Admission Requirements

Declare your program of study (see page 18). Early Childhood Education majors must meet the Teacher Education admission and certification requirements (see Teacher Education Department).

As part of the Teacher Education admission requirements and/or before enrolling in CHF 2600, 2610 or 2620, students must be fingerprinted and have a background check. If the background check reveals misconduct you will not be allowed to enroll in these courses or any others which include field experiences, practica, or student teaching. This is in compliance with Utah State law. Allow an eight week response time from the state.

General Education

See pages 36-41 for either Bachelor of Science or Bachelor of Arts requirements. CHF SS1500 will satisfy a general education requirement and is prerequisite to most Child and Family courses. COMM HU1020 may be taken to fulfill both a support course and a general education requirement. A science class with a lab is a requirement for Teacher Education.

Course Requirements for B.S. or B.A. Degree

Pre Core Course Required (3 credit hours)

CHF SS1500 Human Development

(This course will satisfy a general education requirement.)

Core Courses Required (28 credit hours)

CHF 2500 Development of the Child: Birth Through Eight (3)
CHF 2600 Intro to Early Childhood Education (3)
CHF 2610 Guidance Based on Developmental Theory (3)
CHF 2620 Planning Creative Experiences for Young Children (3)
CHF 3500 Young Children at Risk (3)
or EDUC DV3260 The Exceptional Student (3)
CHF 3640 Working with Parents (3)
CHF 4710* Advanced Guidance & Planning (3)
CHF 4720* Student Teaching-Children’s School (6)
CHF 4990A Seminar in Child Development (1)

* Taken concurrently. Students are encouraged to apply two semesters prior to teaching in the Melba S. Lehner Children’s School.

Support Courses Required (20 credit hours)

COMM HU1020 Principles of Public Speaking
or COMM HU2110 Introduction to Intercultural and Small Group Communication (3)
or COMM 3070 Principles of Public Speaking
or MATH 2010 or MATH 2020 Mathematics for Elementary Teachers I (3)
EDUC 2000 Social Studies Concepts for Elementary Teachers (3)
ENGL 3300 Children’s Literature (3)
PSP 3630 Physical Education K-6 (3)
HLTH 4300 Health Education in the Elementary (2)

Support Course Elective (2-4 credit hours)

Select one course from the following

MUSC 3824 Music for the Elementary Teachers (4)
EDUC 3430 Creative Processes in Elementary School (3)
THEA 4603 Creative Drama (3)

DANC 3640 Creative Movement in Elementary School (2)
ART CA1030* Studio Art for the Non-Art Major (3)

* May not be used as both a support elective and general education

Professional Education Courses Required (39 credit hours)

EDUC 3390 Literacy in the Primary Grades (2)

Level 1 (Core)

EDUC 3100 Instructional Planning and Assessment (3)
EDUC 3110 Instructional Technology (1)

Level 2 (Learners and Literacy)

EDUC DV3200 Foundations of Diversity: Culturally, Linguistically Responsive Teaching (3)
EDUC 3280 Elementary Social Studies Methods (3)
EDUC 3240 Foundations, Methods & Assessments of Elementary Reading (3)
CHF 3500 Young Children at Risk or EDUC DV3260 The Exceptional Student (3)

Level 3 (Interdisciplinary Methods)

EDUC 4300 Elementary Math Methods (3)
EDUC 4320 Elementary Language Arts Methods (3)
EDUC 4330 Elementary Science Methods (3)
EDUC 4340 Elementary Art/Music Methods (3)

Students are encouraged to take their Praxis exam prior to Level 4.

Level 4 (Synthesis)

EDUC 4840 Student Teaching in Elementary Education (8)
CHF 4980 Early Childhood Senior Synthesis Seminar (1)

Admission to Teacher Education is required prior to enrollment in professional education classes.

Suggested Course Sequence

Please refer to this program in the online catalog (weber.edu/catalog) and/or contact the department for a suggested course sequence.

Early Childhood and Elementary Education

DUAL CERTIFICATION

Combination of these two programs allows students the flexibility of teaching pre-kindergarten through sixth grade and increases job potential. Early consultation with an adviser is recommended. See Early Childhood Education and Elementary Education major requirements.

Early Childhood Education majors who desire to obtain an Elementary Education Certification will complete 38 hours in the Early Childhood Education major and must also complete the following additional 19 hours:

Required Education Course (3 credit hours)

EDUC DV3260 The Exceptional Student* (3)
* If not already taken

Concentration (9 credit hours)

Select an additional 9 credit hours of course work in an area of concentration.

Science Elective (3 credit hours)

Select one 3-hour course that includes a lab in consultation with a Teacher Education Department advisor.

Additional Student Teaching (4 credit hours)

EDUC 4380 Student Teaching in Elementary Education (4)

Length may vary depending on performance and previous placement.
Declare your Family Studies major with the department
1. Complete all of the Pre-professional Core courses listed below
   • Credit Hour requirements:
   • Grade requirements:
   • Minor:

   Elementary Education majors who desire to obtain an Early Childhood Education Endorsement will complete 41 hours in the Elementary Education major and the following additional 27-31 hours:

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHF 2500</td>
</tr>
<tr>
<td>CHF 2600</td>
</tr>
<tr>
<td>CHF 2610</td>
</tr>
<tr>
<td>CHF 2620</td>
</tr>
<tr>
<td>CHF 3640</td>
</tr>
<tr>
<td>CHF 4710*</td>
</tr>
<tr>
<td>CHF 4720*</td>
</tr>
<tr>
<td>CHF 4990A</td>
</tr>
<tr>
<td>EDUC 3390</td>
</tr>
</tbody>
</table>

   * Taken concurrently. Students are encouraged to apply two semesters prior to teaching in the Melba S. Lehner Children's School.

   Students who have not completed an Exceptional Student course must do so.

   Additional Student Teaching (4 credit hours)
   Length may vary depending on performance and previous placement.

   Elementary Education majors who have used Child Development as an area of concentration must complete the same number of hours in another concentration area.

   Family Studies Major
   Bachelor Degree (B.S. or B.A.)

   » Program Prerequisite: (1) Complete the Pre-professional Core courses listed below under Course Requirements; (2) Declare your Family Studies major with the department academic advisor; (3) Complete a background check and clearance (see Policy Notes in the next column).

   » Minor: Optional. In lieu of a minor, a concentration of 12-18 semester hours may be substituted as approved by the department advisor.*

   » Grade Requirements: A grade of C or better in courses required for this major is acceptable. Students will receive the final grade they have earned in each course. If a grade in a major course does not meet the minimum requirement for graduation, the student may retake the course once. In special circumstances, by the judgment of the department chair, the student may petition to the Family Studies or Early Childhood Committee, as appropriate, to graduate with the lower grade. Also refer to the grade requirements for graduation under General Requirements on page 36.

   » Credit Hour Requirements: A total of at least 120 credit hours is required for graduation. A minimum of 48 of these must be within the major. A total of 40 upper division credit hours is required by the University (courses numbered 3000 and above) – 33 of these are required within the major.

   Advisement
   Students must follow the Department of Child and Family Studies Advisement procedures. Contact the department advisor located in the Advisement Center, McKay Education Building, Room 248 (801-626-6411).

   Admission Requirements
   Declare your program of study (see page 18). To be eligible for acceptance into and graduation from the Family Studies Program a candidate must:
   1. Complete all of the Pre-professional Core courses listed below under Course Requirements.
   2. Declare your Family Studies major with the department academic advisor.

   3. Complete a background check and clearance (see Policy Notes following).

   Policy Notes
   Since students majoring in Family Studies will be working with families and children, the State of Utah requires a background check and clearance. Applicants must be fingerprinted and complete a background check before being fully accepted into the program. A handout available from the department academic advisor explains the procedure and nominal expenses. Background checks require up to eight weeks and should be completed, or in progress, at the time Family Studies Program courses are begun. See the department advisor for further details.

   General Education
   Refer to pages 36-41 for either Bachelor of Science or Bachelor of Arts requirements.

   * Family Studies students may combine their major with either a minor or a dual major. Consult with an advisor when designing a dual major.

   Minors may be selected from department minor offerings across campus. Typical minors include Psychology, Sociology, Gerontology, Social Work, Communications, and/or Business. A minor should be designed to best support personal goals or career directions.

   The Family Studies program fulfills the requirements for a provisional certification as a Family Life Educator (CFLE), available by application and paid fee to the National Council on Family Relations. Full certification requires two years of paid professional experience in addition to the Family Studies degree. Provisional certification allows five years to complete the two-year requirement.

   Course Requirements for B.S. or B.A. Degree

   Pre-professional Core Course Requirements
   (12 credit hours)

   | CHF 1400 | Marriage as an Interpersonal Process (3) |
   | CHF SS1500 | Human Development (3) |
   | CHF 2100 | Family Resource Management (3) |
   | CHF 2400 | Family Relations (3) |

   Family Studies Professional Core
   Block Courses Required (36 semester hours)

   The course sequence is designed to allow a Family Studies major to meet all prerequisites and complete the program in three semesters.

   • Semester 1
   | CHF 2990B | Seminar in Family Studies (3) |
   | HLTH 3500 | Human Sexuality (3) |
   | CHF 3450 | Adult Development (3) |
   | CHF SJ3850 | Current Research Methods in Child & Family Studies (3) |

   • Semester 2
   | CHF DV3350 | Diversity Within Families (3) |
   | CHF 3550 | Parenting Education (3) |
   | CHF 3650 | Family Processes (3) |
   | CHF 4400 | The Family in Stress (3) |

   • Semester 3
   | CHF 4500 | Comparative Study of Childhood & Adolescent Development (3) |
   | CHF 4650 | Family Life Education Methods (3) |
   | CHF 4860 | Practicum (3) |
   | CHF 4990B | Senior Seminar in Family Studies (3) |

   Students who are planning to apply to a graduate program are strongly encouraged to take a statistics course. See the Child and Family Studies department academic advisor for a list of appropriate classes.
### Child and Family Studies

**DEPARTMENTAL HONORS**

- **Program Prerequisite:** Enroll in the General Honors Program and complete 9 hours of General Honors courses (see the Honors Program on page 43).
- **Grade Requirements:** Maintain a GPA of 3.3 or better.
- **Credit Hour Requirements:** Fulfill the requirements for the Early Childhood Major, Early Childhood Education, or the Family Studies Major and complete one of the following two options:

**Option I**

In fulfilling a Child and Family Studies Honors major, complete at least 18 hours of Honors courses, including 3 credit hours of Honors 3900 (Honors Colloquium) and at least 2 hours in CHF 4860 taken as Child and Family Honors Practicum. A student may earn Child and Family Honors credit in any Child and Family Studies course numbered 2000 and above.

**Option II**

In fulfilling a Child and Family Studies Honors major, complete at least 12 hours of Honors courses, including 3 credit hours of Honors 3900 (Honors Colloquium) and at least 2 hours in CHF 4860 taken as Child and Family Honors Practicum. A student may earn Child and Family Honors credit in any Child and Family Studies course numbered 2000 and above. In addition, complete 6 to 9 hours in Honors 4990B, Honors Senior Project. The purpose of this stipulation is to provide an opportunity for the student to do a research project of quality to be presented to the faculty or to a professional meeting.

* A student is free to switch options with the consent of the major advisor. Any course selected for honors may be changed to non-honors status within the first 5 weeks of the semester.

**A** Permission from the department chair must be sought before registering in a course for honors credit. A written agreement should be reached with the appropriate professor concerning the work expected for honors credit. (See also Honors Program.)

### Child Development

**MINOR**

- **Grade Requirements:** An overall GPA of 2.00 or "C" in courses used toward the minor.
- **Credit Hour Requirements:** Minimum of 18 credit hours, of which at least 6 must be upper division courses (numbered 3000 and above).

Before enrolling in CHF 2600, 2610 or 2620, students must be fingerprinted and have a background check. If the background check reveals misconduct you will not be allowed to enroll in these courses or any course which includes field experience, practice, or student teaching. This is in compliance with Utah State law. Allow for an eight week response time from the state.

#### Course Requirements for Minor

**Required Courses (12 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHF 2500</td>
<td>Development of the Child: Birth Through Eight (3)</td>
</tr>
<tr>
<td>CHF 2570</td>
<td>The Child from Six to Twelve (3)</td>
</tr>
<tr>
<td>CHF 2610</td>
<td>Guidance Based on Developmental Theory (3)</td>
</tr>
<tr>
<td>CHF 4500</td>
<td>Comparative Study in Child &amp; Adolescent Development (3)</td>
</tr>
</tbody>
</table>

**Electives (5-6 credit hours)**

Select at least two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHF 2400</td>
<td>Family Relations (3)</td>
</tr>
<tr>
<td>CHF 2600</td>
<td>Intro to Childhood Education (3)</td>
</tr>
</tbody>
</table>

**CHF 2620** Planning Creative Learning
**CHF DV3350** Diverse Families (3)
**CHF 3500** Young Children at Risk (3)
**CHF 3550** Parenting Education (3)
**CHF 3640** Working with Parents (3)
**CHF 4710** Advanced Guidance & Planning (3)
**CHF 4860** Practicum (3)

* Taken concurrently

For students using the Child Development minor with a Family Studies degree, the required courses will change. Students must have 18 credits beyond their major for a minor in Child Development. See the department advisor located in the McKay Education Building, Room 248 (801-626-6411).

### Family Studies

#### Minor

- **Grade Requirements:** An overall GPA of 2.00 or "C" in courses used toward the minor.
- **Credit Hour Requirements:** Minimum of 18 credit hours, of which at least 6 must be upper division courses (numbered 3000 and above).

Secondary Education Teaching majors may select this minor as a Family Studies Teaching Minor. Students who do so must satisfy the Teacher Education admission and certification requirements (see Teacher Education Department). The Family Studies Teaching minor requires an overall GPA of 2.75.

#### Required Courses (9 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHF 1400</td>
<td>Marriage as an Interpersonal Process (3)</td>
</tr>
<tr>
<td>CHF SS1500</td>
<td>Human Development (3)</td>
</tr>
<tr>
<td>CHF 2400</td>
<td>Family Relations (3)</td>
</tr>
</tbody>
</table>

**Faculty Advisor Approved Elective Courses (9 credit hours)**

Select 9 credit hours from the following with at least 6 credit hours of upper-division courses (numbered 3000 and higher):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHF 2100</td>
<td>Family Resource Management (3)</td>
</tr>
<tr>
<td>CHF 2500</td>
<td>Develop of the Child: Birth-Eight (3)</td>
</tr>
<tr>
<td>CHF 2610</td>
<td>Guidance Based on Development Theory (3)</td>
</tr>
<tr>
<td>CHF 3150</td>
<td>Consumer Rights &amp; Responsibilities (3)</td>
</tr>
<tr>
<td>CHF DV3350</td>
<td>Diverse Families (3)</td>
</tr>
<tr>
<td>CHF 3450</td>
<td>Adult Development (3)</td>
</tr>
<tr>
<td>CHF 3500</td>
<td>Young Children at Risk (3)</td>
</tr>
<tr>
<td>CHF 3550</td>
<td>Parenting Education (3)</td>
</tr>
<tr>
<td>CHF 3650</td>
<td>Family Processes (3)</td>
</tr>
<tr>
<td>CHF 3850</td>
<td>Current Research in Child &amp; Families Studies (3)</td>
</tr>
<tr>
<td>CHF 4400</td>
<td>The Family in Stress (3)</td>
</tr>
<tr>
<td>CHF 4500</td>
<td>Comparative Study of Childhood and Adolescent Development (3)</td>
</tr>
<tr>
<td>CHF 4650</td>
<td>Family Life Education Methods (3)</td>
</tr>
</tbody>
</table>

#### Bachelor of Integrated Studies (BIS)

**EMPHASIS**

- **Grade Requirements:** An overall GPA of 2.00 or "C" in courses used toward the minor.
- **Credit Hour Requirements:** A minimum of 18 credit hours from Child and Family Studies. Two courses must be upper division.

#### Required Courses (9 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHF 1400</td>
<td>Marriage as an Interpersonal Process (3)</td>
</tr>
<tr>
<td>CHF SS1500</td>
<td>Human Development (3)</td>
</tr>
<tr>
<td>CHF 2400</td>
<td>Family Relations (3)</td>
</tr>
</tbody>
</table>

**Electives (minimum 9 credit hours)**

Elective courses to be determined in conference with a department chair.
**Early Childhood**

**Associate of Applied Science Degree (A.A.S.)**

- **Program Prerequisite:** Before beginning this program, a student must see the Student Advisor in McKay Education Building Room 248 (801-626-6411).
- **Grade Requirements:** An overall GPA of 2.00 or "C" and a grade of "C" or better in required courses.
- **Credit Hour Requirements:** A total of 63 credit hours is required for graduation – 29-31 of these are required within the major. A total of 6 upper division credit hours is required within the major (courses numbered 3000 and above).

**Advisement**

Students must follow the Department of Child and Family Studies Advisement procedures. Contact the student advisor located in the McKay Education Building, Room 248 (801-626-6411).

**Admission Requirements**

Declare your program of study (see page 18). Before enrolling in CHF 2600, 2610 or 2620, students must be fingerprinted and have a background check. If the background check reveals misconduct you will not be allowed to enroll in these courses or any others which include field experiences, practica, or student teaching. This is in compliance with Utah State law. Allow for an eight week response time from the state.

**General Education**

Refer to pages 36-41 for Associate of Applied Science requirements. CHF SS1500 will fulfill both a major and general education requirement and is prerequisite to most Child and Family Studies Department major courses.

**Course Requirements for A.A.S. Degree**

**General Education Requirements (18 credits)**

- **Composition (6)**
  - ENGL EN1010 (3)
  - ENGL EN2010 (3)
- **Humanities/Creative Arts (3)**
  - HUI020 (3) recommended
- **Quantitative Literacy (3)**
  - MATH QL1030 (3) required
- **Social Science (3)**
  - CHF SS1500 (3) recommended
- **Physical & Life Sciences (3)**

**Child & Family Courses Required**

(minimum of 29-31 credit hours)

- CHF SS1500 Human Development (3)
- CHF 2400 Family Relations (3)
- CHF 2500 Development of the Child: Birth Through Eight (3)
- CHF 2600 Intro to Early Childhood Education (3)
- CHF 2610 Guidance Based on Developmental Theory (3)
- CHF 2620 Planning Creative Experiences for Young Children (3)
- CHF 2860* Practicum (4-6)
- CHF 2990A* Seminar in Child Development (1)
- CHF 3500 Young Children at Risk (3)
- CHF 3640 Working with Parents (3)

* should be taken concurrently

**Electives (minimum 18 credit hours)**

Select 18 additional credit hours with the approval of an advisor. Seek additional depth in Child and Family Studies and also select courses from across campus to enhance teaching competency in the areas of Art, Science, Literature, Music, Health & First Aid, etc.

Advisors will suggest specific appropriate courses. Students should work closely with an advisor if they are planning to go on for a future Early Childhood baccalaureate or a teaching certificate.

**Suggested Course Sequence**

Please refer to this program in the online catalog (weber.edu/catalog) and/or contact the department for a suggested course sequence.

**Child and Family Studies Courses - CHF**

- **CHF 1400. Marriage as an Interpersonal Process (3)**
  An introductory survey course which addresses individual, interpersonal, and developmental dynamics essential for sustaining interpersonal and marital relationships.

- **CHF SS1500. Human Development (3)**
  A survey course which addresses the developmental aspects of individuals across the lifespan. Course content encompasses the study of biological, cognitive, social, and emotional developmental changes of the healthy individual in the context of the family and society. It emphasizes and demonstrates the vital connections between theory, research, and application.

- **CHF 2100. Family Resource Management (3)**
  Understanding the significance of values, goals, attitudes and planning strategies in the management of human, economic and environmental resources as they relate to increasing satisfaction and the enhancement of family relationships.

- **CHF 2400. Family Relations (3)**
  Examines dynamics of the healthy family using family theory, individual life span development, research, and active learning experiences.

- **CHF 2500. Development of the Child: Birth Through Eight (3)**
  Focuses on developmental characteristics, developmental processes, and events that influence the development of a child from birth through eight years of age. Prerequisite: CHF SS1500.

- **CHF 2570. The Child from Six to Twelve (3)**
  Focuses on the developmental characteristics, developmental processes, and events that influence the growth of the child from six to twelve years. Examines the interactive efforts that the culture, family, school and peers have on development during this period. Prerequisite: CHF SS1500.

- **CHF 2600. Introduction to Early Childhood Education (3)**
  An overview of the historical roots of early childhood education; theoretical approaches, developmentally appropriate practice, types and efficacy of early childhood programs; and political issues and ethical conduct within the early childhood profession. Two hours lecture and two hours of lab per week. Prerequisite: CHF 2500.

- **CHF 2610. Guidance Based on Developmental Theory (3)**
  The development of a philosophy and a plan of action for guiding the child based on theories of development. Lectures combine with laboratory experiences to provide opportunity for building relationships with young children. Lab experience to be arranged (2 hrs per week). May be taken concurrently with CHF 2600. Prerequisite: CHF 2500 or consent of instructor.
CHF 2620. Planning Creative Experiences for Young Children (3)  
Development of attitudes, materials, and skills needed to plan and teach age, individually, and culturally appropriate curriculum for young children. Two hours lecture and three hours lab per week. Prerequisites: CHF 2500 and CHF 2610.

CHF 2830. Directed Readings (1-3) (when needed)  
Individually chosen readings on specialized topics supervised by a faculty member. Prerequisite: consent of faculty supervisor prior to registration.

CHF 2850. Child Development Associate Training (2)  
Understanding child development concepts and applying them to teaching situations with young children. The Professional Resource File in preparation for National Child Development Associate Credential (CDA) is compiled during the course.

CHF 2860. Practicum (2-6) (when needed)  
Work experience which applies prior academic learning in a supervised setting. Prerequisite: Consent of faculty supervisor prior to registration.

CHF 2890. Cooperative Work Experience (1-6)  
Open to all students in the Child and Family Studies Department who meet the minimum Cooperative Work Experience requirements of the department. Provides academic credit for on-the-job experience. Grade and amount of credit will be determined by the department.

CHF 2900. Career Development (2)  
A comprehensive approach toward career development, planning and selection.

CHF 2920. Short Courses, Workshops, Institutes and Special Programs (1-4) (when needed)  
Consult the class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript.

CHF 2990A. Seminar in Child Development (1)  
Discussion and analysis of readings and selected topics in growth, development, and education of the young child.

CHF 2990B. Seminar in Family Studies (3)  
Discussion and analysis of special topics for Family Studies majors including professional skills, professional credentials, and the development of professional ethics.

CHF 3150. Consumer Rights and Responsibilities (3)  
The role and responsibilities of the family and its members as consumers. An exploration of marketplace fact and fraud and identification of consumer resources.

CHF DV3350. Diverse Families (3)  
A comparative analysis of various types of ethnic families in the United States reflecting their social and political dynamics with extensive coverage of the family lifestyles, traditions and values. Several American ethnic groups will be examined including historical background, key ethnic cultural components, traditional and current ethnic family characteristics, and changes and adaptations to the ethnic family and culture.

CHF 3450. Adult Development (3)  
Growth and development through young, middle, and late adulthood within a developmental and family system context.

CHF 3500. Young Children at Risk (3)  
Focuses on the elements of the child's history, status, biological traits, and social circumstances that have the potential of placing the child in a position of risk in early childhood settings during the early childhood period. Prerequisite: CHF SS1500 or equivalent. Lab experience to be arranged.

CHF 3550. Parenting Education (3)  
A course designed to assist in the acquisition of knowledge and understanding of the parenting role. Course content will include conceptualizations and strategies from both contemporary theoretical and applied perspectives. Prerequisites: CHF 1400, CHF SS1500, CHF 2100, and CHF 2400, or consent of instructor.

CHF 3640. Working with Parents (3)  
Prepares students to be advocates and practitioners of parent involvement by exploring philosophies, processes, and methods for working with parents and involving them in their child's learning process. Components of family structure, economics, cultural diversity, second-language learners, communication skills, community resources, and a model for parent involvement are integrated into the student experience.

CHF 3650. Family Processes (3)  
An examination of family internal dynamics and family systems for the purpose of enrichment, problem prevention and education. Prerequisite: CHF 2400, CHF DV3350.

CHF 3680. Teaching Experience in the Preschool (3)  
Provides students an opportunity to be an assistant teacher, to observe and interact with children on an individual and group basis; plan, develop, and implement activities for children. Prerequisites: CHF SS1500, CHF 2610 and 2620, or consent of instructor.

An introduction to the methods and types of research used in the study of family issues and processes. Focus of the course includes the development of student knowledge and skills used in applying the scientific method in family studies contexts. Understanding, reviewing, evaluating, and interpreting the methods and conclusions reported in the professional empirically based journals will also be emphasized. Prerequisites: CHF 1500, CHF 2400.

CHF 4400. The Family in Stress (3)  
Examining causes of stress in the family and developing strategies for coping with stress.

CHF 4500. Comparative Study of Childhood and Adolescent Development (3)  
An advanced level course that addresses the understanding of the principles and theories of growth and development within and between the stages of children in childhood and adolescence. Covers the physiological, intellectual, social, emotional domains of development. Prerequisite: CHF SS1500 and CHF 2400.

CHF 4510. Contemporary Issues in Planning for Children (1-3) Variable Title  
An in-depth study of a contemporary issue in childhood. Repeatable for a maximum of 6 hours. In some cases, this course may substitute for one of the minor requirements when it has received prior approval from a department advisor.

CHF 4520. Basic Mediation Training (3)  
A basic mediation training course addressing the theory and skills to effectively deal with conflict situations. The course leads to certification in basic theory and skills of mediation. (Supervised mediation practice is required to complete certification.)
**CHF 4600. Family Studies Field Experiences (1-8)**

- **(when needed)**
- Six to eight weeks internship, which may require off-campus residence. Credit and hours as arranged with instructor. Prerequisite: consent of instructor.

**CHF 4650. Family Life Education Methods (3)**

Preparing students to be Family Life Educators by exploring philosophies, methods, and skills for teaching and working with parents and family members. Prerequisite: CHF 3550 and CHF 31850, or consent of instructor.

**CHF 4710. Advanced Guidance and Planning (3)**

A synthesis of guidance and planning with an emphasis on assessment, appropriate objectives and strategies for individual and specific groups of children. WILL BE TAKEN THE FIRST 5 WEEKS OF THE SEMESTER. REQUIRES BOTH LECTURE AND LAB TIME. Early Childhood and Early Childhood Education majors take it concurrently with CHF 4720. Minors take it concurrently with CHF 4860. Prerequisites: CHF 2600, 2610, 2620 and 3500.

**CHF 4720. Student Teaching in the Children’s School (6)**

Experience in application of generalizations regarding growth, guidance, and development of children in the Children’s School. For juniors and seniors. To be taken concurrently with CHF 4710. (Will be taken the last 10 weeks of the semester.) Prerequisite: CHF 2600, 2610, 2620 and 3640.

**CHF 4800. Individual Research (1-6)**

Supervised projects and primary research in various areas of Child and Family Studies. Limited to advanced students upon consent of faculty supervisor.

**CHF 4830. Directed Readings (1-3) **

Individually chosen readings on specialized topics supervised by a faculty member. Prerequisite: Consent of faculty supervisor prior to registration.

**CHF 4860. Practicum (2-6) **

Work experience which applies prior academic learning in a supervised setting. Prerequisite: Consent of faculty supervisor prior to registration.

**CHF 4890. Cooperative Work Experience (1-6) **

A continuation of CHF 2890. Consent of Instructor.

**CHF 4900. Career Strategy Seminar (1)**

Open to first semester Juniors through first semester Seniors in all academic schools. Course objectives are to help students develop a career strategy to meet expected career goals, i.e., acquire a career position or successfully prepare for graduate school acceptance.

**CHF 4920. Short Courses, Workshops, Institutes and Special Programs (1-4) **

Consult the class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript.

**CHF 4980. Early Childhood Senior Synthesis Seminar (1)**

Synthesis of Early Childhood/Elementary Education program of study with specific emphasis on beginning a professional career in teaching. Senior project not required. To be taken concurrently with student teaching.

**CHF 4990A. Seminar in Child Development (1)**

Discussion and analysis of special topics for advanced Early Childhood and Early Childhood Education majors. Prerequisite: Concurrent or prior enrollment in CHF 4710 and CHF 4720.

**CHF 4990B. Senior Seminar in Family Studies (3)**

Discussion and analysis of special topics for seniors in Family Studies major. Prerequisite: CHF 3650, or consent of instructor.

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**HEALTH PROMOTION AND HUMAN PERFORMANCE**

**Department Chair:** Dr. S. Jack Loughton

**Location:** Reed K. Stensen Building, Room 102D

**Telephone Contact:** Lisa Pedersen 801-626-6742

**Professors:** Myron W. Davis, Gordon B. James, S. Jack Loughton, Monica Mize, Molly M. Smith, Gary Willden; **Associate Professors:** Michael Olpin, Joan Thompson, Jennifer Turley; **Assistant Professors:** David Berry, Lynn Corbridge, Rodney A. Hansen, Valerie Herzog, Kim Hyatt; **Instructors:** Daniel W. Balderson, Gerilynn Corlin

The Department of Health Promotion and Human Performance (HPHP) in the Jerry and Vickie Meyers College of Education offers programs that promote lifelong wellness from a variety of disciplines. The teaching environment, supported by faculty with diverse expertise, creates quality learning communities that offer undergraduates exceptional educational experiences. The newly remodeled state-of-the-art facilities – including fully equipped human performance exercise biochemistry, nutrition and athletic training/physical therapy laboratories, a networked computer lab, swimming and hydrotherapy pool, and ample indoor and outdoor recreational, fitness, sport and activity areas – provide an outstanding arena for student instruction. With a curriculum designed to develop professional knowledge and skills, graduates from the department are prepared to work in a variety of educational, health and fitness settings.

Through instruction, scholarship and service, the department of Health Promotion and Human Performance offers Bachelor of Science and Bachelor of Arts degrees in athletic training, health promotion, human performance management, and physical education. Minors include health education, nutrition education, physical education/coaching, and recreation. In addition, the department offers undergraduate and graduate programs for the department of teacher education, the master of education program, and supports Weber State University and community wellness related activities.

The department also supports the efforts of undergraduates seeking the bachelor of integrated studies degree, offering health promotion, nutrition education, physical education/coaching, recreation/leisure services, exercise science, and sports medicine as emphases for the BIS Program.

**Mission Statement**

The Department of Health Promotion and Human Performance supports and enhances the mission of the University by promoting and integrating into the University experience the applied sciences of exercise, athletic training, physical education, sport, health, and nutrition through effective and impactful instruction, scholarship and service. This is accomplished by professional preparation and personal service that helps individuals maintain and enhance human performance and quality of life.

**Athletic Training Major**

**Bachelor Degree (B.S.)**

*Please Note: Changes are pending. Please refer to this program in the online catalog (weber.edu/catalog) for updated requirements.*

The Department of Health Promotion and Human Performance (HPHP) offers an undergraduate program in athletic training, The Athletic Training Educational Program (ATEP) at Weber State University and community wellness related activities.
University is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which enables students to obtain eligibility for the National Athletic Trainers’ Association Board of Certification (NATABOC) examination. The ATEP is specifically designed to prepare students for careers in athletic health care. The program will provide students with skills in the prevention, evaluation, treatment, and rehabilitation of athletic related injuries. Athletic trainers are employed in corporations, public schools, physical therapy clinics, universities, and professional organizations.

**Faculty**: David Berry, EdD, ATC; Valerie W. Herzog, EdD, ATC

**Adjunct Faculty/ Clinical Staff**: Joel Bass, MS, ATC; Kelly Harlan, BS, ATC; Kaleen Collard, MS, ATC; Clay Snieterman, MS, FT, ATC; Jeff Spreckman, BA, ATC; Jamie Sirenam, BS, ATC; Joan Wayne, BS, ATC

**Program Prerequisites**: Make application and be accepted to Weber State University. Formally declare Athletic Training as an intended major with the HPHP advisement coordinator. (See Admission Requirements below.)

**Minor**: Not required.

**Grade Requirements**: A cumulative GPA of 2.50 or higher in all courses required for this major.

**Credit Hour Requirements**: A total of 120 credit hours is required for graduation – 40 of which must be upper division (courses numbered 3000 and above).

**Advisement**
Each student is assigned a faculty advisor upon admission to the ATEP. The advisor is available to the student for counseling on grades and progress toward graduation. Athletic Training majors must meet with a faculty advisor at least once within the first two weeks of each semester. It is the responsibility of the student to schedule the required meetings with the advisor. The HPHP department advisement coordinator will serve as the academic advisor prior to admission to the program, and will assist with advisement through completion of the program of study. Call 801-626-7425 or e-mail sjensen3@weber.edu for more information or to schedule an appointment.

**Admission Requirements (Clinical Track Only)**
A. Before a student can be considered for the program, the following application requirements must be met:
1. Admission to Weber State University
2. Minimum 2.5 Cumulative GPA
3. Submit Athletic Training Student Application
4. Submit Letter of Intent
5. Two Letters of Recommendation
6. Complete AT 2861 Level I Observation
7. Program Interview
B. Application deadline is November 18th for consideration for each spring semester. Applicants will be notified of the selection committee's decision by December 15th. Applications may be obtained from the Health Promotion and Human Performance advisement coordinator, Room SG 124A, or ATEP director.
C. Students interested in transferring from another institution or from another major at Weber State University must meet University and College transfer requirements and complete the same requirements as freshmen in the Athletic Training Program.

**Retention Requirements**
A. Students who fail to meet the retention criteria will be placed on probation in the Athletic Training major for one semester. If standards are not met by the end of the probationary period, the student will be dismissed from the major. Students who receive a grade of “D” or “F” in an athletic training course must repeat the course and receive a grade of “C” or higher to remain in the major. Failure to repeat the course (when offered) will result in dismissal from the program. Athletic Training Polices and Procedures are available in the athletic training student handbook.

**Special Notes**: *Students who have completed a minimum of 60 transferable credits and a 2.5 GPA but not all of the general education and required support courses may also be eligible for a modified accelerated program as determined by the ATEP director.

**Selection Process**
A. All applicants will be ranked using a numerical scale on the following criteria:
1. Cumulative GPA [0-4 weight in selection formula = 20% and 25% Accelerated Track]
2. AT 2861 Level I Observation grade [0-4 weight in selection formula = 20%]
3. Letter of Intent [0-4 weight in selection formula = 20% and 25% Accelerated Track]
4. Previous athletic training experience and Letters of Recommendation [0-4 weight in selection formula = 20% and 25% Accelerated Track]
5. Strength of athletic training student's commitment as reflected in interview responses. [0-4 weight in selection formula = 20% and 25% Accelerated Track]

B. Students receiving the highest scores in the rating process and a positive recommendation from the selection committee will be invited to enter the athletic training major. The selection committee is comprised of the ATEP faculty and clinical instructors. Approximately fifteen students can be chosen to enter the major each year, in compliance with accreditation guidelines concerning clinical instructor-to-student ratios. Selection into the ATEP is competitive and satisfaction of the minimum requirements does not guarantee admission.

C. Applicants not invited to enter the athletic training program may reapply the following year. All applicants who eventually re-apply must meet all requirements in effect at the time of application. Students are encouraged to contact the ATEP Director for current admission requirements.

D. All students selected for athletic training program must provide evidence of being able to meet the Technical Standards for Admission of the program. Only those students who verify that they can meet those technical standards, with or without reasonable accommodations, will be allowed to enter the program.
### General Education
Refer to pages 36-41 for Bachelor of Science requirements.

### Course Requirements for B.S. Degree

#### Required Support Courses (17 credit hours)
- HLTH SS1030 Healthy Lifestyles (3)
- ZOOL 2100 Human Anatomy (4)
- ZOOL 2200 Human Physiology (4)
- PSY SS1010 Introductory Psychology (3)
- PEP SI3600 Measurement for Evaluation and Research (3)

#### Professional Knowledge Courses Required (17 credit hours)
- NUTR LS1020 Foundations in Nutrition (3)
- HLTH 2300 Emergency Response (3)
- PEP 3280 Teaching Neuromuscular Conditioning (2)
- PEP SI500 Kinesiology (3)
- PEP 3510 Exercise Physiology (3)
- HHTH 2240 Intro to Pharmacology (3)

#### Athletic Training Major Courses Required (25 credit hours)
- AT 3530 Sports Injuries (3)
- AT 3571 Modalities of Athletic Injuries (3)
- AT 4200 Basic Rehabilitation of Athletic Injuries (3)
- AT 4201 Advanced Rehabilitation of Athletic Injuries (3)
- AT 4300 Evaluation & Care of Athletic Injuries: Lower Extremities (3)
- AT 4301 Evaluation & Care of Athletic Injuries: Upper Extremities (3)
- AT 4550 Advanced Athletic Training (3)
- AT 4600 Admin & Mgmt for Human Performance Professions (3)
- AT 4990 Senior Seminar (1)

#### Clinical Experience Track Courses Required (19 credit hours)
- AT 2861 Level I Observation (1)
- AT 2862 Level I Clinical Experience (3)
- AT 3861 Level II Clinical Experience (1st Semester) (3)
- AT 3862 Level II Clinical Experience (2nd Semester) (3)
- AT 4861 Level III Clinical Experience (1st Semester) (3)
- AT 4862 Level III Clinical Experience (2nd Semester) (3)
- AT 4960 Level IV Professional Experience (3)

### Mandatory Course Sequence (Clinical Track)
Please refer to this program in the online catalog (weber.edu/catalog) and/or contact the department for the mandatory course sequence.

### Health Promotion Major

**BACHELOR DEGREE (B.S.)**

Also refer to the Dr. Ezekiel R. Dumke College of Health Professions for Health Promotion Major requirements. Degree awarded is Health Professions Administration with emphasis in Health Promotion.

- **Program Prerequisite:** Acceptance into the program (see Admission Requirements below).
- **Minor:** Not Required.
- **Grade Requirement:** A grade of "C" or better in courses required for this major (a grade of "C-" is not acceptable), in addition to a minimum cumulative GPA of 2.50.
- **Credit Hour Requirements:** A total of 120 credit hours is required for graduation – 53-55 of these are required within the major. A total of 40 upper division credit hours is required (courses number 3000 and above) – a minimum of 37 of these is required within the major.

### Advisement
Students are encouraged to meet with a faculty advisor annually for course and program advisement. Call Health Administrative Services at 801-626-7242 for more information or to schedule an appointment. Health Promotion advisors can be reached directly by calling 801-626-7087 or visit Health Promotion advisors in the Reed K. Swenson Building, rooms 125F and 125G.

The HPHP department advisement coordinator will serve as the academic advisor prior to admission to the program, and will assist with advisement through completion of the program of study. Call 801-626-7425 or e-mail sjensen3@weber.edu for more information or to schedule an appointment.

### Admission Requirements
Declare your program of study (see page 18). In addition, the following steps are required:
1. Make application to the program.
2. Interview.
3. Complete academic contract for specific course of study.

For more information call 801-626-7242 or visit the Health Administrative Services office in room 203 in the Marriott Health Professions Building or call 801-626-7087 or visit Health Promotion advisors in the Reed K. Swenson Building, rooms 125F and 125G.

### General Education
Refer to pages 36-41 for Bachelor of Science requirements.

Graduates of the program are eligible to sit for the examination for certification as a Certified Health Education Specialist (CHES) with a minimum of 25 semester hours in Health Courses.

### Course Requirements for B.S. Degree

#### Prerequisite Courses Required (6-7 credit hours)
- HLTH SS1030 Healthy Lifestyles (3)
- HHTH LS1110 Biomedical Core Lecture/Lab (4)
- or ZOOL LS1020 Human Biology (3)

#### Courses Required (31 credit hours)
HAS courses are described in the Dr. Ezekiel R. Dumke College of Health Professions
- HLTH 3000 Foundations of Health Promotion (3)
- HLTH 3200* Methods Health Education (3)
- HLTH SI4013 Health Promotion Research & Assessment (3)
- HLTH 4150 Needs Assessment & Planning Health Promotion Programs (4)
- HLTH 4860 Field Experience (3)
- HLTH 4990 Senior Seminar (1)
- HAS 3000 The Health Care System (2)
- HLTH/HAS 3150 Community HLTH Agencies and Services (3)
- HAS DV3190 Cultural Diversity in Patient Education (3)
- or HLTH DV3420 Multicultural Health & Nutrition (3)
- HAS 3230 Health Communication (3)
- HIM SI3200 Epidemiology & Biostatistics (3)

#### Professional Block
Minimum of 9 credit hours, must be approved by advisor. These courses may also be used as electives.
- HLTH 2400 Art of Emotional Wellness (3)
- HLTH 2700 Consumer Health (3)
- HLTH 3100 Applications of Technology in Health Promotion (3)
- HLTH 3160 Health Behavior & Special Populations (3)
Human Performance Management Major

Bachelor Degree (B.S. or B.A.)

- Program Prerequisite: Not required.
- Minor: Not required.
- Grade Requirements: A GPA of 2.75 or higher in all courses required for this major. The overall GPA must be 2.00 or better. No more than one “D” is acceptable.
- Credit Hour Requirements: A total of 120 credit hours is required for graduation – a total of 63 credit hours for this major. Nine to 10 credit hours of required support courses may be used as general education credit. A total of 40 upper division credit hours is required with 34-36 upper division hours possible within the required courses for this major.

Advisement

All Human Performance Management students are encouraged to meet with a faculty advisor or the department advisement coordinator each semester for course and program advisement. Call 801-626-7425 or send a message to sjensen3@weber.edu for more information or to schedule an appointment.

Admission Requirements

Make application with the HHP Department and declare a major after completing 24 semester hours. Application forms are available online at the department’s website or by contacting the office at 801-626-7425. After declaring a major, students should contact their advisor to develop an educational plan.

General Education

Refer to pages 36-41 for either Bachelor of Science or Bachelor of Arts requirements.

Course Requirements for B.A. or B.S.

Required Core Courses (26 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HAS 3020</td>
<td>Health Care Marketing (3)</td>
</tr>
<tr>
<td>HLTH 3100</td>
<td>Health Care Administration (3)</td>
</tr>
<tr>
<td>HAS 3260</td>
<td>Health Care Administration &amp; Supervisory Theory (3)</td>
</tr>
<tr>
<td>HAS 4320</td>
<td>Health Care Economics and Politics (3)</td>
</tr>
<tr>
<td>HLTH 4150</td>
<td>Needs Assessment &amp; Planning (3)</td>
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<tr>
<td>HLTH 4500</td>
<td>Health Promotion Programs (4)</td>
</tr>
<tr>
<td>NUTR 2320</td>
<td>Food Values, Diet Design &amp; Health (3)</td>
</tr>
<tr>
<td>NUTR 3020</td>
<td>Nutrition &amp; Fitness (3)</td>
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<tr>
<td>PEP 3270</td>
<td>Teaching Aerobic Conditioning (2)</td>
</tr>
<tr>
<td>PEP 3800</td>
<td>Individualized Project (1)</td>
</tr>
<tr>
<td>AT 3600</td>
<td>Ergonomics for Health and Safety (3)</td>
</tr>
<tr>
<td>HLTH 1110</td>
<td>Stress Management (3)</td>
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<tr>
<td>HLTH 1300</td>
<td>First Aid: Responding to Emergencies (2)</td>
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<tr>
<td>HLTH 2300</td>
<td>Emergency Response (3)</td>
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<td>HLTH 3050</td>
<td>School Health Program (3)</td>
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<tr>
<td>HLTH 3400</td>
<td>Substance Abuse Prevention (3)</td>
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<tr>
<td>HLTH 3500</td>
<td>Human Sexuality (3)</td>
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<tr>
<td>HLTH 4220</td>
<td>Women’s Health Issues (3)</td>
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<tr>
<td>HLTH 4250</td>
<td>Contemporary Health Issues of Adolescents (2)</td>
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<tr>
<td>HLTH 3320</td>
<td>Health/Nutrition Older Adult (3)</td>
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<tr>
<td>HLTH 4800</td>
<td>Individual Projects (1-3)</td>
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<tr>
<td>HLTH 4860</td>
<td>Field Experience (3)</td>
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<tr>
<td>HLTH 4920</td>
<td>Workshops (1)</td>
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<tr>
<td>HLTH/NUTR LS1020</td>
<td>Foundations in Nutrition (3)</td>
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<td>HAS 3240</td>
<td>Human Resource Development in Health Care (3)</td>
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<tr>
<td>HAS 4400</td>
<td>Legal and Ethical Aspects of Health Administration (3)</td>
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<tr>
<td>HAS 4410*</td>
<td>Clinical Instructional Skills (3)</td>
</tr>
<tr>
<td>HAS 4420</td>
<td>Clinical Instructional Skills (3)</td>
</tr>
<tr>
<td>HTHS 1101</td>
<td>Medical Terminology (2)</td>
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<tr>
<td>HTHS 2230</td>
<td>Introductory Pathophysiology (3)</td>
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<tr>
<td>GERT 3000</td>
<td>Death and Dying (3)</td>
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<td>NUTR 2320</td>
<td>Food Values, Diet Design &amp; Health (3)</td>
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<td>NUTR 3020</td>
<td>Nutrition &amp; Fitness (3)</td>
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<tr>
<td>PEP 2300</td>
<td>Health/Fitness Evaluation and Exercise Prescription (3)</td>
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</tbody>
</table>

*HAS 4410 may be substituted for HLTH 3200.

Wellness Emphasis

A student must complete the required and support courses in either the Wellness or the Sports and Recreation Services Emphasis.

- **Wellness Emphasis**

  **Required Core (25 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AT 3600</td>
<td>Ergonomics for Health and Safety (2)</td>
</tr>
<tr>
<td>HLTH 4150</td>
<td>Needs Assessment &amp; Planning (3)</td>
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<tr>
<td>HLTH 4500</td>
<td>Health Promotion Programs (4)</td>
</tr>
<tr>
<td>NUTR 2320</td>
<td>Food Values, Diet Design &amp; Health (3)</td>
</tr>
<tr>
<td>NUTR 3020</td>
<td>Nutrition &amp; Fitness (3)</td>
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<tr>
<td>AT 3600</td>
<td>Ergonomics for Health and Safety (2)</td>
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<tr>
<td>HTHS LS1110</td>
<td>Bio-medical Core Lecture (4)</td>
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<td>NUTR 3020</td>
<td>Nutrition &amp; Fitness (3)</td>
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<td>PEP 3270</td>
<td>Teaching Aerobic Conditioning (2)</td>
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<tr>
<td>PEP 3800</td>
<td>Individualized Project (1)</td>
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<td>PEP 3830</td>
<td>Directed Readings (3)</td>
</tr>
<tr>
<td>AT 4990</td>
<td>Senior Seminar (1)</td>
</tr>
</tbody>
</table>

Electives (3-4 credit hours total [students may need upper division credit])

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HLTH 2400</td>
<td>Art of Emotional Wellness (3)</td>
</tr>
<tr>
<td>HLTH 3400</td>
<td>Substance Abuse Prevention (3)</td>
</tr>
<tr>
<td>PEP 3280</td>
<td>Teaching Neuromuscular Conditioning (2)</td>
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<tr>
<td>PEP 3220</td>
<td>Teaching Aerobic Conditioning (2)</td>
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<tr>
<td>NUTR 2420</td>
<td>Childhood &amp; Adolescent Nutrition (2)</td>
</tr>
<tr>
<td>NUTR 3220</td>
<td>Foundations of Diet Therapy (2)</td>
</tr>
<tr>
<td>NUTR DV3420</td>
<td>Multicultural Health &amp; Nutrition (3)</td>
</tr>
<tr>
<td>NUTR 3020</td>
<td>Nutrition &amp; Fitness (3)</td>
</tr>
<tr>
<td>NUTR 4220</td>
<td>Sports Nutrition (3)</td>
</tr>
<tr>
<td>PEP 2300</td>
<td>Fitness Evaluation &amp; Exercise Prescription (3)</td>
</tr>
<tr>
<td>PEP 3150</td>
<td>Exercise Physiology (3)</td>
</tr>
<tr>
<td>PEP 4370</td>
<td>Exercise Management for Special Populations (2)</td>
</tr>
</tbody>
</table>

- **Sports and Recreation Services Emphasis**

  **Required Core (19 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 3550</td>
<td>Issues in Sport (2)</td>
</tr>
<tr>
<td>PEP 3700</td>
<td>Facilities and Events Management (3)</td>
</tr>
<tr>
<td>PEP 4830</td>
<td>Directed Readings (3)</td>
</tr>
<tr>
<td>REC 3050</td>
<td>Recreation and leisure (3)</td>
</tr>
<tr>
<td>REC 3810</td>
<td>Recreation Leadership and Administration (3)</td>
</tr>
</tbody>
</table>

Electives (9-10 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTHS LS1110</td>
<td>Bio-medical Core Lecture (4)</td>
</tr>
<tr>
<td>NUTR LS1020</td>
<td>Human Nutrition Principles (3)</td>
</tr>
</tbody>
</table>

Advisement

All Human Performance Management students are encouraged to meet with a faculty advisor or the department advisement coordinator each semester for course and program advisement. Call 801-626-7425 or send a message to sjensen3@weber.edu for more information or to schedule an appointment.

Admission Requirements

Make application with the HHP Department and declare a program of study (see page 18).
**Advisement**

All Physical Education students are encouraged to meet with a faculty advisor or the department advisement coordinator each semester for course and program advisement. Call 801-626-7425 or send a message to sjensen3@weber.edu for more information or to schedule an appointment. Teaching majors are encouraged to also consult with advisors in the Jerry and Vickie Moyes College of Education (call 801-626-6269).

**Admission Requirements**

Students applying for Track I or Track II should apply with the HPHP department and formally declare a program of study with a faculty advisor (see page 18). Call 801-626-7425 for more information. Students applying for Track II must also meet the Teacher Education admission and certification requirements (see Teacher Education Department in this catalog).

**General Education**

Refer to pages 36-41 for either Bachelor of Science or Bachelor of Arts requirements.

Both Tracks I and II are K-12 majors. Track II Physical Education Major K-12/Licensure qualifies graduates to teach physical education at both the elementary and secondary levels.

**Course Requirements for B.S. or B.A.**

**Professional Knowledge (22 credit hours)**

- **PEP 2000** Foundations of Physical Education (3)
- **PEP 2600** Growth and Motor Development (3)
- **PEP SI3500** Kinesiology (3)
- **PEP 3510** Exercise Physiology (3)
- **PEP 3520** Curriculum Development/Instructional Strategies (3)
- **PEP SI3600** Measurement for Evaluation & Research (3)
- **PEP 3610** Assessment/Technology in Physical Education (1)
- **PEP 3630** Physical Education K-6 (3)

**Field Experience (2 credit hours)**

- **PEP 4990** Field Experience/Senior Seminar (2)

**Skill Development and Methods of Teaching (12-14 credit hours)**

Students must select one course in each of the following three areas plus two additional courses from any of the three areas (total of 5 courses)

**Area 1 Team Sports:**

- **PEP 3240** Skill Development and Methods of Teaching Field Sports (3) *(e.g., flag football, soccer and softball)*
- **PEP 3242** Skill Development and Methods of Teaching Court Sports (3) *(e.g., basketball and volleyball)*

**Area 2 Individual Sports:**

- **PEP 3260** Teaching Lifelong Leisure Activities (2)
- **PEP 3262** Skill Development and Methods of Teaching Individual Sports (3) *(e.g., golf, swimming and track and field)*
- **PEP 3264** Skill Development and Methods of Teaching Racket Sports (3) *(e.g., badminton, tennis/pickleball and racquetball)*

**Area 3 Conditioning:**

- **PEP 3270** Teaching Aerobic Conditioning (2)
- **PEP 3280** Teaching Neuromuscular Conditioning (2)

**Required Support Course (3 credit hours)**

- **HLTH 2300** Emergency Response (3)

Suggested Support Courses for Track I: Additional Skill Development and Methods Courses (2-7 credit hours), **PEP 2500, PEP 3540, PEP 3550, PEP 4860C**
## Secondary Physical Education Teachers for Elementary School

### Dual Certification

For individuals holding a secondary physical education certificate who desire to work in the elementary schools, dual certification is available. See the director of physical education (see Department of Health Promotion & Human Performance) for more information.

### Health Promotion: (Community, Worksite, Clinical, School)

#### MINOR

- **Program Prerequisite:** HLTH SS1030 Healthy Lifestyles (3)
- **Grade Requirements:** A GPA of 2.25 in courses used toward the minor.
- **Credit Hours Requirements:** Minimum of 22 credit hours.

### Required Courses (13 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 3000</td>
<td>Foundations of Health Promotion (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 3050</td>
<td>School Health Program (3)</td>
<td></td>
</tr>
<tr>
<td>&amp;/or HLTH 3150*</td>
<td>Community Health Agencies and Services (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 3200</td>
<td>Methods in Health Education (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 4150</td>
<td>Needs Assessment &amp; Planning Health Promotion Programs (4)</td>
<td></td>
</tr>
</tbody>
</table>

### Electives

Select 9 credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH LS1020</td>
<td>Foundations in Nutrition (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 1110</td>
<td>Stress Management (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 1300</td>
<td>First Aid: Responding to Emergencies (2)</td>
<td></td>
</tr>
<tr>
<td>HLTH 2220</td>
<td>Prenatal &amp; Infant Nutrition (2)</td>
<td></td>
</tr>
<tr>
<td>HLTH 2400</td>
<td>Art of Emotional Wellness (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 2420</td>
<td>Childhood &amp; Adolescent Nutrition (2)</td>
<td></td>
</tr>
<tr>
<td>HLTH 2700</td>
<td>Consumer Health (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 3220</td>
<td>Health &amp; Nutrition in the Older Adult (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 3400</td>
<td>Substance Abuse Prevention (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH DV3420</td>
<td>Multicultural Health and Nutrition (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 3500</td>
<td>Human Sexuality (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 4220</td>
<td>Women’s Health Issues (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 4250</td>
<td>Contemporary Health Issues/Adolescents (2)</td>
<td></td>
</tr>
<tr>
<td>HLTH 4300</td>
<td>Health Education in the Elementary School (2)</td>
<td></td>
</tr>
<tr>
<td>HLTH 4920</td>
<td>Short Courses, Workshops . . . (1-4)</td>
<td></td>
</tr>
<tr>
<td>HLTH 4860</td>
<td>Field Experience (2-6)</td>
<td></td>
</tr>
<tr>
<td>HLTH 2890/4890</td>
<td>Cooperative Work Experience (1-6)</td>
<td></td>
</tr>
<tr>
<td>HLTH 4800</td>
<td>Individual Projects (1-3)</td>
<td></td>
</tr>
<tr>
<td>HAS 3000</td>
<td>The Health Care System (2)</td>
<td></td>
</tr>
<tr>
<td>HAS 3020</td>
<td>Health Care Marketing (3)</td>
<td></td>
</tr>
<tr>
<td>HAS 3150*</td>
<td>Community Health Agencies and Services (3)</td>
<td></td>
</tr>
<tr>
<td>HAS DV3190</td>
<td>Cultural Diversity in Patient Education (3)</td>
<td></td>
</tr>
<tr>
<td>HIM SI3200</td>
<td>Epidemiology &amp; Health Care Stats (3)</td>
<td></td>
</tr>
</tbody>
</table>

### Courses Elected by Advisement for Minors Seeking Teaching Certification

Select 7 credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH LS1020</td>
<td>Foundations in Nutrition (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 1110</td>
<td>Stress Management (3)</td>
<td></td>
</tr>
<tr>
<td>or HLTH 2400</td>
<td>Art of Emotional Wellness (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 1300</td>
<td>First Aid: Responding to Emergencies (2)</td>
<td></td>
</tr>
<tr>
<td>HLTH 2700</td>
<td>Consumer Health (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 3400</td>
<td>Substance Abuse Prevention (3)</td>
<td></td>
</tr>
<tr>
<td>HLTH 3500</td>
<td>Human Sexuality (3)</td>
<td></td>
</tr>
</tbody>
</table>

Courses developed/selected based on providing students with the minimum competencies for entry-level health educators. Students must complete 25 semester hours of Health courses to qualify to sit to take national exam for qualification as a Certified Health Education Specialist (CHES).

A teaching major is required for teacher certification.

### Nutrition Education

#### MINOR

- **Program Prerequisite:** Prior departmental approval is required.
- **Grade Requirements:** A GPA of 2.5 or better in courses used toward the minor.
- **Credit Hour Requirements:** A total of 18 credit hours is required, of which a minimum of 7 credit hours must be upper division (courses numbered 3000 or higher).

### Course Requirements for Minor

#### Required Core Courses (11 credit hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR LS1020</td>
<td>Foundations in Nutrition (3)</td>
<td></td>
</tr>
<tr>
<td>NUTR 2320</td>
<td>Food Values, Diet Design &amp; Health (3)</td>
<td></td>
</tr>
<tr>
<td>NUTR DV3420</td>
<td>Multicultural Health &amp; Nutrition (3)</td>
<td></td>
</tr>
<tr>
<td>NUTR 4320</td>
<td>Current Issues in Nutrition (2)</td>
<td></td>
</tr>
</tbody>
</table>

#### Elective Courses (7 credit hours)

Select 7 credit hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR 2220</td>
<td>Prenatal &amp; Infant Nutrition (2)</td>
<td></td>
</tr>
<tr>
<td>NUTR 2420</td>
<td>Childhood &amp; Adolescent Nutrition (2)</td>
<td></td>
</tr>
<tr>
<td>NUTR 3020</td>
<td>Nutrition &amp; Fitness (3)</td>
<td></td>
</tr>
<tr>
<td>NUTR 3220</td>
<td>Foundations in Diet Therapy (2)</td>
<td></td>
</tr>
<tr>
<td>NUTR 3320</td>
<td>Health &amp; Nutrition in the Older Adult (3)</td>
<td></td>
</tr>
<tr>
<td>NUTR 4220</td>
<td>Sports Nutrition (3)</td>
<td></td>
</tr>
<tr>
<td>NUTR 4520/6520</td>
<td>Directed Undergraduate and Graduate Nutrition Research (1-4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 3200</td>
<td>Methods in Health Education (3)</td>
<td></td>
</tr>
</tbody>
</table>

### Physical Education/Coaching

#### Dual Minor

<table>
<thead>
<tr>
<th>Track I - Physical Education/Coaching Dual Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track II - Physical Education Licensure/Coaching Dual Minor</td>
</tr>
</tbody>
</table>

- **Grade Requirements:** Students selecting Track I, Physical Education/Coaching Dual Minor - a GPA of 2.85 or better in courses used toward the minor. No more than one "D" grade is acceptable. Students selecting Track II, Physical Education Licensure/Coaching Dual Minor - an overall GPA of 3.00 is required for admission to the Teacher Education program and a GPA of 2.85 or better is required in all physical education courses used toward the major.

- **Credit Hour Requirements:** Track I - a total of 28 credit hours is required. Track II - in addition to the 28 credit hours, students must meet the requirements of their selected teaching major and the Teacher Education admission and licensure requirements (see Teacher Education Department in this catalog).
## Course Requirements for Minor

### Professional Knowledge (15 credit hours)
- PEP 2000 Foundations of Physical Education (3)
- PEP 2500 Skills, Drill, and Strategies for Coaches (2)
- PEP 2600 Growth and Motor Development (3)
- PEP 3520 Curriculum Development/ Instructional Strategies (3)
- PEP 3540 Physiological Aspects of Human Performance (2)
- PEP 3550 Issues in Sport (2)

### Field Experiences (5 credit hours)
- PEP 4860C Field Experience Coaching (3)
- PEP 4990 Field Experience/Senior Seminar (2)

### Skill Development and Methods of Teaching (4-5 credit hours)
Students must select one course from either Area 1 or Area 2 and PEP 3280 from Area 3

#### Area 1 Team Sports:
- PEP 3240 Skill Development and Methods of Teaching Field Sports (3) *(e.g., flag football, soccer and softball)*
- PEP 3242 Skill Development and Methods of Teaching Court Sports (3) *(e.g., basketball and volleyball)*

#### Area 2 Individual Sports:
- PEP 3260 Teaching Lifelong Leisure Activities (2)
- PEP 3262 Skill Development and Methods of Teaching Individual Sports (3) *(e.g., golf, swimming and track and field)*
- PEP 3264 Skill Development and Methods of Teaching Racket Sports (3) *(e.g., badminton, tennis/pickleball and racquetball)*

#### Area 3 Conditioning (required):
- PEP 3280 Teaching Neuromuscular Conditioning (2)

### Required Support Course (3 credit hours)
- HLTH 2300 Emergency Response (3)

## Bachelor of Integrated Studies

### (BIS) Emphasis

- **Program Prerequisite:** Consult the Interdisciplinary Programs section of this catalog for specific requirements associated with the BIS degree.
- **Grade Requirements:** A minimum grade of "C" (2.0) in each of the courses taken for the three emphases.
- **Credit Hour Requirements:** The student must take a minimum of 18 credit hours each from at least three (3) different academic departments or recognized disciplines. A student has numerous possibilities in developing a BIS degree using the academic disciplines both in HPHP and campus wide.

The course of study in each discipline must be approved by the appropriate program director.

### BIS Possible Options
(Refer to Individual Minor Programs for Class Requirements)

These are only recommendations; many combinations and options for potential careers are possible.

#### Health Education & Health Promotion
- Community Health Promotion
- Occupational Health Education
- Clinical Health Education

(See Health Administrative Services in the Dr. Ezekiel R. Dumke College of Health Professions)

- Family Life Health Promotion
- Gerontological Health Promotion
- Drug Abuse Prevention Education

#### Nutrition
- Dietary Analysis
- Dietary Prescription
- Nutrition Education
- Weight Management
- Nutritional Ergogenics

#### Exercise Science
- Corporate Fitness
- Community Fitness
- Sports Medicine
- Sport Communication
- Commercial/Facility Management
- Sport Psychology

#### Recreation Emphasis

**Leisure Services (12 hours)**
- REC 3050 Recreation & Leisure Services (3)
- REC 3600 Outdoor Adventure Recreation (3)
- REC 3810 Recreation Leadership & Management (3)

**Electives**
- PE 1130 Golf (1)
- PE 1520 Hiking (1)
- PE 1527 Rock Climbing (1)
- PE 1610 Skiing (1)
- PE 1630 Cross Country Skiing (1)
- REC 3610 Outdoor Survival (2)
- REC 3840 Therapeutic & Social Recreation (3)
- REC 4550 Outdoor Education Philosophies & Principles (2)
- REC 4930 Outdoor Education Workshop (2)

#### Exercise Science Emphasis

**Upper Division Hours 17, Total Hours Required 22**
- AT 3530 Sports Injuries (3)
- HLTH 1300 First Aid: Responding to Emergencies (2)
- NUTR 3020 Nutrition & Fitness (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEP 2300</td>
<td>Health/Fitness Evaluation and Exercise Prescription (3)</td>
</tr>
<tr>
<td>PEP SI3500</td>
<td>Kinesiology (3)</td>
</tr>
<tr>
<td>PEP 3510</td>
<td>Exercise Physiology (3)</td>
</tr>
<tr>
<td>PEP 4370</td>
<td>Exercise Management for Special Populations (2)</td>
</tr>
</tbody>
</table>

**Internship/Seminar**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 4990</td>
<td>Senior Seminar (1)</td>
</tr>
<tr>
<td>PEP 4890</td>
<td>Cooperative Work Experience (2)</td>
</tr>
</tbody>
</table>

**Sports Medicine Emphasis**

- **Course Requirements for emphasis: Upper Division 16, Total Hours 21**
- **AT 3530** Sports Injuries (3)
- **AT 3571** Modalities of Athletic Injuries (3)
- **NUTR 3020** Nutrition & Fitness (3)
- **HLTH 1300** First Aid: Responding to Emergencies (2)
- **PEP 2300** Health/Fitness Evaluation and Exercise Prescription (3)
- **PEP SI3500** Kinesiology (3)
- **PEP 3510** Exercise Physiology (3)

**Seminar**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 4990</td>
<td>Senior Seminar (1)</td>
</tr>
</tbody>
</table>

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**ATHELETICS COURSES - AT**

These courses may be taken once per year for academic credit as long as the athlete remains eligible and actively participates in the Varsity Athletic Program.

- **ATHL 1510. Varsity Volleyball (1)**
- **ATHL 1520. Varsity Soccer (1)**
- **ATHL 1570. Varsity Basketball (1)**
- **ATHL 1580. Varsity Cross Country (1)**
- **ATHL 1590. Varsity Football (1)**
- **ATHL 1600. Varsity Golf (1)**
- **ATHL 1630. Varsity Tennis (1)**
- **ATHL 1640. Varsity Track and Field (1)**
- **ATHL 1680. Varsity Indoor Track (1)**

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**ATHLETIC TRAINING COURSES - AT**

**AT 3530. Sports Injuries (3) F, S**
Recognition, cause, prevention, and treatment of sports injuries. Prerequisite: HLTH 2300.

**AT 3571. Modalities of Athletic Injuries (3) F**
This course provides knowledge regarding the scientific basis and physiologic effects of the various modalities used for athletic injuries. A theoretical basis is applied through practical experience and application. Prerequisite: AT 3530.

**AT 3600. Ergonomics for Health and Safety (2) S**
Examines and analyzes the effects of the workplace on employees and adaptations of the work environment to suit the individual. The focus is on the interaction of work and people, i.e., physiologic and environmental stresses with the primary intent to establish ways to reduce injuries, accidents, and fatigue and to improve human performance at work. Prerequisites: PEP SI3500 or consent of instructor.

---

**AT 4200. Basic Rehabilitation of Athletic Injuries (3) F**
Content of this course provides basic understanding of therapeutic exercise as it relates to the rehabilitation process of athletic injuries. Course provides basic concepts and hands on techniques used in the rehabilitation of the athlete from an injury state to a highly competitive state. Prerequisite: AT 3571.

**AT 4201. Advanced Rehabilitation of Athletic Injuries (3) S**
Content of this course provides advanced understanding of therapeutic exercise as it relates to the rehabilitation process of athletic injuries. This course provides advanced instruction and hands on techniques in the rehabilitation of an athlete from an injury state to a highly competitive state. Prerequisite: AT 4200.

**AT 4300. Evaluation and Care of Athletic Injuries: Lower Extremities (3) F**
Content of this course addresses evaluation techniques and care for athletic injuries to the trunk and lower extremities. The student must integrate knowledge of anatomical structures, physiology principles and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Prerequisites: AT 4200 and AT 4201.

**AT 4301. Evaluation and Care of Athletic Injuries: Upper Extremities (3) S**
Content of this course addresses evaluation techniques and care for athletic injuries to the head, face and upper extremities. The student must integrate knowledge of anatomical structures, physiology principles and evaluative techniques to provide a basis for critical decision-making in an injury management environment. Prerequisite: AT 4300.

**AT 4550. Advanced Athletic Training (3) S**
Discuss general medical disorders and conditions pertaining to sports medicine and inquire into newest research of related issues. Prerequisites: AT 4300 and AT 4301.

**AT 4600. Administration & Management for Human Performance Professions (3) S**
Provides an overview of the necessary policies, procedures, maintenance, and daily operation of human performance venues. Applies principles of personnel management including staffing, management-labor relations, remuneration, benefits, security, and employee appraisal as related to human performance enterprises. This course is designed for those students seeking certification from the National Athletic Trainers Association Board of Certification (NATABOC) or Human Performance Management expertise. Prerequisite: AT 4550 or PEP 2300 or PEP 3700.

**AT 4990. Senior Seminar (1) F, S**
For Seniors only. Structured seminar focuses on synthesis of ideas and portfolio preparation.

**THE FOLLOWING OBSERVATION AND CLINICAL EXPERIENCES ARE RESTRUCTURED COURSES DESIGNED TO MEET THE INTERNSHIP HOURS THROUGH A CURRICULUM-BASED PROGRAM. THESE OBSERVATIONS AND CLINICAL EXPERIENCES ARE REQUIRED TO MEET NATABOC CERTIFICATION.**

**AT 2861. Level I Observation (First Semester) (1) F**
Provides an opportunity for students to observe the function of an athletic training facility and become aware of the various duties performed by a Certified Athletic Trainer.

**AT 2862. Level I Clinical Experience (Second Semester) (3) S**
Provides an opportunity for students to receive skill proficiency testing in the areas of acute care of injury and illnesses. Prerequisite: AT 2861.
AT 3861. Level II Clinical Experience  
(First Semester) (3) F  
Provides an opportunity for students to receive skill proficiency 
testing in the areas of risk management, modalities, taping, bracing 
and padding. Prerequisite: AT 2862.

AT 3862. Level II Clinical Experience  
(Second Semester) (3) S  
Provides an opportunity for students to receive skill proficiency 
testing in the areas of therapeutic exercise, basic assessment and 
evaluation, pharmacology and nutrition, and communication.  
Prerequisite: AT 3861.

AT 4861. Level III Clinical Experience  
(First Semester) (3) F  
Provides an opportunity for students to receive skill proficiency 
testing in the areas of injury management of the lower extremities.  
Prerequisite: AT 3862.

AT 4862. Level III Clinical Experience  
(Second Semester) (3) S  
Provides an opportunity for students to receive skill proficiency 
testing in the areas of injury management of the upper extremi-
ties, general medical conditions and professional development.  
Prerequisite: AT 4861.

AT 4960. Level IV Professional Experience (3) F  
Provides an opportunity for students to receive proficiency testing 
in the areas of athletic training skill analysis and administration.  
Prerequisite: AT 4862.

### HEALTH EDUCATION COURSES - HLTH

HLTH LS1020. Foundations in Nutrition (3) Su, F, S  
(Cross listed with NUTR LS1020)  
Basic principles of human nutrition are considered with respect 
to maintaining nutritional balance, as well as maintaining good 
health. *This course is taught Web enhanced.*

HLTH SS1030. Healthy Lifestyles (3) Su, F, S  
A systematic approach to promote health enhancing behaviors 
related to the prevention of disease and achievement of optimal 
health. Focuses on the total person with a consideration of the 
mental, emotional, intellectual, social, physical, and environmental 
dimensions which impact human health.

HLTH 1110. Stress Management (3) Su, F, S  
An introductory course focusing on the causes of stress, recognizing 
personal stressors and life change management for stress control.

HLTH 1300. First Aid: Responding to Emergencies (2) Su, F, S  
Training the lay person to respond correctly in emergencies and act 
as the first link in the emergency medical service system. Course 
leads to American Red Cross certification in Adult, Infant and Child 
CPR and First Aid: Responding to Emergencies.

HLTH 2220. Prenatal and Infant Nutrition (2) F, S  
(Cross listed with NUTR 2220)  
This course focuses on nutrition and diet as they apply to birth out-
come, the maintenance of maternal health, and the growth of the 
infant. Breastfeeding and community programs will be discussed in 
support of maternal and infant health. Prerequisite: NUTR/HLTH 
LS1020.

HLTH 2300. Emergency Response (3) F, S  
Meets the needs of the non-health care professional who has a duty 
to respond in an emergency. Provides more skills and in-depth 
training than the First Aid: Responding to Emergencies course.  
Course leads to American Red Cross certification in Emergency 
Response and CPR for the Professional Rescuer.

HLTH 2400. Art of Emotional Wellness (3) F, S  
Promotion of emotional wellness and understanding the body, 
mind, spirit connection. Required by the Utah State Board of Educa-
tion for endorsement in health education.

HLTH 2420. Childhood and Adolescent Nutrition (2) F, S  
(Cross listed with NUTR 2420)  
The effects of nutrition and diet on child growth, health and behav-
ior are explored from toddler through adolescence. The processes 
of growth and puberty provide the foundations for understanding 
nutritional support. Common nutritionally-related problems such 
as obesity, anemia, and eating disorders are also addressed. Prerequi-
site: NUTR/HLTH LS1020.

HLTH 2700. Consumer Health (3) S  
Knowledge and skills relating to consumption of health products 
and services, including advertising and health, quackery, alternative 
health care, economics of health care, etc.

HLTH 2800. Individual Projects (1-3) Su, F, S  
A comprehensive study or project in the field of Health Education.  
Hours to be arranged.

HLTH 2890. Cooperative Work Experience (1-6) Su, F, S  
Open to all students in Health who meet the minimum Cooper-
ative Work Experience requirements of the department. Provides 
academic credit for on-the-job experience. Grade and amount of 
credit will be determined by the department.

HLTH 2920. Short Courses, Workshops, Institutes and 
Special Programs (1-4) As Needed  
Consult the semester class schedule for the current offering under 
this number. The specific title and credit authorized will appear on 
the student transcript.

HLTH 3000. Foundations of Health Promotion (3) F, S  
Emerging trends and roles of health education within occupational, 
medical, community, and school settings including history, philoso-
phy, current practices. Prerequisite: HLTH SS1030.

HLTH 3050. School Health Program (3) F  
Designed to prepare the prospective teacher for their responsibili-
ties in administering the functions of the School Health Program, 
including: health services, healthful school environment, and 
health education.

HLTH 3100. Applications of Technology  
in Health Promotion (3) S  
This course is an exploration of current and future uses of technol-
yogy in the health promotion fields. Prerequisite: Completion of 
Computer & Information Literacy requirement or permission of 
instructor.

HLTH 3150. Community Health Agencies  
and Services (3) S  
An overview of public and community health including history, 
management, prevention and epidemiology of disease. Emphasis on 
the role of community and government health agencies regarding 
health promotion and disease prevention activities. Prerequisite: 
HLTH 3000 or HLTH 3050.
HLTH 3160. Health Behavior and Special Populations (3) F
The course provides a comprehensive overview of theories and models that explain and modify health behaviors. The models and theories are viewed from a multidisciplinary perspective and are applied to health behaviors among both normal and special populations. Prerequisites: HLTH 3000 or HLTH 3050.

HLTH 3200. Methods in Health Education (3) F, S
Designed to appraise and utilize the different methods and aids used in teaching health and lifestyle management in the schools, community, worksite, and health care settings. Students develop skills in organizing, presenting, and evaluating learning experiences presented to target populations in the various settings. Prerequisites: HLTH 3000 or HLTH 3050 or PEP 2200.

HLTH 3320. Health and Nutrition in the Older Adult (3) F, S (online only) (Cross listed with NUTR 3320)
The developmental process of late adulthood with focus on the physiological age-related changes provides the foundation for understanding the nutritional support needed life-long in order to prevent and manage nutritionally related chronic diseases; the process of nutritional assessment and prescription are addressed in the elderly. Prerequisites: NUTR/HLTH LS1020 and NUTR 2320. NUTR 3320 is recommended.

HLTH 3400. Substance Abuse Prevention (3) Su, F, S
Study of legal and illegal drugs from a pharmacological, historical, psychosocial, and behavioral perspective. Emphasis on primary prevention concepts and responsible consumerism. Education students can receive "Substance Abuse Certification" from the Utah State Office of Education.

HLTH DV3420. Multicultural Health and Nutrition (3) F, S (Cross listed with NUTR DV3420)
The application and understanding of social, religious, economic and aesthetic qualities of foods provide the knowledge for the explorations of the food patterns of various cultures. The understanding or world food problems as they pertain to the health will also be discussed. Prerequisites: NUTR/HLTH LS1020 and NUTR 2320. This course is taught Web enhanced.

HLTH 3500. Human Sexuality (3) Su, F, S
A survey course of the biomedical and psychosocial forces which shape our sexuality. The focus will be upon the scholarly study of the biological, social, psychological, and spiritual dimensions of human sexuality.

HLTH SI4013. Health Promotion Research and Assessment (3) F, S
Application of research methods used both in assessing individual and community needs for health education, and in assessing the effectiveness of health education programs. Prerequisites: HLTH 3000 and HIM 3200.

HLTH 4150. Needs Assessment & Planning Health Promotion Programs (4) F, S
Conducting needs assessment and planning health promotion programs in a community, occupational, school or clinical setting. Prerequisite: HLTH 3000 (for Health Promotion majors) or PEP 2200 (for Human Performance Management majors).

HLTH 4220. Women’s Health Issues (3) S (Cross listed with Women’s Studies)
A feminist perspective and analysis of the psychological, cultural and political health related issues that impact women throughout the life span. Prerequisite: Upper division standing or consent of instructor.

HLTH 4250. Contemporary Health Issues of Adolescents (2) Su, F, S
Provides professionals who work with adolescents an overview of both the school health program and health issues prevalent among teens.

HLTH 4300. Health Education in the Elementary School (2) Su, F, S
Provides elementary school teachers the resources and skills needed to teach the Utah Healthy Lifestyles curriculum.

HLTH 4800. Individual Projects (1-3) Su, F, S
A comprehensive study or project in the field of Health Education. Hours to be arranged for seniors only.

HLTH 4860. Field Experience (2-6) Su, F, S
Work experience which applies prior academic learning in a supervised setting. Prerequisite: Consent of faculty supervisor prior to registration. Can be repeated for credit.

HLTH 4890. Cooperative Work Experience (1-6) Su, F, S
A continuation of HLTH 2890.

HLTH 4920. Short Courses, Workshops, Institutes and Special Programs (1-4) As Needed
Consult the semester class schedule for the current offering under this course. The specific title and credit will appear on the student transcript. Offered on an as needed basis.

HLTH 4990 Senior Seminar (1) F, S
This is a capstone course of Health Promotion seniors only. Summarizes the experiences of the Health Promotion Major, addresses future alternatives and prepares students for employment now and/or graduate study.

MASTER LEVEL COURSES (HLTH)

HLTH 6250. Contemporary Health Issues of Adolescents (2) Su, F, S
Provides professionals who work with adolescents an overview of both the school health program and health issues prevalent among teens.

HLTH 6300. Health Education in the Elementary School (2) Su, F, S
Provides elementary school teachers the resources and skills needed to teach the Utah Healthy Lifestyles curriculum.

NUTR EDUCATION COURSES - NUTR

NUTR LS1020. Foundations in Nutrition (3) Su, F, S (available online) (Cross listed with HLTH LS1020)
Basic principles of human nutrition are considered with respect to maintaining nutritional balance, as well as maintaining good health. This course is taught Web enhanced.

NUTR 2220. Prenatal and Infant Nutrition (2) F, S (available online only) (Cross listed with HLTH 2220)
This course focuses on nutrition and diet as they apply to birth outcome, the maintenance of maternal health, and the growth of the infant. Breastfeeding and community programs will be discussed in support of maternal and infant health. Prerequisite: NUTR/HLTH LS1020.
NUTR 2320. Food Values, Diet Design and Health (3) F, S
The relationships between dietary components and the development of chronic diseases provides the foundation for designing diets that support life-long “good health”. Topics in nutrigenomics, food allergy and food technology are introduced. Prerequisite: NUTR/HLTH LS1020. This course is taught Web enhanced.

NUTR 2420. Childhood and Adolescent Nutrition (2) F, S (available online only) (Cross listed with HLTH 2420)
The effects of nutrition and diet on child growth, health and behavior are explored from toddler through adolescence. The processes of growth and puberty provide the foundations for understanding nutritional support. Common nutritionally-related problems such as obesity, anemia, and eating disorders are also addressed. Prerequisite: NUTR/HLTH LS1020.

NUTR 3020. Nutrition and Fitness (3) F, S
Principles of sports nutrition and fitness are applied to achieve a healthy body weight. Consideration of exercise and dietary practices along with fitness evaluation, dietary analysis and body composition testing are utilized to create a plan to improve physiological health. Prerequisite: NUTR/HLTH LS1020 and NUTR 2320. This course is taught Web enhanced.

NUTR 3220. Foundations in Diet Therapy (2) F, S (online only)
Nutritionally related medical conditions in which diet is crucial for control of the disease will be the foundation for developing skills in case management. The use of several nutritional alternatives and supplements will be incorporated into the curriculum as they pertain to the dietary management of the condition. Prerequisites: NUTR/HLTH LS1020 and NUTR 2320 (ZOOL 2200 or HTHS 1110 /1111 are recommended).

NUTR 3320. Health and Nutrition in the Older Adult (3) F, S (online only) (Cross listed with HLTH 3320)
The developmental process of late adulthood with focus on the physiological age-related changes provides the foundation for understanding the nutritional support needed life-long in order to prevent and manage nutritionally related chronic diseases; the process of nutritional assessment and prescription are addressed in the elderly. Prerequisites: NUTR/HLTH LS1020, NUTR 2320.

NUTR DV3420. Multicultural Health and Nutrition (3) F, S (Cross listed with HLTH DV3420)
The application and understanding of social, religious, economic and aesthetic qualities of foods provides the knowledge for the explorations of the food patterns of various cultures. The understanding or world food problems as they pertain to the health will also be discussed. Prerequisites: NUTR/HLTH LS1020 and NUTR 2320. This course is taught Web enhanced.

NUTR 4220. Sports Nutrition (3) F, S (online only)
The nutritional support necessary to achieve optimum athletic performance will be discussed in the context of diet and metabolism. In addition, the use of ergogenic aids will be addressed with reference to athletic performance. Prerequisites: NUTR/HLTH LS1020, NUTR 2320, and ZOOL 2200 or HTHS 1110/1111.

NUTR 4320. Current Issues in Nutrition (2) F, S
Technology-aided literature review of the nutritional and medical sciences provides the information for presentation to peers in both written and oral forms. Prerequisites: NUTR/HLTH LS1020 and NUTR 2320 or consent of instructor.

NUTR 4520. Directed Undergraduate Nutrition Research (1-4) F, S
This course will provide undergraduate students an opportunity to engage in research processes and participate in ongoing nutrition research projects. Prerequisites: NUTR 4320 or HPHP Majors with NUTR/HLTH LS1020 and NUTR 2320 or consent of instructor.

NUTR 6320. Current Issues in Nutrition (2) F, S (online only)
The nutritional support necessary to achieve optimum athletic performance will be discussed in the context of diet and metabolism. In addition, the use of ergogenic aids will be addressed with reference to athletic performance. Prerequisite: Consent of instructor.

NUTR 6520. Directed Graduate Nutrition Research (1-4)
This course will provide graduate students an opportunity to engage in research processes and participate in ongoing nutrition research projects. Prerequisites: NUTR 4320 or HPHP Majors with NUTR/HLTH LS1020 and Permission of Instructor. Graduate students taking this class as 6520 must have completed a statistical methods course.

PHYSICAL EDUCATION ACTIVITY COURSES - PE
Activity classes may be taken on a credit/no credit basis. The courses are listed under the general type of activity (i.e. Combative, Fitness, Racquet Sports, etc.)

PE 1010. Aerobics, Level I (1) (CR/NC)
PE 1011. Aerobics, Level II (1) (CR/NC)
PE 1012. Aerobics, Level III (1) (CR/NC)
PE 1040. Walking for Fitness, Level I (1) (CR/NC)
PE 1041. Walking for Fitness, Level II (1) (CR/NC)
PE 1042. Walking for Fitness, Level III (1) (CR/NC)
PE 1043. Jogging, Level I (1) (CR/NC)
PE 1044. Jogging, Level II (1) (CR/NC)
PE 1045. Jogging, Level III (1) (CR/NC)
PE 1057. Hatha Yoga (1) (CR/NC)
PE 1070. Cross Training For Fitness, Level I (1) (CR/NC)
PE 1071. Cross Training For Fitness, Level II (1) (CR/NC)
PE 1072. Cross Training For Fitness, Level III (1) (CR/NC)
PE 1080. Strength Training, Level I (1) (CR/NC)
PE 1081. Strength Training, Level II (1) (CR/NC)
PE 1082. Strength Training, Level III (1) (CR/NC)
PE 1098. Fitness for Life (1) (CR/NC)
PE 1100. Tennis, Level I (1) (CR/NC)
PE 1101. Tennis, Level II (1) (CR/NC)
PE 1102. Tennis, Level III (1) (CR/NC)
PE 1105. Badminton, Level I (1) (CR/NC)
PE 1106. Badminton, Level II (1) (CR/NC)
PE 1110. Racquetball, Level I (1) (CR/NC)
PE 1111. Racquetball, Level II (1) (CR/NC)
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### PHYSICAL EDUCATION MAJOR/MINOR COURSES (PEP)

**PEP 2000. Foundations of Physical Education (3) F, S**  
Examination of history, philosophy, career opportunities, issues, and trends in physical education. Emphasis on professional preparation requirements and competencies.

**PEP 2200. Foundations of Human Performance Management Professions (2) F, S**  
Designed to orient and acquaint students with the goals, objectives, scope, professional preparation, career opportunities, and trends in human performance management professions.

**PEP 2300. Health/Fitness Evaluation and Exercise Prescription (3) F, S**  
Skills and competencies for prospective health fitness instructors, personal fitness trainers, and nutrition educators to deliver preventive exercise programs. Prerequisites: HLTH SS1030 and NUTR LS1020.
PEP 2480. Fitness for Life Concepts (1) F, S
Prescribe individualized programs for weight control, cardiovascular endurance, strength and flexibility.

PEP 2500. Skills, Drills, and Strategies for Coaches (2) F, S
This course is designed to provide information on skill development, practice and game planning, season schedules, creating drills and practice sessions, motivating players and coaching tips.

PEP 2600. Growth and Motor Development (3) F, S
Description of the structural and functional principles of human growth and development. Introduction of motor learning principles with emphasis on their application to pedagogy. Prerequisites: PEP 2000 or concurrent enrollment in PEP 2000.

PEP 2800. Individual Projects (1-4) F, S
A comprehensive study of a significant problem in the field of physical education. Hours to be arranged.

PEP 2890. Cooperative Work Experience (1-6) F, S
Open to all students in Human Performance Management and Physical Education who meet the minimum Cooperative Work Experience requirements of the department. Provides academic credit for on-the-job experience. Grade and amount of credit will be determined by the department.

PEP 2920. Short Courses, Workshops, Institutes and Special Programs (1-4) As Needed
Consult the semester class schedule for current offering under this number. The specific title and credit authorized will appear on the student transcript.

PEP 3240. Skill Development and Methods of Teaching Field Sports (3) F, S
The purpose of this course is to provide prospective physical education teachers experiences that will lead to skill acquisition, the ability to analyze, diagnose and correct errors in skill performance, the development of skills, drills, and game progressions, and the pedagogical skills needed to teach a variety of field sports (e.g., football, soccer, and softball). Prerequisites: PEP 2000 and PEP 2600 or concurrent enrollment in either PEP 2000 or PEP 2600.

PEP 3242. Skill Development and Methods of Teaching Court Sports (3) F, S
The purpose of this course is to provide prospective physical education teachers experiences that will lead to skill acquisition, the ability to analyze, diagnose and correct errors in skill performance, the development of skills, drills, and game progressions, and the pedagogical skills needed to teach a variety of court sports (e.g., flag football, soccer, and softball). Prerequisites: PEP 2000 and PEP 2600 or concurrent enrollment in either PEP 2000 or PEP 2600.

PEP 3260. Teaching Lifelong Leisure Activities (2) F
Designed to give students a broad variety of noncompetitive/non-conventional activities and sports that are beneficial as lifetime sports. Prerequisites: PEP 2000, PEP 2600 or concurrent enrollment in either PEP 2000 or PEP 2600.

PEP 3262. Skill Development and Methods of Teaching Individual Sports (3) F, S
The purpose of this course is to provide prospective physical education teachers experiences that will lead to skill acquisition, the ability to analyze, diagnose and correct errors in skill performance, the development of skills, drills, and game progressions, and the pedagogical skills needed to teach a variety of individual sports (e.g., golf, swimming, and track and field). Prerequisites: PEP 2000 and PEP 2600 or concurrent enrollment in either PEP 2000 or PEP 2600.

PEP 3264. Skill Development and Methods of Teaching Racket Sports (3) F, S
The purpose of this course is to provide prospective physical education teachers experiences that will lead to skill acquisition, the ability to analyze, diagnose and correct errors in skill performance, the development of skills, drills, and game progressions, and the pedagogical skills needed to teach a variety of racket sports (e.g., badminton, racketball, and tennis/pickleball). Prerequisites: PEP 2000 and PEP 2600 or concurrent enrollment in either PEP 2000 or PEP 2600.

PEP 3270. Teaching Aerobic Conditioning (2) F, S
Examine, evaluate and practice aerobic conditioning theories and current practices for the purpose of preparing entry level professionals to select, incorporate, and facilitate appropriate aerobic activities, as well as, design and evaluate the effectiveness of aerobic conditioning programs. Two lecture/labs per week. Prerequisites: PEP 2000, PEP 2600 or concurrent enrollment in PEP 2000 or PEP 2600.

PEP 3280. Teaching Neuromuscular Conditioning (2) F, S
Examine, evaluate and practice neuromuscular conditioning theories and current practices for the purpose of preparing entry level professionals to select, incorporate, and facilitate appropriate conditioning activities, as well as, design and evaluate the effectiveness of neuromuscular conditioning programs. Two lecture/labs per week. Prerequisites: PEP 2000, PEP 2600 or concurrent enrollment in PEP 2000 or PEP 2600.

PEP 3310. Techniques for Teaching Aquatics (2) S
Practice of swimming and related aquatic skills, teaching techniques for all levels of swimming, and the acquisition of materials to use for teaching swimming. Course leads to American Red Cross certification as a Water Safety Instructor. Prerequisites: Skills screening for all levels of swimming, and the acquisition of materials to use for teaching swimming. Course leads to American Red Cross certification as a lifeguard instructor.

PEP 3320. Techniques for Teaching Lifeguarding (2) As Needed
Professional techniques and methods in teaching water safety, educational programs, lifeguard training and reviews, and lifeguard progression are taught. This course leads to Red Cross certification as a lifeguard instructor.

PEP S13500. Kinesiology (3) F, S
A study of muscle structure and motion of the human body with emphasis on kinesiological and mechanical analysis. Prerequisites: Quantitative Literacy Requirement, and PEP 2600 (for PE majors) or PEP 2300 (for Human Performance Management majors).

PEP 3510. Exercise Physiology (3) F, S
A study of various physiological and environmental factors which affect performance of exercise and sport during acute exercise and physiological adaptations to chronic exercise. Prerequisite: HTHS LS1110 or ZOOL LS1020 or ZOOL 2200.

PEP 3520. Curriculum Development/Instructional Strategies (3) F, S
Emphasis on material, strategies, activities, and techniques for instruction and curriculum development necessary to meet the diverse needs of the students. Prerequisite: PEP 2600 and two Skill Development and Methods Teaching courses.

PEP 3540. Physiological Aspects of Human Performance (2) F
Examine, evaluate, and apply the latest physiological concepts and ideas in conditioning practices for improving human performance. Prerequisites: PEP 2000 or PEP 2200 and 3 hours of General Education Life Science (LS).
PEP 3550. Issues in Sport (2) S
Examine and evaluate both psychological and sociological aspects and practices of human performance. Prerequisites: PEP 2000, PEP 2500, and 6 hours of General Education Social Science (SS).

PEP SI3600. Measurement for Evaluation and Research (3) F, S
The selection, administration, and interpretation of measurement techniques and statistical procedures for the purpose of evaluation and research as related to human performance, health promotion and education. Prerequisites: Meet WSU Quantitative Literacy requirement and complete TBE TE1700.

PEP 3610. Assessment/Technology in Physical Education (1) F, S
This course is designed to help students develop assessment strategies that correctly match objectives and instruction. The students are given a basic understanding of the statistical use of data for grade determination. Students will have hands on experience in designing and implementing various assessment (affective, cognitive, and psychomotor) and grading methods relating to physical education objectives. Prerequisite: PEP SI3600 and a minimum of 3 Skill Development and Methods of Teaching Courses.

PEP 3630. Physical Education K-6 (3) F, S, Su
The course is designed to provide students with instructional methods, activities and skills for teaching Physical Education K-6. The course will include a 15-hour hands-on-practicum teaching experience in an area public school. The content of this course will be presented through various instructional strategies and teaching models. Prerequisite: PEP 2600; for physical education majors only.

PEP 3700. Recreation and Sports Facilities and Events Management (3) F
Studies the principles, guidelines, and fundamental practices involved in indoor and outdoor facilities planning, construction, use and management, as well as publicity and management of events for recreation and sports. Integrates tenets of the law and risk management as they relate to recreational and athletic facilities and events. Prerequisite: PEP 2200.

PEP 4370. Exercise Management for Special Populations (2) S
Exercise management for populations with special conditions. Overview of each condition's unique physiology, effects of the condition on the exercise response, effects of exercise training on the condition, and recommendations for exercise testing and programming are presented in a selected topics format. Prerequisites: PEP 2300 and PEP 3510.

PEP 4800. Individual Projects (1-4) Su, F, S
A comprehensive study of a significant problem in the field of physical education. Hours to be arranged. For seniors only.

PEP 4830. Directed Readings (1-3) As Needed
Individualized readings and investigation of professional literature and its application to current and future specialized topics supervised by a faculty member. Extensive reading and formal writing required. Hours to be arranged. For seniors only.

PEP 4860C. Field Experience Coaching (3) F, S
Work experience which applies prior academic learning in a supervised setting. Prerequisite: PEP 2600, Junior/Senior status and department approval.

PEP 4890. Cooperative Work Experience (1-6) Su, F, S
A continuation of PEP 2890.
PEP 6830. Motor Learning (3) As Needed
An in-depth study of the psychomotor domain of development. Special emphasis is given to skilled performance, learning theory, motor abilities, individual differences, developmental considerations, instructional and training procedures. Secondary school and athletic populations are considered regarding these topics.

**RECREATION COURSES - REC**

REC 2890. Cooperative Work Experience (1-9) Su, F, S
Provides academic credit for on-the-job experience. Grade and amount of credit will be determined by the department. Open to all students in Recreation who meet the minimum Cooperative Work Experience requirements of the department.

REC 3050. Recreation and Leisure (3)
Content, nature, extent and significance of recreation and leisure; their role in our lives, relevant service delivery agencies/organizations/businesses, leadership functions and styles, and a introduction to team-building/venture programming activities.

REC 3600. Outdoor Adventure Recreation (3) S
Outdoor recreation agencies/businesses/organizations, site visits, services delivery, environmental impacts, legal issues, management. Skills: backpacking/hiking/camping/rope course leadership, and use of technology in leisure research and programming. Overnight Outing(s) and Field Trips required.

REC 3610. Outdoor Survival (2) F
Provide the necessary opportunity for a student to acquire skills needed to survive and to live off the land. One lecture and 3 hour field trip are required each week.

REC 3810. Recreation Leadership & Management (3) S
Customer/client-based leisure services, role delineation, settings, site visits, extended "laboratory" experience, programming, pricing, pitching. Skills: Feasibility analysis, assessment.

REC 3840. Therapeutic and Social Recreation (3) F
Therapeutic recreation concepts & practices, certification & licensure, individual and group games, leadership methods, team building activities and processing, group dynamics, New Games, hands-on leadership experiences with various age groups, special populations, and multicultural perspectives.

REC 4550. Outdoor Education
Philosophies & Principles (2) S
Provides basic concepts of outdoor education, and direct, firsthand experience with learning resources beyond the classroom.

REC 4800. Individual Projects (1-3) Su, F, S
A comprehensive study of a significant problem in the field of recreation. Hours to be arranged. For seniors only.

REC 4890. Cooperative Work Experience (1-6) Su, F, S
A continuation of REC 2890.

REC 4930. Outdoor Education Workshop (2) Su
A broad inter-disciplinary approach to the methodology of outdoor education teaching techniques; experiential learning-course taught almost totally outdoors.

**MASTER LEVEL COURSE (REC)**

REC 6930. Outdoor Education Workshop (2) Su
A broad interdisciplinary approach to the methodology of outdoor education teaching techniques; experiential learning-course taught almost totally outdoors.

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**TEACHER EDUCATION**

**DEPARTMENT**

Department Chair: Dr. Michael E. Cena
Location: McKay Education Building, Room 224
Telephone Contact: Lynda L. Olmstead 801-626-7171
Advisement Contacts: Kristin Rudulovitch 801-626-6309
Janet Nelson 801-626-6636


The major purpose of the professional education programs in teacher education is to prepare candidates for teaching in pre-school, and in elementary and secondary schools. Preparation is also provided for teachers of mild and moderately handicapped students in public schools under the special education mild/moderate endorsement. The department prepares students for endorsements in Elementary Mathematics, ESL (English as a Second Language), Bilingual, Special Education, Basic Reading (graduate level only), and Education of the Gifted (graduate level only). All programs are approved by the Utah State Board of Education and the National Council for Accreditation of Teacher Education (NCATE) and Northwest/North Central Associations.

The preparation for teaching falls academically within four major categories: University General Education, support courses, subject specialization, and professional education.

1. University General Education requirements – In selecting courses to satisfy the general education requirements, candidates should note the general education courses recommended and/or required in their major and/or professional education requirement sheets available in the Teacher Education Advisement Center (ED 230).

2. Support courses

3. Concentrations are required of all elementary and secondary students. Concentrations for the prospective secondary school teacher consist of completing a teaching major and a teaching minor, or a composite teaching major, all of which are currently being taught in Utah secondary schools and at least one of which is a required subject. Elementary education majors choose two 9-hour or one 18-hour content area concentration or a teaching minor. The professional education program outlines acceptable subject concentration areas and requirements.

4. Professional Education courses help the prospective teacher learn about children, the nature of the learning process, and how to provide desirable learning experiences. To meet licensure requirements, secondary school candidates are required to complete a minimum of 31 semester hours of professional course work; 43 semester hours are required of the prospective elementary school teacher.

Professional course work in the program is organized into sequential levels. As students move through the program, they are required to demonstrate in a variety of ways the knowledge, skills and dispositions that embody the department’s organizing theme and program model.

It is important that interested students contact the Teacher Education Advisement Center (ED 230) as quickly as they decide to become a teacher. Specific program admission requirements,
required courses, and recommended general education course work are available.

**Teacher Education Conceptual Framework**

The Department of Teacher Education’s conceptual framework theme is “Student Achievement: Students, Teachers, & Communities Working Together.” The model that illustrates the program’s purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which are three overlapping components: Reflecting, Engaging, and Collaborating. The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework. Students may view the conceptual framework, INTASC Standards and the critical performances for each level on the teacher education Web site (http://departments.weber.edu/teachereducation).

**Admission to Teacher Education**

Admission to the Teacher Education Programs is a separate process from general university admission. The Teacher Education programs maintain a competitive admissions process. A specific number of applicants are provisionally admitted each semester after having made application and met the minimum admission criteria listed below. **Meeting the minimum requirements only qualifies a student to be considered for admission.** Students are admitted two times per year: fall semester and spring semester. Applicants are evaluated using a 100 point system: 30 points maximum for GPA; 30 points maximum for the College Assessment of Academic Proficiency (CAAP); 40 points maximum for interview/biographical statement.

**Minimum Admission Requirements**

1. Formal Application and provisional Admission form submitted to Teacher Education Advisement Center (ED 230) by the deadline date. Transcripts of all college course work must accompany the application.
2. At least 40 semester hours of general education and relevant pre-requisite courses and a) have a cumulative GPA of 3.00 or above, or b) 3.25 GPA or above on the last 30 semester hours taken.
3. Minimum score on the CAAP. The Collegiate Assessment of Academic Proficiency is a standardized achievement assessment designed to show achievement levels in reading, writing, mathematics, and critical thinking. Registration should be at least 10 days prior to the test date. Applicants who have received a Bachelor’s degree more than 5 years prior to application are required to take the CAAP. Applicants with degrees within 1-5 years are not required to take the CAAP. Dates for testing and administration are available in ED 230 and the University Testing Center in the Student Services Center. (See CAAP description following.)
4. Evidence of fingerprinting/background check must be completed immediately after being admitted. See Teacher Education Advisement Center (ED 230) for further information.
5. Sign up for an interview in the Advisement Center (the schedule will be available approximately one (1) month prior to the interview dates).
6. English competency completed (grade “C” or above in ENGL 1010 and ENGL 2010, or equivalent).
7. University mathematics competency completed (see general requirements in this catalog).
8. Communication competency completed (grade “B-” or above in COMM 1502, COMM 2110, or COMM 3070 or equivalent).
9. University Computer and Information Literacy competency completed (see General Requirements in this catalog).
10. Teacher Education also recognizes specific program and diversity needs of professional education and reserves the right to consider such factors in the admission of candidates.

**Additional Notes**

a. Students are provisionally admitted to a specific teacher education program: (1) early childhood education; (2) elementary education; (3) composite elementary and special education; (4) secondary education.

b. Provisional admission to a specific program is valid for a period of five years. If a student has not completed the program within the five-year period or desires to pursue a different program, he/she must seek readmission under the current admission standards and complete current course/program requirements. Changes in state licensure requirements may necessitate more immediate program changes.

c. Professional education credits older than five years at the time of program admission generally will not be counted. However, students may revalidate outdate course work by following procedures available in the Teacher Education Advisement Center, ED 230.

d. Applicants with BS or BA degrees seeking initial licensure in Early Childhood Education, Elementary Education, or Secondary Education, must meet the current minimum GPA requirement, submit a formal application and transcripts, complete the interview/Statement (See Requirements 1, 2, 3 [if applicable], and 4 of Admission to Teacher Education Program). They are then placed in the pool with others seeking admission.

e. Applicants who hold Bachelor’s degrees older than five years and who have not had more recent relevant course work or work experiences related to their major and minor must take at least two courses in their major and one course in their minor as designated by the academic department.

f. Applicants with an earned graduate degree seeking initial licensure must satisfactorily complete requirements 1, 2, 4, and 5. They are then placed in the pool with others seeking provisional admission.

g. Data is collected on students admitted to the Teacher Education program for the purposes of national accreditation and program improvement. No personal information is used in this process.

**Collegiate Assessment of Academic Proficiency Tests**

The Collegiate Assessment of Academic Proficiency Test (CAAP) tests reading, mathematics, writing, and critical thinking. Each are separate standardized achievement tests designed to measure basic proficiency in these areas and require 40 minutes for completion.
The Reading test measures student achievement in reading comprehension, using questions based on reading selections in prose fiction, humanities, social sciences, and natural sciences. Each passage is accompanied by a set of multiple-choice questions that require students to derive meaning, manipulate information, make comparisons and generalizations, and draw conclusions. The Mathematics test measures the development of math skills generally. The test emphasizes the solution of quantitative problems encountered in many algebra courses and also beginning-level trigonometry and calculus. The test stresses applications and quantitative reasoning. The Writing test is assessed in two ways. The multiple-choice Writing Skills Test is an indirect measure of writing skills. The Writing (Essay) Test offers a direct approach to the measurement of writing skills. The Critical Thinking Test measures the ability to clarify, analyze, evaluate, and extend arguments. The total cost of the tests is $45.00. Study guides are available at the testing center or online at act.org/caap.

Dual Licensure
Dual Licensure is a possibility for a student who desires to qualify to teach at early childhood and elementary, or elementary and secondary levels. Ordinarily, this requires two or more semesters of work beyond that required for the single license.

Returning Early Childhood Education students desiring the dual licensure in Elementary Education must complete at least one Exceptional Child course (usually EDUC DV3260 The Exceptional Student).

Early Childhood Education Major
The Departments of Child and Family Studies and Teacher Education offer a major in Early Childhood Education with licensure for teaching in programs which serve children from age three through eight years of age (pre-school - grade 3). Requirements are listed under the Department of Child and Family Studies. See Room ED 230 for additional information.

Elementary Education Major
Students preparing to teach in first through sixth grade, with a major in Elementary Education. Elementary Education majors select either two 9-hour or one 18-hour concentration(s) or a teaching minor that permits the student to teach the minor through eighth grade.

The Teacher Education Advisement Center and faculty advisors from the Department of Teacher Education are available to advise prospective teachers. A program requirement sheet is available from the Teacher Education Advisement Center in Room 230 in the McKay Education Building. It is to the student’s advantage to begin program planning early.

<table>
<thead>
<tr>
<th>ELEMENTARY EDUCATION MAJOR</th>
<th>BACHELOR DEGREE (B.S. OR B.A.)</th>
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<tbody>
<tr>
<td>Program Prerequisite: Provisional admission to a Teacher Education Program (see the admission requirements described under the Teacher Education Department).</td>
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<tr>
<td>Minor/Concentration: Two 9-hour or one 18-hour subject area specialization(s) or a teaching minor (16 hours minimum) must be selected.</td>
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<td>Grade Requirements: Elementary Education majors must maintain a cumulative GPA of 3.00 or higher in all college/university work. They must also achieve at least a “B” grade in each professional education course to continue in the program.</td>
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<tr>
<td>Credit Hour Requirements: A minimum of 120 credit hours is required for graduation – a minimum of 43 of these is required within the Elementary Education major. A total of 40 upper division credit hours is required (courses number 3000 and above).</td>
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Admission Requirements
Declare a program of study (see page 18). Follow the provisional admission requirements outlined under the Teacher Education department.

Advisement
All Elementary Education majors should meet with an advisor in the Teacher Education Advisement Center and from the Department of Teacher Education. Call 801-626-6309 for more information or to schedule an appointment.

For Elementary Education majors, there are 4 areas of course work that are required: I. University and General Education Requirements; II. Support Courses; III. Professional Education Courses; and IV. Subject Area Concentration(s). Details for each of these required areas follow.

General Education
I. University and General Education Requirements
Refer to pages 36-41 for either Bachelor of Science or Bachelor of Arts requirements. The following courses required for the Elementary Education major will also satisfy general education requirements: COMM HU1020 and CHF SS1500.

Meeting the general education science requirements may not meet elementary education science requirements. Following the suggested guidelines below will assure that both University general education and Elementary Education requirements are met:

Students pursuing a B.S. or B.A. degree must take 9 credit hours, at least one (1) course from a life science group and at least one (1) course from a physical science group. One of the courses must be PS1350 (Principles of Earth Science), PS1360 (Principles of Physical Science), or LS1370 (Principles of Life Science), or at least one science lab course.

Course Requirements for B.S. or B.A. Degree
II. Support Courses Required (or equivalent)
| CHF SS1500 | Human Development (3) |
| COMM HU1020 | Principles of Public Speaking (3) |
| or COMM HU2110 | Introduction to Interpersonal and Small Group Communication (3) |
| or COMM 3070 | Performance Studies (3) |
| MATH 2010 | Mathematics for Elementary Teachers I (3) |
| MATH 2020 | Mathematics for Elementary Teachers II (3) |
| EDUC 2000 | Social Studies Concepts for Elementary Teachers (3) |
| ENGL 3300 | Children’s Literature (3) |
| PEP 3630 | Physical Education K-6 (3) |
| HLTH 4300 | Health Education in the Elementary School (2) |

at least one course from the following:
| ART CA1030 | Studio Art for the Non-Art Major (3) |
| MUSC 3824 | Music for Elementary Teachers (4) |
| EDUC 3430 | Creative Processes in Elementary School (3) |
| DANC 3640 | Creative Movement in Elementary School (2) |
| THEA 4603 | Creative Drama (3) |

III. Professional Education Courses Required (43 hours)
- Level 1 (Core)
  | EDUC 3100 | Instructional Planning and Assessment (3) |
  | EDUC 3110 | Instructional Technology (1) |
  | EDUC 3140 | Educational Psychology, Interpersonal Skills & Classroom Management (3) |
- Level 2 (Learners and Literacy)
  | EDUC DV3200 | Foundations of Diversity: Culturally, Linguistically Responsive Teaching (3) |
EDUC 3240 Foundations, Methods & Assessments of Elementary Reading (3)
EDUC DV3260 The Exceptional Student (3)
EDUC 3280 Elementary Social Studies Methods (3)

• Level 3 (Interdisciplinary Methods)
  EDUC 4300 Elementary Mathematics Methods (3)
  EDUC 4320 Elementary Language Arts Methods (3)
  EDUC 4330 Elementary Science Methods (3)
  EDUC 4340 Elementary Art/Music Methods (3)

• Level 4 (Synthesis)
  EDUC 4820E Managing Diverse Classrooms (3)
  EDUC 4840 Student Teaching in Elementary Education (8)
  EDUC 4860 Elementary Senior Synthesis Seminar (1)

Admission to teacher education is required prior to enrollment in 3000 level and above education classes.

IV. Required Areas of Concentration(s)

Complete one 18-hour area of concentration, or two 9-hour area concentrations or a teaching minor. (See the Secondary Education section for teaching minors.) For further information concerning the courses involved in the areas of concentrations, see the Teacher Advisement Center, ED 230.

• 9-Hour Areas of Concentrations
  Art
  Music
  Educational Computing
  Physical Education
  Foreign Language
  Child Development
  Education of the Gifted

• 18-Hour or 9-Hour Areas of Concentrations
  General Sciences
  Social Sciences
  Reading/Language Arts
  ESL (English as a Second Language)
  Mathematics
  Special Education (Mild/Moderate)
  Multicultural Education
  Fine Arts

The Professional Education component of the Elementary Education major requires four semesters to complete. Therefore, it is very important that candidates have completed the General Education requirements and have taken at least some of the required Support Courses prior to entering the program. Because of possible scheduling difficulties, failure to do so could mean spending an extra semester (or more) in completing the program.

COMPOSITE ELEMENTARY EDUCATION AND SPECIAL EDUCATION MAJOR

BACHELOR DEGREE (B.S. OR B.A.)

• Program Prerequisite: Provisional admission to a Teacher Education Program (see the admission requirements described under the Teacher Education Department).

• Minor/Concentration: Not required.

• Grade Requirements: Elementary Education majors must maintain a cumulative GPA of 3.00 or higher in all college/university work. They must also achieve at least a “B-” grade in each professional education course to continue in the program.

• Credit Hour Requirements: A minimum of 120 credit hours is required for graduation – a minimum of 37 semester hours is required within the Elementary Professional Education Courses and 31 semester hours in the Special Education Courses. A total of 40 upper division credit hours is required (courses number 3000 and above).

Admission Requirements

Declare a program of study (see page 18). Follow the provisional admission requirements outlined under the Teacher Education department.

Advisement

All Composite Elementary and Special Education majors should meet with an advisor in the Teacher Education Advisement Center and also an assigned advisor from the Special Education faculty. Call 801-626-6309 for more information or to schedule an appointment.

For Composite Elementary and Special Education majors, there are 4 areas of course work that are required: I. University and General Education Requirements; II. Support Courses; III. Professional Education Courses; IV. and Special Education Courses. Details for each of these required areas follow.

General Education

I. University and General Education Requirements

Refer to pages 36-41 for either Bachelor of Science or Bachelor of Arts requirements. The following courses required for the Elementary Education/Special Education major will also satisfy general education requirements: COMM HU1020 and CHF SS1500.

Meeting the general education science requirements may not meet elementary education science requirements. Following the suggested guidelines below will assure that both University general education and Elementary Education requirements are met:

Students pursuing a B.S. or B.A. degree must take 9 credit hours, at least one (1) course from a life science group and at least one (1) course from a physical science group. One of the courses must be PS1350 (Principles of Earth Science), PS1360 (Principles of Physical Science), or LS1370 (Principles of Life Science), or at least one science lab course.

Course Requirements for B.S. or B.A. Degree

II. Support Courses Required (or equivalent)

CHF SS1500 Human Development (3)
COMM HU1020 Principles of Public Speaking (3)
COMM HU2110 Introduction to Interpersonal and Small Group Communication (3)
COMM 3070 Performance Studies (3)
MATH 1010 Mathematics for Elementary Teachers I (3)
MATH 2020 Mathematics for Elementary Teachers II (3)
Pep 3630 Physical Education K-6 (3)
Hlth 4300 Health Education in the Elementary School (2)

at least six credit hours from the following
MUSC 3824 Music for Elementary Teachers (4)
DANC 3640 Creative Movement in Elementary School (2)
THEA 4603 Creative Drama (3)
EDUC 2000 Social Studies Concepts for Elementary Teachers (3)
EDUC 3390 Literacy in the Primary Grades (2)
EDUC 4340 Creative Processes in Elementary School (3)
ENGL 3300 Children’s Literature (3)
CHF 2400 Family Relations (3)
CHF 2500 Development of the Child: Birth to Eight (3)
CHF 2570 The Child from Six to Twelve (3)
CHF 3640 Working with Parents (3)
PSY 3000 Child Psychology (3)
PSY 3140 Psychology of Adolescence (3)
PSY 3250  Conditioning & Learning (3)
PSY 3300  Applied Behavior Intervention (3)

III. Professional Education Courses Required (37 credits)

- Level 1 (Core)
  EDUC 3100  Instructional Planning and Assessment (3)
  EDUC 3110  Instructional Technology (1)
  EDUC 3140  Educational Psychology, Interpersonal Skills & Classroom Management (3)

- Level 2 (Leaders and Literacy)
  EDUC DV3200  Foundations of Diversity: Culturally, Linguistically Responsive Teaching (3)
  EDUC 3240  Foundations, Methods & Assessments of Elementary Reading (3)
  EDUC 3280  Elementary Social Studies Methods (3)

- Level 3 (Interdisciplinary Methods)
  EDUC 4300  Elementary Mathematics Methods (3)
  or EDUC 4640  Diagnosis & Remediation of Math Problems (3)
  EDUC 4320  Elementary Language Arts Methods (3)
  EDUC 4330  Elementary Science Methods (3)
  EDUC 4340  Elementary Art/Music Methods (3)

- Level 4 (Synthesis)
  EDUC 4840  Student Teaching in Elementary Education (8)
  EDUC 4860  Elementary Senior Social Studies Seminar (1)

IV. Special Education Courses Required (31 credits)

  EDUC 4510  Foundations in Special Education (3)
  EDUC 4520  Collaboration, Consultation, and IEP Development (3)
  EDUC 4521  Practicum in Special Education (2)
  EDUC 4530  Principles and Applications of Special Education Assessment (3)
  EDUC 4540  Managing Student Behavior & Teaching Social Skills (3)
  EDUC 4550  Instructional Content & Methods for Elementary Students (3)
  EDUC 4580  Instructional Content, Methods & Transition for Secondary Special Education Students (3)
  EDUC 4581  Pre-Student Teaching in Special Education (4)
  EDUC 4650  Diagnosis & Remediation of Reading Problems (3)
  EDUC 4670  Special Education Student Teaching (4) (completed with Level 4)

Provisional admission to teacher education is required prior to enrollment in 3000 level and above education classes.

The Professional Education component of the Composite Elementary Education and Special Education majors requires four semesters to complete. Therefore, it is very important that candidates have completed the General Education requirements and have taken at least some of the required Support Courses prior to entering the program. Because of possible scheduling difficulties, failure to do so could mean spending an extra semester (or more) in completing the program.

**Elementary Education**

**DEPARTMENTAL HONORS**

- **Program Prerequisite:** Enroll in the General Honors Program and complete at least 9 credit hours of general Honors courses (see the Interdisciplinary Programs section of this catalog).
- **Grade Requirements:** Maintain an overall GPA of 3.3.

**Secondary Education**

**LICENSENCE**

- **Program Prerequisite:** Provisional admission to a Teacher Education Program (see the admission requirements described under the Teacher Education Department). Select an academic teaching major and teaching minor or composite teaching major and teaching minor that WSU offers. In many departments the teaching major and minor are different from the departmental major and minor.
- **Minor:** Required with a teaching major but not required with a composite teaching major.
- **Grade Requirements:** Secondary Education students must meet minimum major course grade requirements and maintain a cumulative GPA of 3.00 or higher in all college work and achieve at least a "B-" grade in each professional education course to continue in the program.
- **Credit Hour Requirements:** A total of 120 semester hours is required for graduation — a minimum of 31 of these is required within the Secondary Licensure program. A total of 40 upper division credit hours is required (courses number 3000 and above).

The academic teaching major and teaching minor must consist of not less than 30 and 16 semester hours respectively, or a composite major of a minimum of 46 semester hours. The teaching major and teaching minor must be in subjects taught in Utah public secondary schools. Either the major or minor must be a subject which Utah secondary schools are required to teach (those marked with double asterisks do not satisfy this second requirement — see the list of teaching majors and minors below).

**Admission Requirements**

Declare a program of study (see page 18). Follow the provisional admission requirements outlined under the Teacher Education department.

**Advisement**

All Secondary Education students should meet with an advisor in the Teacher Education Advisement Center and from the Department of Teacher Education. Call 801-626-6309 for more information or to schedule an appointment. In addition, students should seek advisement from both their teaching major and their teaching minor program areas.

For Secondary Licensure candidates, there are 4 areas of course work that are required: I. University and General Education Requirements; II. Support Courses; III. Teaching Major and Teaching Minors that WSU offers; and IV. Professional Education Courses. Details for each of these required areas follow.

**General Education**

**I. University and General Education Requirements**

Refer to pages 36-41 for either Bachelor of Science or Bachelor of Arts requirements. The following courses required for the
Secondary Education Licensure Program will also satisfy general education requirements: COMM HU1020 and CHF SS1500.

Course Requirements for Licensure

II. Support Courses Required (or equivalent)
One course from the following

- CHF SS1500 Human Development (3)
- PSY 3140 Psychology of Adolescence (3)

One course from the following

- COMM HU1020 Principles of Public Speaking (3)
- COMM HU2110 Introduction to Interpersonal and Small Group Communication (3)

One course from the following

- HLTH 3050 School Health Program (3)
- HLTH 4250 Contemporary Health Issues of Adolescents (2)

III. Teaching Majors and Minors

- Majors and Minors
  - Botany* Chemistry
  - Communications English
  - French Geography
  - German History
  - Mathematics Physical Education
  - Physics Political Science
  - Psychology** Sociology**
  - Spanish Theatre Arts

- Minors Only
  - Art
  - Business Education
  - Business/Marketing Education
  - Computer Science
  - Dance
  - Economics
  - ESL (English as a Second Language)
  - Geology (Earth Science)
  - Health Promotion
  - Physical Education/Athletic Coaching
  - Special Education (Mild/Moderate)
  - Zoology

  * Only if taken with Zoology minor
  ** Subjects which Utah secondary schools are not required to teach

- Composite Majors

  In lieu of the major and minor, a candidate may elect a composite teaching major which consists of a minimum of forty-six (46) hours of subjects in closely related fields.

  - Art Biological Science
  - Business Education Earth Science
  - Music Education Physical Science
  - Social Science

IV. Professional Education Courses Required (31 hours)

- Level 1 (Core)
  - EDUC 3100 Instructional Planning and Assessment (3)
  - EDUC 3110 Instructional Technology (1)
  - EDUC 3140 Educational Psychology, Interpersonal Skills & Classroom Management (3)

- Level 2 ( Learners and Methods)
  - EDUC DV3200 Foundations of Diversity: Culturally, Linguistically Responsive Teaching (3)
  - EDUC DV3260 The Exceptional Student (3)
  - EDUC 3760 Teaching Reading & Writing in the Content Areas (3)

  - EDUC 3780 Interdisciplinary Strategies in Diverse Classroom (3)

- Level 3 (Synthesis)
  - EDUC 4820S Managing Diverse Classrooms (3)
  - EDUC 4880 Student Teaching in Secondary Education (8)
  - EDUC 4960 Secondary Senior Synthesis Seminar (1)

  Provisional admission to teacher education is required prior to enrollment in 3000 level and above education classes.

  HIST 4500 is a required course for the Social & Behavioral Science Teaching Major/Teaching Minor.

The Professional Education component of the Secondary Education program requires three semesters to complete. Therefore, it is very important that candidates have completed the General Education requirements and most of the major and minor requirements prior to entering the program. Because of possible scheduling difficulties, failure to do so could mean spending an extra semester (or more) in completing the program.

ENDORSEMENT PROGRAMS

An endorsement allows a licensed teacher to teach in other areas of specialty. Endorsements are awarded by the Utah State Office of Education to applicants who have completed coursework approved by that office. The following are endorsements supported by courses in the Department of Teacher Education. The endorsement programs are subject to changes due to state and national requirements.

Elementary Education Mathematics

**ENDORSEMENT**

A candidate desiring to receive Elementary Education Mathematics Endorsement must
- Fill the requirements of the Elementary Education major, with the exception of EDUC 4300 which is not required for the Elementary Education Mathematics Endorsement.
- Select mathematics as an 18-hour content concentration.

Courses Required for Endorsement

Mathematics Courses Required (18 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1060</td>
<td>Trigonometry (3)</td>
</tr>
<tr>
<td>MTHE SI3060</td>
<td>Probability &amp; Statistics for Elementary Teachers (3)</td>
</tr>
<tr>
<td>MTHE SI3070</td>
<td>Geometry for Elementary Teachers (3)</td>
</tr>
<tr>
<td>MTHE SI3080</td>
<td>Number Theory for Elementary Teachers (3)</td>
</tr>
<tr>
<td>MTHE SI4040</td>
<td>Mathematical Problem Solving for Elementary Teachers (3)</td>
</tr>
<tr>
<td>MTHE 4700</td>
<td>Senior Project in Elementary Math Teach (3)</td>
</tr>
</tbody>
</table>

or other approved courses numbered above 3000

Elementary education majors desiring an Elementary Mathematics Endorsement should consult with the Mathematics Department Chair early in their program. The student will be assigned an advisor to help design his/her course of study.

Special Education Licensure

**WITH A MILD/MODERATE ENDORSEMENT**

The Department of Teacher Education offers course work leading to a Special Education license with a Mild/Moderate Endorsement. This license allows the holder to teach mild and moderately disabled students from kindergarten through twelfth grade. The Special Education license may be earned concurrently with the Early Childhood, Elementary Education, or the Composite Elementary and Special Education Major. Special Education courses
taken in the early childhood and elementary education subject area concentrations may count toward the endorsement. Check at the Teacher Education Advisement Center for a Special Education course schedule.

» Grade Requirements: A GPA of 3.00 or better in required courses in addition to an overall GPA of 3.00 or higher.

» Credit Hour Requirements: 31 or 34 credit hours required.

Admission Requirements

• Students must be admitted to the Teacher Education Program or to the M.Ed. program, or have a current teaching license.

• Teachers holding a current teaching license who are only seeking the Special Education endorsement must make application through the Department of Teacher Education Admission Office and complete a separate admissions procedure.

• Meet Computer and Information Literacy general education requirement.

Course Requirements

Courses Required (31 or 34 credit hours)

EDUC 4510 Foundations in Special Education (3)
EDUC 4520 Collaboration, Consultation, and IEP Development (3)
EDUC 4521 Practicum in Special Education (2)
EDUC 4530 Principles and Applications of Special Education Assessment (3)
EDUC 4550 Instructional Content & Methods for Elementary Students (3)
EDUC 4580 Instructional Content, Methods & Transition for Secondary Special Education Students (3)
EDUC 4640 Diagnosis & Remediation of Reading Problems (3)
EDUC 4660 Diagnosis & Remediation of Math Problems (3)
EDUC 4670 Special Education Student Teaching (4)
EDUC 4740 Building School Partnerships with ESL/Bilingual Families (1)
ENGL 4410* (MED 6410) Strategies & Methodology for Teaching ESL (3)
ENGL 4420 (MED 6420) English Phonology & Syntax for ESL Teachers (3)
ENGL 4450 (MED 6450) ESL/Bilingual Assessment: Theory, Methods, & Practices (2)
ENGL 4450 (MED 6450) Field Experience in ESL/Bilingual Education (2)
EDUC 4880 Instructional Content, Methods & Transition for Secondary Special Education Students (3)
EDUC 4881 Pre-Student Teaching in Special Education (4)
EDUC 5770 Field Experience in ESL/Bilingual Education (2)

*May be taken prior to provisional admission. See Teacher Education Advisement Center, ED230, for assistance with registration for these courses if not admitted.

ESL (English as a Second Language)

MINOR/ENDORSEMENT

This program will meet the requirements for the English as a Second Language (ESL) Endorsement to be added to the Early Childhood, Elementary, or Secondary Teaching certificate.

These courses taken at the graduate level may also be used as electives for the M.Ed. degree. See the Department of Teacher Education or the Master of Education Office for more details.

» Grade Requirements: A GPA of 3.00 or better in courses used toward the minor in addition to an overall GPA of 3.00 or higher.

» Credit Hour Requirements: 17 credit hours required.

Students must satisfy the Teacher Education admission and licensure requirements.

Course Requirements for Minor/Endorsement

Required Courses (17 credit hours)

EDUC 4250 (MED 6250) Second Language Acquisition: Theories & Implementation (3)
EDUC 4270 (MED 6270) Literacy Strategies for Teaching English Language Learners (3)
ENGL 4410* (MED 6410) Strategies & Methodology of Teaching ESL (3)
ENGL 4420 (MED 6420) English Phonology & Syntax for ESL Teachers (3)
ENGL 4450 (MED 6450) ESL/Bilingual Assessment: Theory, Methods, & Practices (2)
EDUC 4740 Building School Partnerships with ESL/Bilingual Families (1)
EDUC 5770 Field Experience in ESL/Bilingual Education (2)

*FL 4400, Methods of Teaching a Foreign Language, may be substituted for ENGL 4410.

Endorsement programs are also offered through the graduate program as electives.

SPECIAL EDUCATION

MINOR/ENDORSEMENT (SECONDARY ONLY)

» Grade Requirements: A GPA of 3.00 or better in courses used toward the minor in addition to an overall GPA of 3.00 or higher.

» Credit Hour Requirements: 34 credit hours required.

Students must satisfy the Teacher Education admission and licensure requirements as described earlier in this section of the catalog.

Course Requirements for the Minor

Required Courses (34 credit hours)

EDUC 4510 Foundations in Special Education (3)*
EDUC 4520 Collaboration, Consultation, and IEP Development (3)*
EDUC 4521 Practicum in Special Education (2)
EDUC 4530 Principles and Applications of Special Education Assessment (3)*
EDUC 4550 Instructional Content & Methods for Elementary Students (3)
EDUC 4580 Instructional Content, Methods & Transition for Secondary Special Education Students (3)
EDUC 4581 Pre-Student Teaching in Special Education (4)
EDUC 4640 Diagnosis & Remediation of Reading Problems (3)
EDUC 4660 Diagnosis & Remediation of Math Problems (3)
educ 4670 Special Education Student Teaching (4)
EDUC 4740 Building School Partnerships with ESL/Bilingual Families (1)
EDUC 4740 Field Experience in ESL/Bilingual Education (2)

BILINGUAL

ENDORSEMENT

This program will meet the requirements for the Bilingual Endorsement to be added to the Early Childhood, Elementary, or Secondary Teaching license. Students must also demonstrate language proficiency at the Intermediate High Level, as determined by the Foreign Language Department.

These courses taken at the graduate level may also be used as electives for the M.Ed. degree. See the Department of Teacher Education or the Master of Education Office for more details.
Course Requirements for Endorsement

Required Courses (17 credit hours)

Graduate students should contact the M.Ed. director for approved substitutions.

- EDUC 4250 (MED 6250) Second Language Acquisition: Theories & Implementation (3)
- ENGL 4420 (MED 6420) English Phonology and Syntax for ESL Teachers (3)
- EDUC 4270 (MED 6270) Literacy Strategies for Teaching English Language Learners (3)
- ENGL 4410 (MED 6410) Strategies & Methodology of Teaching ESL (3)
- ENGL 4450 (MED 6450) ESL/Bilingual Assessment: Theory, Methods, & Practices (2)
- MED 6355 Reading Assessment & Instructional Interventions (3)
- MED 6356 Reading Internship (2)
- MED 5860 Practicum in EDUC of the Gifted (2)

Endorsement programs are also offered through the graduate program as electives.

Basic Reading Endorsement

Level I—Basic Reading Endorsement

These courses will meet the requirement for a Level I Basic Reading Endorsement to be added to the Elementary or Secondary teaching license. The Teacher Education Department provides the courses required for these two endorsements but does not give the endorsement. It is the teacher's responsibility to submit an application to the USOE (http://www.usoe.k12.ut.us) for the reading endorsement. The USOE does the endorsing after reviewing the student's application and coursework.

Course Requirements for Elementary Reading Endorsement

- MED 6360 Foundations of Literacy (3)
- MED 6320 Content Area Literacy Instruction (3)
- MED 6330 Using Children’s Literature and Informational Text in the Classroom (2)
- MED 6420 Reading Assessment & Instructional Interventions (3)
- MED 6350 Reading Comprehension Instruction (2)
- MED 6351 Early Literacy Instruction (K-12) (2)
- ENGL 6110 Writing for Teachers (3)

Course Requirements for Secondary Reading Endorsement

- MED 6360 Foundations of Literacy (3)
- MED 6320 Content Area Literacy Instruction (3)
- MED 6340 Reading Assessment & Instructional Interventions (3)
- MED 6350 Reading Comprehension Instruction (2)
- MED 6351 Understanding and Supporting Reading Development (6-12) (3)
- ENGL 6110 Writing for Teachers (3)
- ENGL 6210 Teaching Literature in the Secondary Schools (3)

Level II—Advanced Reading Endorsement

- MED 6354 Supervision & Staff Development in Reading Instruction (2)
- MED 6355 Research in Reading (3)
- MED 6356 Reading Internship (2)

Education of the Gifted Endorsement

Courses leading to an endorsement in the Education of the Gifted are offered through the undergraduate program when the candidate selects Education of the Gifted as a concentration. Extra courses are needed to apply for the endorsement.

These courses taken at the graduate level may also be used as electives for the M.Ed. Degree. See the Department of Teacher Education or the Master of Education Office for more details.

Course Requirements for Endorsement

Required Courses (12-13 credit hours)

- EDUC 4420 (MED 6420) Foundations in Education of the Gifted (2)
- EDUC 4480 (MED 6480) Differentiated Curriculum (2)
- EDUC 4490 (MED 6490) Assessment & Evaluation in Education of the Gifted (3)
- MED 5860 Practicum in EDUC of the Gifted (2)

Two elective courses, one from graduate content areas (2-3)

Endorsement programs are also offered through the graduate program as electives.

EDUC 1105. Introduction to the University (3)

This course assists incoming students in making a successful transition to college, both academically and socially. Topics include study and time management skills, using campus resources, developing interpersonal communications, making major/career selections and understanding student responsibilities. The course prepares students to work efficiently in the university environment.

EDUC 2000. Social Studies Concepts for Elementary Teachers (3) Su, F

Fundamental concepts from the social sciences commonly found in elementary social studies curriculum.

EDUC 2890. Cooperative Work Experience (1-6) Su, F, S

For students not yet accepted to the Teacher Education Program and special Programs (1-6)

This course assists incoming students in making a successful transition to college, both academically and socially. Topics include study and time management skills, using campus resources, developing interpersonal communications, making major/career selections and understanding student responsibilities. The course prepares students to work efficiently in the university environment.

EDUC 3110. Instructional Planning & Assessment (3) F, S

This course introduces the basic concepts of lesson and unit design, planning and assessment based on student needs. Field experience required. Prerequisite: Admission to Teacher Education. Should be taken concurrently with the other Teacher Education Level 1 courses (EDUC 3110 and EDUC 3140).

EDUC 3110. Instructional Planning and Assessment (3) F, S

This course introduces the basic concepts of lesson and unit design, planning and assessment based on student needs. Field experience required. Prerequisite: Admission to Teacher Education. Should be taken concurrently with the other Teacher Education Level 1 courses (EDUC 3100 and EDUC 3140). Field experience required.
EDUC 3140. Educational Psychology, Interpersonal Skills and Classroom Management (3) F, S
Fundamental theories and philosophies, concepts, processes, and applications related to human behavior, teaching and learning, interpersonal relationships, and classroom management. Field experience required. Prerequisite: Admission to Teacher Education. Should be taken concurrently with the other Teacher Education Level 1 courses (EDUC 3100 and EDUC 3110).

EDUC 3170. First-Year Experience (FYE) Mentor Leadership Seminar (2)
This course teaches FYE Peer Mentors to effectively assist students registered for EDUC 1105, “Introduction to the University.” Peer Mentors will learn to work productively with FYE students to help them transition to the university environment, to connect them with campus resources, and to provide them with social opportunities both inside and outside class. Interested students must apply to be Peer Mentors in the FYE Office (SC 219). Preference will be given to students who have taken EDUC 1105. The class may be repeated once for an additional 2 hours.

EDUC DV3200. Foundations of Diversity: Culturally, Linguistically Responsive Teaching (3) F, S
Rationales, concepts, practice provide a scope of understanding and awareness regarding the role of cultural and language pluralism in school and society. Foundations and theories on the role of family and community influence on student values. Experiences intended to develop basic skills in personal interaction and adaptation to teaching diverse populations. Prerequisites: Teacher Education Level 1 (EDUC 3100, EDUC 3110, and EDUC 3140). Should be taken concurrently with other courses in Teacher Education Level 2 Elementary (EDUC DV3240, EDUC DV3260, and EDUC 3280) or Secondary (EDUC DV 3260, EDUC 3760, and EDUC 3780).

EDUC 3240. Foundations, Methods, and Assessments of Elementary Reading (3) F, S
Methods, foundations and assessments for developmental reading in the elementary school. Field experience required. Prerequisites: Teacher Education Level 1 (EDUC 3100, EDUC 3110, and EDUC 3140). Should be taken concurrently with the other courses in Teacher Education Level 2 Elementary (EDUC DV3200, EDUC DV3260, and EDUC 3280).

EDUC DV3260. The Exceptional Student (3) F, S
Students will learn about the learning and social characteristics of young people with exceptionalities—that is, disabilities (physical, mental, learning) or giftedness—and about public policy and services available to them. As future teachers, they will learn about how such individuals are identified and served by the school system, what strategies are effective for instructing them, and roles and responsibilities of school personnel in providing appropriate educational experiences for all students in an inclusive classroom. Field experience required. Prerequisites: Teacher Education Level 1 (EDUC 3100, EDUC 3110, EDUC 3140). Should be taken concurrently with the other courses in Teacher Education Level 2 Elementary (EDUC DV3200, EDUC DV3240, and EDUC 3280) or Secondary (EDUC DV 3260, EDUC 3760, EDUC 3780).

EDUC 3280. Elementary Social Studies Methods (3) F, S
This course focuses on the place of social studies in the elementary school curriculum, the scope and rationale of the social studies curriculum, connections with other subject areas, teaching and assessment strategies, teaching with technology and building classroom community. National and state curricular guidelines will be reviewed and discussed. Field experience required. Prerequisites: Teacher Education Level 1 (EDUC 3100, EDUC 3110, and EDUC 3140) and EDUC 2000. Should be taken concurrently with the other courses in Teacher Education Level 2 Elementary (EDUC DV3200, EDUC 3240, and EDUC DV3260).

EDUC 3370. Advanced Instructional Technology (3) F
This course goes beyond EDUC 3100 by having the student focus on creating and developing effective, appropriate, and sophisticated technology usages.

EDUC 3390. Literacy in the Primary Grades (2) Su, F
Analysis of developmental reading skills with emphasis on readiness for reading, phonetic and structural analysis, word recognition, use of the basal reader, and reading for various purposes.

EDUC 3430. Creative Processes in the Elementary School (3) Su, F, S
Development of attitudes, methods and skills in creative teaching. Prerequisite: Elementary Education Seniors one semester prior to Student Teaching and Early Childhood Seniors one semester prior to Children’s School experience.

EDUC 3760. Teaching Reading and Writing in the Content Areas (3) F, S
This course will focus on assessment of reading comprehension of students, and decisions teachers make concerning methods, materials and procedures based on those assessments. Teacher candidates will integrate literacy skills (vocabulary, study skills, comprehension development and writing) within their respective content areas and teach sample lessons to secondary students. Field experience required. Prerequisites: Teacher Education Level 1 (EDUC 3100, EDUC 3110, EDUC 3140). Should be taken concurrently with the other courses in Teacher Education Level 2 Secondary (EDUC DV3200, EDUC DV3260, EDUC 3780).

EDUC 3780. Interdisciplinary Strategies in Diverse Classrooms (3) F, S
Instruction and practice in using a variety of specific teaching strategies such as: Cooperative learning, inquiry/creative problem solving, laboratory method, lecture/demonstration, instructional games and simulations. Field experience in a public school setting. Prerequisites: EDUC 1 (EDUC 3100, EDUC 3110, EDUC 3140). Should be taken concurrently with the other courses in Teacher Education Level 2 Secondary (EDUC DV3200, EDUC DV3260, EDUC 3760).

EDUC 3800. BIS Capstone and Graduation Preparation (1)
This course provides BIS students with a foundation for the capstone project, as well as helping them to professionalize themselves in preparation for life after graduation. EDUC 3800 is a required prerequisite of EDUC 4800.

EDUC 3850. BIS Internship (1-3) S
The Bachelor of Integrated Studies Program (BIS) offers BIS students the opportunity to earn 1 to 3 elective credit/no credit credits for a work internship. For requirements and guidelines, contact the BIS office.

EDUC 4250. Second Language Acquisition: Theories and Implementation (3) S
This course explores second language acquisition processes, current theories, and effective strategies as a knowledge base in planning appropriate curriculum and instruction for English language learners.

EDUC 4270. Literacy Strategies for Teaching English Language Learners (3) F
Teaching strategies for English language development and content area instruction.

EDUC 4300. Elementary Mathematics Methods (3) F, S
Study of mathematics methods appropriate for elementary school curriculum with specific emphasis on developmental strategies in-
cluding the concrete-representational-abstract instructional model. Connections to other subject areas, problem solving, critical thinking skills and real-life situations are stressed. National and state curricular guidelines will be reviewed and discussed. Field experience required. Prerequisites: Teacher Education Level 2 Elementary (EDUC DV3200, EDUC 3240, EDUC DV3260), MATH 2010 and MATH 2020. Should be taken concurrently with the other courses in Teacher Education Level 3 Elementary (EDUC 4320, EDUC 4330, and EDUC 4340).

EDUC 4310. Foundations of Cooperative Learning (2)
This course examines the rational, principles, skills and interaction strategies necessary before implementing Cooperative Learning in the classroom. Emphasis will be upon the basic components of Cooperative Learning, team building, and simple teamwork. Methods and strategies will be demonstrated and will involve active student group participation.

EDUC 4320. Elementary Language Arts Methods (3)
Methods for developmental language arts. Field experience required. Prerequisites: Teacher Education Level 1 (EDUC 3100, EDUC 3110, and EDUC 3140) and Level II (EDUC DV3200, EDUC 3240, EDUC DV3260, and EDUC 3280). Should be taken concurrently with the other courses in Teacher Education Level 3 Elementary (EDUC 4300, EDUC 4330, and EDUC 4340).

EDUC 4330. Elementary Science Methods (3) F, S
Methods and materials for teaching hands-on guided discovery science. National and state curricular guidelines will be reviewed and discussed. Field experience required. Prerequisites: Teacher Education Level 2 Elementary (EDUC DV3200, EDUC 3240, EDUC DV3260). Should be taken concurrently with the other courses in Teacher Education Level 3 Elementary (EDUC 4300, EDUC 4320 or EDUC 4350 if previously taken, and EDUC 4340).

EDUC 4340. Elementary Art/Music Methods (3) F, S
Designed to prepare students to successfully teach art and music in the elementary classroom. Students are expected to design, prepare and teach lessons to engage elementary students in art and music activities. National and state curricular guidelines will be reviewed and discussed. Field experience required. Prerequisites: Teacher Education Level 2 Elementary (EDUC DV3200, EDUC 3240, EDUC DV3260). Should be taken concurrently with the other courses in Teacher Education Level 3 Elementary (EDUC 4300, EDUC 4320, and EDUC 4330).

EDUC 4380. Student Teaching in Elementary Education (4) F, S
Student teaching experience in elementary public school setting plus weekly seminar on campus. Prerequisites: EDUC Level 3 (EDUC 4300, EDUC 4320 or EDUC 4350 if previously taken, EDUC 4330, and EDUC 4340) and permission of Field Experience Director. Should be taken concurrently with EDUC 4820, EDUC 4840, and EDUC 4860. Offered CR/NC only.

EDUC 4420. Foundations of the Education of the Gifted (2) F
An overview of education for the gifted and talented; historical and philosophical background; characteristics, needs, and developmental patterns of the gifted; issues in identification, differentiating curriculum, and educational program options; special populations of gifted students.

EDUC 4450. Creativity and Applied Imagination in the K-12 Classroom (2)
Exploration and development of readily available personal and community resources to encourage creative thinking, classroom involvement, and transfer of learning.

EDUC 4470. Teaching for Thinking (2)
Theory and practice for teaching thinking skills in elementary, middle, and high school classrooms. Prerequisite: Admission to Teacher Education and EDUC 3140 or equivalent.

EDUC 4480. Differentiated Curriculum for the Gifted and Talented (3)
Curriculum theories and educational strategies for educating gifted and talented students. A practical course, with special attention to the development of instructional materials appropriate for use by gifted students in special programs as well as in the regular classroom.

EDUC 4490. Assessment and Evaluation in Education of the Gifted (3)
Principles of assessment applied to: identification of gifted and talented students including identification of gifted in minority populations, diagnosis of student learning needs, learning styles, evaluation of student progress, and evaluation of program effectiveness.

EDUC 4510. Foundations in Special Education (3)
This course will introduce students to the philosophical, historical, legal and ethical foundations of special education. Students will examine in depth the characteristics of exceptional learners.

EDUC 4520. Collaboration, Consultation, and IEP Development (3)
Roles of the special educator and families. IEP development, Least Restrictive environment, managing multidisciplinary team activities and techniques of collaboration and consultation.

EDUC 4521. Practicum in Special Education (2)
This Practicum must be taken either concurrently with, or after completion of, EDUC 4510 and EDUC 4520. This Practicum experience will focus on examining in depth the lives of students with mild to moderate disabilities in school, home, and community settings. Students will be introduced to the IEP process and will practice developing collaborative relationships within school settings.

EDUC SI4530. Principles and Applications of Special Education Assessment (3)
Administer, score, and interpret norm-referenced assessments instruments, analyze in combination with data from other assessment processes, and use to determine eligibility and develop educational programs. Prerequisite: EDUC 4510.

EDUC 4540. Managing Student Behavior and Teaching Social Skills (3)
Current issues, practices, and application of a variety of approaches for behavior change, discipline and management of the classroom environment, and the teaching of appropriate social skills. Prerequisite: EDUC 4510.

EDUC 4550. Instructional Content and Methods for Elementary Special Education Students (3)
Instructional programming and modification of curriculum for students with disabilities served by teachers with Mild/Moderate Endorsements. Prerequisites: EDUC 4520/21 and EDUC SI4530.

EDUC 4580. Instructional Content, Methods, and Transition for Secondary Special Education Students (3)
Instructional programming and modification of curriculum for students with disabilities served by teachers with Mild/Moderate Endorsements. Prerequisites: EDUC 4520/21 and EDUC SI4530.

EDUC 4581. Pre-Student Teaching in Special Education (4)
The purpose of Pre-Student Teaching is to continue field experience in a supportive and professional manner. The student will have the opportunity to experience teaching and the responsibilities that it
entails under the direct guidance of the Cooperating Teacher and the Course Instructor. This course is designed to provide students with practical experiences in the areas of: (a) assessment, (b) behavior management, (c) curriculum and instruction for students K-12, and (d) planning and developing post secondary transition plans. Must be taken either concurrently with, or after completion of, EDUC 34530/MED 6530, EDUC 4450/MED 6540, EDUC 4450/MED 6550, and EDUC 4580/MED 6580. Prerequisite: EDUC 4521/MED 6521 Practicum in Special Education, with a grade of B or better.

**EDUC 4610. Student Teaching in Secondary Education (4) F, S**
Student teaching experience in secondary public school setting plus weekly seminar on campus. Prerequisite: completion of professional education courses through Level 2 (EDUC DV3200, 3260, 3760 & 3780) and permission of Field Experience Director. Should be taken concurrently with EDUC 4820 and 4960. Offered CR/NC only.

**EDUC 4640. Diagnosis and Remediation of Mathematics Problems (3) F**
Principles and techniques for diagnosis and remediation of mathematics problems. Applications of techniques of diagnosis and corrective mathematics with children.

**EDUC 4650. Diagnosis and Remediation of Reading Problems (3) S**
Principles and techniques for diagnosis and remediation of reading problems. Applications of techniques of diagnosis and corrective reading with children. Prerequisite: EDUC 3240 or EDUC 3760.

**EDUC 4670. Special Education Student Teaching (4) Su, F, S**
Supervised teaching in selected special education programs in an elementary or secondary school. Prerequisite: successful completion of mild/moderate Endorsement course work. Available on a CR/NC basis only.

**EDUC 4700. Learning in the Schools (2)**
Principles of learning and management and their application to the school situation. Prerequisite: Student teaching.

**EDUC 4740. Building School Partnerships with ESL/Bilingual Families (1)**
This course prepares students to be advocates and practitioners of family involvement in education. Goals and benefits of family involvement will be explored along with specific strategies for developing a partnership within the education system. Components of family structure, economics, cultural diversity, second-language learners, communication skills and resources are integrated into the student experience.

**EDUC 4800. Bachelor of Integrated Studies Senior Capstone (3)**
The Senior Capstone serves as the culmination of the Bachelor of Integrated Studies (BIS) interdisciplinary degree. After completing course work in three different areas of emphasis, BIS student synthesize their three disciplines in this capstone project. Prerequisite: EDUC 3800. For more information about the BIS program and the capstone project, see BIS Program.

**EDUC 4810. Adult Education (2)**
A survey course in adult education with emphasis on philosophy, principles, and practices as evidenced in programs and various adult education organizations. Prerequisites: professional education course work, teaching experience, or approval of the instructor.

**EDUC 4820E. Managing Diverse Classrooms (3) F, S**
Current issues, methodology and application of a variety of approaches for behavioral change, discipline and management of diverse learners in the context of classroom environments. Prereq-

**EDUC 4820S. Managing diverse Classrooms (3)**
Current issues, methodology and application of a variety of approaches for behavioral change, discipline and management of diverse learners in the context of classroom environments. Prerequisites: Level 2 Secondary (EDUC DV3200, EDUC DV3260, EDUC 3760, EDUC 3780). Should be taken concurrently with the other courses in Level 3 Secondary (EDUC 4880, EDUC 4960).

**EDUC 4830. Individually Prescribed Program (1-6) Su, F, S**
Designed primarily for individual needs.

**EDUC 4840. Student Teaching in Elementary Education (8) F, S**
Student teaching experience in a public school to synthesize theory and practice. Support seminars held on campus. Prerequisite: EDUC Level 3 (4300, 4330, 4340, & 4350) Should be taken concurrently with EDUC 4820 and EDUC 4860. Available on a CR/NC basis only.

**EDUC 4860. Elementary Senior Synthesis Seminar (1) F, S**
Synthesis of the TREC model for elementary programs with specific emphasis on beginning a professional career in teaching. Senior project is required. Prerequisite: Teacher Education Level 3 Elementary (EDUC 4300, EDUC 4320 or EDUC 4350 if previously taken, EDUC 4330, EDUC 4340). Should be taken concurrently with the other courses in Teacher Education Level 4 Elementary (EDUC 4820, EDUC 4840). To be taken for CD/NC only.

**EDUC 4870. Directed Experiences with Students (1) F, S**
Directed experiences with elementary and secondary school students in cooperating schools. Students may register for one unit of credit per semester for a maximum of three semester hours.

**EDUC 4880. Student Teaching in Secondary Education (8) F, S**
Student teaching experience in a public school to synthesize theory and practice. Support seminars held on campus. Prerequisite: EDUC Level 2 (DV3200, 3260, 3760 & 3780). Should be taken concurrently with EDUC 4820, and EDUC 4960. Available on a CR/NC basis only.

**EDUC 4890. Cooperative Work Experience (1-6)**
For students accepted to the Teacher Education Program who meet the minimum cooperative work experience requirements of the department. Provides academic credit for on-the-job experience. Amount of credit will be determined by the department. Fingerprinting/background check must be completed prior to working in the schools.

**EDUC 4920. Short Courses, Workshops, Institutes and Special Programs (1-3)**
Consult the semester class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript. Available on CR/NC basis.

**EDUC 4960. Secondary Senior Synthesis Seminar (1) F, S**
Synthesis of the TREC Model for elementary and secondary programs with specific emphasis on beginning a professional career in teaching. Senior Project is required. Prerequisites: EDUC Level 2 (DV3200, 3260, 3760 & 3780). Should be taken concurrently with EDUC 4820 and EDUC 4880.

**EDUC 5050. Action Research in the Classroom (2)**
(TBA, as needed)
Students will explore effective classroom-based research techniques, complete a classroom-based case study, and promote the ongoing application of research to the improvement of teaching practice.
This course is designed for cooperating teachers in the site-based teacher education program, and is graded CR/NC.

**EDUC 5060. Effective Mentoring in the Classroom (2) (TBA, as needed)**

Course covers strategies for effectively mentoring student teachers and novice teachers by expert teachers. Expectations for the course include journal keeping, writing assignments, and mentoring project.

**EDUC 5110. Advanced Multicultural/Bilingual Education (3) F**

Provides a knowledge base concerning the curricular issues and need for multicultural education, and explores various curriculum models and approaches for successful implementation of multicultural education across the curriculum.

**EDUC 5120. Culture and Language (3) F**

Examines the effects and impact of historical, political, social, and economic issues which affect teaching and learning for students from diverse cultural and ethnic groups.

**EDUC 5320. Reading in the Content Areas (3)**

Use of reading as an effective means to help students comprehend their course material. Explores how to incorporate these skills into the curriculum of the content areas.

**EDUC 5330. Using Children’s Literature in the Classroom (2)**

This course will provide a broad basis for using children’s literature for instructional purposes in elementary classrooms to enhance literacy development.

**EDUC 5340. Assessment and Corrective Procedures in Reading (3)**

Assessment of reading problems and corrective procedures for remediation in elementary classrooms.

**EDUC 5360. Literacy in the Elementary School (3)**

An exploration of current reading, oral and written language theories, and their applications for the improvement of literacy practices in schools.

**EDUC 5770. Field Experience in ESL/Bilingual Education (2) F, S**

Students will gain experience in teaching and working with ESL/bilingual students and apply what they have learned from relevant courses.

**EDUC 5860. Practicum in Education of the Gifted (2) F, S**

Practical synthesis and application of knowledge and skills gained in previous gifted education courses. Students are expected to take initiative in planning, implementing, documenting, and evaluating meaningful projects relevant to gifted and talented students. Prerequisites: MED 6420, 6450, 6480, 6490.

**EDUC 5920. Short Courses, Workshops, Institutes and Special Programs (1-3)**

Consult the semester class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript. Available on CR/NC basis.