THE JERRY AND VICKIE MOYES COLLEGE OF EDUCATION

Dr. Jack L. Rasmussen, Dean

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

Department/Area Listing

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(area code 801)

Graduate Program Director

Master of Education: Dr. Claudia Eliason ............... 626-6278

Department Chairs

Child and Family Studies: Dr. S. Craig Campbell ........ 626-7151
Health Promotion and Human Performance:
Dr. S. Jack Loughton ............................................ 626-6742
Teacher Education: Dr. Jack Mayhew .......................... 626-7171

Degrees Offered

MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION

Bachelor of Arts and Bachelor of Science degree programs are offered in the following areas:
- Early Childhood
- Early Childhood Education
- Elementary Education
- Elementary/Special Education Composite
- Family Studies
- Human Performance Management
- Physical Education
- Dual Early Childhood and Elementary Education

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 *
- Coaching Sport
- Child Development
- English as a Second Language (ESL)
- Family Studies
- Health Promotion *
- Nutrition Education
- Recreation

* Teaching minors are also available. See Department of Teacher Education for a complete list of teaching minors.

Licensure Programs are offered in:
- Secondary Education
- Special Education (Secondary Only)
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 than 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
MEd

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

The mission of the Master of Education in Curriculum and Instruction (MEd) 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 MEd 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 are reflective of their own practices and their impact on students;
• who engage students through a variety of strategies to ensure growth in knowledge and learning processes that they might become independent life-time learners;

• who collaborate with peers and students in learning communities;
• who engage in research to improve educational practices and those of peers.

In cooperation with the university, the program provides avenues for continuing professional development and continual learning for university faculty as well as students, and encourages the university values of teaching, scholarship and service.

Admission Requirements
The MEd 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. Payment to Weber State University and application for the MEd Program.
3. Verification of a Bachelor's degree from an accredited institution.
4. A minimum score of 710 on the Graduate Record Examination (GRE). or
Minimum GPA of 3.00 to 3.24 on the last 60 semester hours (90 quarter hours) and a minimum score of either 396 on the Miller's Analogies Test (MAT) or 480 on each of the Verbal, Quantitative, and Analytical portions of the Graduate Record Examination (GRE).
5. Completed MEd recommendation forms (3).
6. Minimum GPA of 3.25 on the last 60 semester hours (90 quarter hours) of approved undergraduate/graduate course work.
7. Minimum GPA of 3.25 on the last 60 semester hours (90 quarter hours) and must be filed no later than 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.
8. Oral interview with the Program Director.

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 MEd
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)

• Foundations
MEd 6000 Fundamentals of Graduate Study (2)
MEd 6010 Advanced Educational Foundations (2)
MEd 6020 Diversity in Education (2)
MEd 6030 Advanced Educational Psychology (2)

• Methodology
MEd 6050 Curriculum Design, Evaluation & Assessment (3)
MEd 6060 Instructional Strategies (2)
**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. Recommended prerequisite MED 6080.

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. Recommended prerequisite: MED 6080.

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. Recommended prerequisite MED 6080.

MED 6080. Conducting Educational Research (3)
Students learn to locate and interpret educational research, and to apply research methods to their own education issues. Prerequisite MED 6000.

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: MED 6030, 6050, 6060, 6080 and Graduate Committee formed.

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.

**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**

**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: MED 6030, 6050, 6060, 6080 and Graduate Committee formed.

**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.

**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 and systems in 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.
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The 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.

The 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.

Teaching strategies for English language development and content area instruction.

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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.

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.

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

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.

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.

Exploration and development of readily available personal and community resources to encourage creative thinking/reasoning, classroom involvement, and transfer of learning.

Theory and practice for teaching thinking skills in elementary, middle, and high school classrooms. Prerequisite: Classroom Teacher/Administrator.

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) F
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 5450/MED 6540, EDUC 4540/MED 6550, and EDUC 4580/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 MED 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 and physics) 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) variable
title
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, radioactivity, 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 - MENG

MENG 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.

MENG 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.

MENG 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.

MENG 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.

MENG 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.

MENG 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.

MENG 6450. ESL/Bilingual Assessment: Theory, Methods, and Practices (3)
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 will 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...
(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.

(MED) HIST 6760. Reading Seminar in World History (3)
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 practicum laboratory experience of equipment operation and individual assessment of physiological parameters.

(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.

(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.

(MED) PEP 6400. Advanced Exercise Physiology (3)
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.

(MED) 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.

(MED) REC 6930. Outdoor Education Workshop (2) Su
A broad interdisciplinary approach to the methodology of outdoor education teaching techniques.

D E P A R T M E N T
C H I L D A N D F A M I L Y S T U D I E S

Chair: Dr. S. Craig Campbell
Location: McKay Education Building, Room 204
Telephone Contact: Michelle Checkman 801-626-7151
Advisor: Darcy Gregg 801-626-6411
Professors: James Bird, S. Craig Campbell, Chloe D. Merrill;
Associate Professor: Randy S. Chatelain; Assistant Professors:
Tom Day, Paul Schvaneveldt; Instructors: Joyce Buck,
Carole J. Haun

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 a faculty 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

**BACHELOR'S DEGREE (BS OR BA)**

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:** Required. (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 department 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 department 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 38-43 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 BS or BA 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 thru 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. Students are encouraged to apply two semesters prior to teaching in the Melba S. Lehner Children's School.

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

Early Childhood Education Major

**BACHELOR'S DEGREE (BS OR BA)**

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 licensure requirements, including completion of EDUC 1010 (beginning with Fall 2008 admissions). (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 bachelor's degree – 91 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 department 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 licensure 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 38-43 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 BS or BA 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
CHF 2600 Intro to Early Childhood Education
CHF 2610 Guidance Based on Developmental Theory
CHF 2620 Planning Creative Experiences for Young Children
CHF 3500 Young Children at Risk
or EDUC DV3260 The Exceptional Student
CHF 3640 Working with Parents
CHF 4710* Advanced Guidance & Planning
CHF 4720* Student Teaching-Children’s School
CHF 4990A Seminar in Child Development

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

Support Courses Required (23 credit hours)
EDUC 1010 Exploring Teaching
or COMM HU1020 Principles of Public Speaking
or COMM HU2110 Introduction to Interpersonal and Small Group Communication
or COMM 3070 Performance Studies
or equivalent
MATH 2010 Mathematics for Elementary Teachers I
MATH 2020 Mathematics for Elementary Teachers II
EDUC 2000 Social Studies Concepts for Elementary Teachers
ENGL 3300 Children’s Literature
PEP 3630 Physical Education K-6
HLTH 4300 Health Education in the Elementary School

Support Course Elective (2-4 credit hours)
Select one course from the following
MUSC 3824 Music for the Elementary Teachers
EDUC 3430 Creative Processes in Elementary School
THEA 4603 Creative Drama
DANC 3640 Creative Movement in Elementary School
ART CA1030* Studio Art for the Non-Art Major

* 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

• Level 1 (Core)
  EDUC 3100 Instructional Planning and Assessment
  EDUC 3110 Instructional Technology

• Level 2 (learners and Literacy)
  EDUC DV3200 Foundations of Diversity: Culturally, Linguistically Responsive Teaching
  EDUC 3280 Elementary Social Studies Methods
  EDUC 3240 Foundations, Methods & Assessments of Elementary Reading
  CHF 3500 Young Children at Risk
  or EDUC DV3260 The Exceptional Student

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

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

• Level 4 (Synthesis)
  EDUC 4840 Student Teaching in Elementary Education
  CHF 4980 Early Childhood Senior Synthesis Seminar

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 advisor is recommended. See Early Childhood 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. (See Teacher Education Department advisor.)

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.

Family Studies Major

Bachelor’s Degree (BS or BA)

* 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 below).

- **Minor:** A minor is required. *Optional: In lieu of a minor, a concentration of 12-18 semester hours may be substituted as approved by the department advisor. Six of these hours must be upper division (courses numbered 3000 and above).

- **Grade Requirements:** A grade of C or better in courses required for this major (a grade of C- is not 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 38.

- **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 secretary 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 secretary for further details.

**General Education**

Refer to pages 38-43 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 support best 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 BS or BA Degree**

**Pre-professional Core Course Requirements**

(12 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</td>
</tr>
<tr>
<td>CHF SS1500</td>
<td>Human Development</td>
</tr>
<tr>
<td>CHF 2100</td>
<td>Family Resource Management</td>
</tr>
<tr>
<td>CHF 2400</td>
<td>Family Relations</td>
</tr>
</tbody>
</table>

**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 without conflicting class schedules.

- **Semester 1**
  - CHF 2990B Seminar in Family Studies (3)
  - HLTH 3500 Human Sexuality (3)
  - CHF SS3850 Current Research Methods in Child & Family Studies (3)
  - CHF 4500 Comparative Study of Childhood and Adolescent Development (3)

- **Semester 2**
  - CHF DV3350 Diversity Within Families (3)
  - CHF 3450 Adult Development (3)
  - CHF 3550 Parenting Education (3)
  - CHF 3650 Family Processes (3)

- **Semester 3**
  - CHF 4400 The Family in Stress (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 45).

- **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.
**CHILD DEVELOPMENT**

* Grade Requirements: An overall GPA of 2.00 or "C" in courses used toward the minor. Students will receive the final grade they have earned in each course. If a grade in a minor 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**: Minimum of 18 credit hours, of which at least 6 must be upper division (courses numbered 3000 and above).

**Required Courses (9 credit hours)**
- CHF 1400 Marriage as an Interpersonal Process (3)
- CHF SS1500 Human Development (3)
- CHF 2400 Family Relations (3)

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

**BACHELOR OF INTEGRATED STUDIES (BIS)**

**Emphasis**

* Grade Requirements: An overall GPA of 2.00 or "C" in courses used toward the emphasis. Students will receive the final grade they have earned in each course. If a grade in a Child & Family Studies 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 18 credit hours from Child and Family Studies. Two courses must be upper division.

**Required Courses (9 credit hours)**
- CHF 1400 Marriage as an Interpersonal Process (3)
- CHF SS1500 Human Development (3)
- CHF 2400 Family Relations (3)

**Electives (minimum 9 credit hours)**
- Elective courses to be determined in conference with a department chair.

**EARLY CHILDHOOD**

* Program Prerequisite: Before beginning this program, a student must see the department advisor in McKay Education Building Room 248 (801-626-6411).

* Grade Requirements: An overall GPA of 2.00 or "C" or better in required 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 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 department 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 38-43 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 AAS Degree

General Education Requirements (18 credits)
Composition (6)
ENGL EN1010 (3)
ENGL EN2010 (3)

Humanities/Creative Arts (3)
HU1020 (3) recommended

Quantitative Literacy (3)
MATH QL1030 (3) recommended

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 and after all other CHF classes are completed

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 and circumstances 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, 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 and ethical issues 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHF 2850</td>
<td>Child Development Associate Training (2)</td>
<td>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.</td>
</tr>
<tr>
<td>CHF 2860</td>
<td>Practicum (2-6) <em>(when needed)</em></td>
<td>Work experience which applies prior academic learning in a supervised setting. Prerequisite: Consent of faculty supervisor prior to registration.</td>
</tr>
<tr>
<td>CHF 2890</td>
<td>Cooperative Work Experience (1-6)</td>
<td>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.</td>
</tr>
<tr>
<td>CHF 2900</td>
<td>Career Development (2)</td>
<td>A comprehensive approach toward career development, planning and selection.</td>
</tr>
<tr>
<td>CHF 2920</td>
<td>Short Courses, Workshops, Institutes and Special Programs (1-4) <em>(when needed)</em></td>
<td>Consult the class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript.</td>
</tr>
<tr>
<td>CHF 2990A</td>
<td>Seminar in Child Development (1)</td>
<td>Discussion and analysis of readings and selected topics in growth, development, and education of the young child.</td>
</tr>
<tr>
<td>CHF 2990B</td>
<td>Seminar in Family Studies (3)</td>
<td>Discussion and analysis of special topics for Family Studies majors including professional skills, professional credentials, and the development of professional ethics.</td>
</tr>
<tr>
<td>CHF 3150</td>
<td>Consumer Rights and Responsibilities (3)</td>
<td>The role and responsibilities of the family and its members as consumers. An exploration of marketplace fact and fraud and identification of consumer resources.</td>
</tr>
<tr>
<td>CHF DV3350</td>
<td>Diverse Families (3)</td>
<td>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.</td>
</tr>
<tr>
<td>CHF 3450</td>
<td>Adult Development (3)</td>
<td>Growth and development through young, middle, and late adulthood within a developmental and family system context.</td>
</tr>
<tr>
<td>CHF 3500</td>
<td>Young Children at Risk (3)</td>
<td>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.</td>
</tr>
<tr>
<td>CHF 3550</td>
<td>Parenting Education (3)</td>
<td>A course designed to assist in the acquisition of skills and knowledge regarding the understanding and facilitation of contemporary parents in their parenting role. Course content will include conceptualizations and strategies from both contemporary theoretical and applied perspectives. Prerequisites: CHF 1400, CHF SS1500, CHF 2100, CHF 2400, and CHF SI3850, or consent of instructor.</td>
</tr>
<tr>
<td>CHF 3560</td>
<td>Working with Parents (3)</td>
<td>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.</td>
</tr>
<tr>
<td>CHF 3650</td>
<td>Family Processes (3)</td>
<td>An examination of family internal dynamics and family systems for the purpose of enrichment, problem prevention and education. Prerequisite: CHF 2400.</td>
</tr>
<tr>
<td>CHF 3680</td>
<td>Teaching Experience in the Preschool (3)</td>
<td>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.</td>
</tr>
<tr>
<td>CHF SI3850</td>
<td>Current Research Methods in Child and Family Studies (3)</td>
<td>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.</td>
</tr>
<tr>
<td>CHF 4400</td>
<td>The Family in Stress (3)</td>
<td>Examining causes of stress in the family and developing strategies for coping with stress.</td>
</tr>
<tr>
<td>CHF 4500</td>
<td>Comparative Study of Childhood and Adolescent Development (3)</td>
<td>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.</td>
</tr>
<tr>
<td>CHF 4510</td>
<td>Contemporary Issues in Planning for Children (1-3) <em>Variable Title</em></td>
<td>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.</td>
</tr>
<tr>
<td>CHF 4520</td>
<td>Basic Mediation Training (3)</td>
<td>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.)</td>
</tr>
<tr>
<td>CHF 4600</td>
<td>Family Studies Field Experiences (1-8) <em>(when needed)</em></td>
<td>Six to eight weeks internship, which may require off-campus residence. Credit and hours as arranged with instructor. Prerequisite: consent of instructor.</td>
</tr>
<tr>
<td>CHF 4650</td>
<td>Family Life Education Methods (3)</td>
<td>Preparing students to be Family Life Educators by exploring philosophies, methods, and skills for teaching and working with parents and family members. Prerequisite: CHF 3350, CHF 3550, CHF 3650, and CHF SI3850, or consent of instructor.</td>
</tr>
<tr>
<td>CHF 4710</td>
<td>Advanced Guidance and Planning (3)</td>
<td>A synthesis of guidance and planning with an emphasis on assessment, appropriate objectives and strategies for individual and...</td>
</tr>
</tbody>
</table>
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) (when needed)
Individually chosen readings on specialized topics supervised by a faculty member. Prerequisite: Consent of faculty supervisor prior to registration.

CHF 4860. Practicum (2-6) (when needed)
Work experience which applies prior academic learning in a supervised setting. Prerequisites: CHF 3350, CHF 3550, and CHF 3650, or consent of faculty supervisor prior to registration.

CHF 4890. Cooperative Work Experience (1-6) (when needed)
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) (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 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. Prerequisites: CHF 3350, CHF 3550, CHF 3650, CHF SI3850, or consent of instructor.

DEPARTMENT

HEALTH PROMOTION AND HUMAN PERFORMANCE

Chair: Dr. S. Jack Loughton
Location: Reed K. Swenson 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 Wildlen; Associate Professors: Michael Olpin, Joan Thompson, Jennifer Turley; Assistant Professors: Daniel W. Balderson, David Berry, Lynn Corbridge, Rodney A. Hansen, Valerie Herzog, Kim Hyatt; Instructors: James Bemel, Geri Lynn Conlin

The Department of Health Promotion and Human Performance (HPHP) in the Jerry and Vickie Moyes 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’ S DEGREE (BA)

Clinical Track

The Department of Health Promotion and Human Performance (HPHP) offers an undergraduate program in athletic training. The Athletic Training Education Program (ATEP) at Weber State University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), which enables students to obtain eligibility for the Board of Certification (BOC) examination. The ATEP is specifically designed to prepare students for careers in allied health care. The program will provide students with skills in the
Scientific Track

The second track in the athletic training major is the Scientific Track. This is designed for students preparing to enter graduate school for physical therapy, occupational therapy, physician's assistant programs, and/or medicine. Students who graduate from this track only will NOT BE ELIGIBLE TO SIT FOR THE BOARD OF CERTIFICATION (BOC) EXAM TO BECOME A CERTIFIED ATHLETIC TRAINER. These students take all of the support courses, professional knowledge courses, and many of the AT major courses (see Course Requirements). However, Scientific Track students DO NOT take the Clinical Experience Track courses. Instead, these students complete the prerequisites required to enter their chosen graduate program.

Faculty: David Berry, PhD, ATC; Valerie W. Herzog, EdD, ATC
Adjunct Faculty/ Clinical Staff: Joel Bass, MS, ATC; Nancy Weir, MS, ATC; Kalene Collard, ATC; Clay Sniitman, MS, PT, ATC; Jeff Speckman, BA, ATC; Jamie Stireman, BS, ATC; Sean Wayne, BS, ATC; Nylin Johnson, PT, ATC; Jayme Wright, MS, ATC; Melanie Pyle, PT, ATC; Leisha M. Berry, MSPT, 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 Secondary 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 completion of the program of study. Call 801-626-7425 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 Weber State University GPA
3. Submit Athletic Training Student Application
4. Submit Letter of Application
5. Two Letters of Recommendation
6. Grade of C or better in AT 1500 Introduction to Athletic Training
7. Program Interview
8. Complete Technical Standards form
9. 50 Clinical Hours in AT 1500
10. Unofficial transcripts from other colleges/universities attended
11. Physical examination and proof of immunizations
12. Hepatitis-B Vaccination
13. Current Emergency Response and CPR for Professional Rescuer cards
14. Grade of C or better in HLTH/AT 2300 Emergency Response

15. For students participating in varsity and club sports, a contract must signed by both the student/athlete and his/her coach. The contract stipulates that AT clinical track students may participate in one sport only, beginning with their second clinical year in the ATEP. More details can be found in the ATEP Student Handbook.

Note: After formal admission to the Athletic Training Clinical Track, students are required to complete an FBI background check and drug test.

B. Application deadline is the third Wednesday in November for consideration for each spring semester. Applicants will be notified of the selection committee's decision following the submission of fall grades. Applications may be obtained from the 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.

D. Accelerated Track

An accelerated track is available for qualifying students and must be approved by the ATEP director. For information contact the HPHP advisement coordinator or the ATEP director.

1. Students who meet the requirements below are eligible for an interview and may be accepted into the accelerated track:
   a. Admission to Weber State University
   b. Minimum of 60 transferable credits with all general education requirements completed*
   c. Minimum 2.5 Weber State University GPA
   d. Completion of ZOOL 2100 and 2200
   e. Students who are accepted into the accelerated track must STILL complete the Secondary Admissions process outlined above under Section A.

*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%]
2. AT 1500 Introduction to Athletic Training grade [0-4 weight in selection formula = 20%]
3. Letter of Intent [0-4 weight in selection formula = 20%]
4. Previous athletic training experience and Letters of Recommendation [0-4 weight in selection formula = 20%]
5. Strength of athletic training student's commitment as reflected in interview responses. [0-4 weight in selection formula = 20%]

B. Students receiving the highest scores in the rating process will be invited to enter the athletic training major. The selection committee is comprised of the ATEP faculty and clinical instructors. Approximately twenty 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
Athletic Training Major Courses Required
(20 credit hours for Scientific Track)

AT 2500  Introduction to Athletic Training (2)
AT 1500  Introduction to Athletic Training I (1)
AT 1501  Introduction to Athletic Training II (1)
AT 2501  Introduction to Athletic Training III (2)
AT 3500  Introduction to Athletic Training IV (3)
AT 3501  Introduction to Athletic Training V (3)
AT 4500  Introduction to Athletic Training VI (3)

Required Support Courses (4 credit hours)

PSY SS1010  Introductory Psychology (3)
ZOOL 2100  Human Anatomy (4)
ZOOL 2200  Human Physiology (4)
PSY SS1010  Introductory Psychology (3)

AT 3300  Evaluation & Care of Musculoskeletal Injuries: Upper Extremities (3)
AT 3301  Evaluation & Care of Musculoskeletal Injuries: Lower Extremities (3)
AT 4100  Basic Therapeutic Modalities for Musculoskeletal Injuries (3)
AT 4101  Advanced Therapeutic Modalities for Musculoskeletal Injuries (3)
AT 4200  Basic Rehabilitation of Musculoskeletal Injuries (3)
AT 4201  Advanced Rehabilitation of Musculoskeletal Injuries (3)
AT 4550  General Medical Conditions and Advances in Athletic Training (3)
AT 4600  Administration & Management in Athletic Training (3)
PEP 4890  Cooperative Work Experience (3-6)
AT 4999  Critical Thinking for Musculoskeletal Injury Management (1)

Clinical Experience Track Courses Required
(15 credit hours for Clinical Track)

AT 1500  Introduction to Athletic Training (1)
AT 1501  Clinical Application of Athletic Training I (1)
AT 2500  Clinical Application of Athletic Training II (2)
AT 2501  Clinical Application of Athletic Training III (2)
AT 3500  Clinical Application of Athletic Training IV (3)
AT 3501  Clinical Application of Athletic Training V (3)
AT 4500  Clinical Application of Athletic Training VI (3)

AT 4998  Preparation for the Board of Certification (BOC) Exam (1)
AT 4800  Individual Projects (1-4)

Health Promotion Major
BACHELOR'S DEGREE (BS)

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

General Education

Refer to pages 38-43 for Bachelor of Science requirements.

Course Requirements for BS 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 SS600  Measurement for Evaluation and Research (3)

Professional Knowledge Courses Required
(17 credit hours for Clinical Track)

NUTR LS1020  Foundations in Nutrition (3)
HLTH/AT 2300  Emergency Response (3)
PEP 3280  Teaching Neuromuscular Conditioning (2)
PEP 3510  Exercise Physiology (3)
HTHS 2240  Intro to Pharmacology (3)
PSY 3010  Abnormal Psychology (3)

Athletic Training Major Courses Required
(29 credit hours for Clinical Track)

AT 2430  Prevention and Care of Musculoskeletal Injuries (3)
AT 2431  Taping, Wrapping, Bracing, Padding, and Splinting (1)

Continuing Ed

Davis Campus
**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 38-43 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 BS Degree**

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

- **Required Courses (32 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 4150 Needs Assessment & Planning Health Promotion Programs (4)
  - HLTH 4860 Field Experience (3)
  - HLTH 4990 Senior Seminar (1)
  - HAS 3000 The Health Care System (3)
  - 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)
  - HAS 3020 Health Care Marketing (3)
  - HAS 3260 Health Care Administration & Supervisory Theory (3)
  - HAS 4320 Health Care Economics and Politics (3)

- **Elective Courses (15 credit hours)**
  - AT 3600 Ergonomics for Health and Safety (3)
  - HLTH 1110 Stress Management (3)
  - HLTH 1300 First Aid: Responding to Emergencies (2)
  - HLTH 2300 Emergency Response (3)
  - HLTH 3050 School Health Program (3)
  - HLTH 3400 Substance Abuse Prevention (3)
  - HLTH 3500 Human Sexuality (3)
  - HLTH 4220 Women’s Health Issues (3)
  - HLTH 4250 Contemporary Health Issues of Adolescents (2)
  - HLTH 3320 Health/Nutrition Older Adult (3)
  - HLTH 4800 Individual Projects (1-3)
  - HLTH 4860 Field Experience (3)
  - HLTH 4920 Workshops (1)
  - HLTH/NUTR LS1020 Foundations in Nutrition (3)
  - HAS 3240 Human Resource Development in Health Care (3)
  - HAS 4400 Legal and Ethical Aspects of Health Administration (3)
  - HAS 4410* Clinical Instructional Skills (3)
  - HAS 4420 Clinical Instructional Skills (3)
  - HTHS 1101 Medical Terminology (2)
  - HTHS 2230 Introductory Pathophysiology (3)
  - GERT 3000 Death and Dying (3)
  - NUTR 2320 Food Values, Diet Design & Health (3)
  - NUTR 3020 Nutrition & Fitness (3)
  - PEP 2300 Health/Fitness Evaluation and Exercise Prescription (3)

*HAS 4410 may be substituted for HLTH 3200.

**Human Performance Management Major**

**Bachelor’s Degree (BS or BA)**

- 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 HPHP Department and declare program of study (see page 18).

**General Education**

Refer to pages 38-43 for either Bachelor of Science or Bachelor of Arts requirements.

**Course Requirements for BS or BA**

- **Required Core Courses (26 credit hours)**
  - HAS 3020 Health Care Marketing (3)
  - HLTH SS1030 Healthy Lifestyles (3)
  - HLTH 2300 Emergency Response (3)
  - HLTH 3200 Methods in Health Education (3)
  - PEP 2200 Foundations of Human Performance Management Professions (2)
  - PEP SI3600 Measurement for Evaluation & Research (3)
  - PEP 4800 Individualized Project (1)
  - and PEP/REC 2890/4890 Cooperative Work Experience (4)
    - or PEP/REC 2890/4890 Cooperative Work Experience (5)
  - AT 4600 Administration and Management for Human Performance Professions (3)
  - AT 4990 Senior Seminar (1)
Professional Areas of 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)
  - AT 3600: Ergonomics for Health and Safety (2)
  - HLTH 4150: Needs Assessment & Planning Health Promotion Programs (4)
  - NUTR 2320: Food Values, Diet Design & Health (3)
  - NUTR 3020: Nutrition & Fitness (3)
  - or NUTR 4220: Sports Nutrition (3)
  - PEP 2300: Fitness Evaluation & Exercise Prescription (3)
  - PEP 3270: Teaching Aerobic Conditioning (2)
  - PEP SI3500: Kinesiology (3)
  - PEP 3510: Exercise Physiology (3)
  - PEP 4370: Exercise Management for Special Populations (2)

Electives (3-4 credit hours total [students may need upper division credit])
  - HLTH 2400: Art of Emotional Wellness (3)
  - HLTH 3400: Substance Abuse Prevention (3)
  - PEP 3280: Teaching Neuromuscular Conditioning (2)
  - NUTR 2220: Prenatal & Infant Nutrition (2)
  - NUTR 2420: Childhood & Adolescent Nutrition (2)
  - NUTR 3220: Foundations of Diet Therapy (2)
  - NUTR DV3420: Multicultural Health & Nutrition (3)
  - NUTR 3020 or NUTR 4220: Health and Nutrition in the Older Adult (3)
  - NUTR 4320: Current Issues in Nutrition (2)
  - PE 1010: Aerobics (1)
  - PE 1040: Walking for Fitness (1)
  - PE 1043: Jogging (1)
  - PE 1070: Cross Training for Fitness (1)
  - PE 1080: Strength Training (1)
  - PE 1300: Swimming (1)
  - PE 1310: Water Aerobics (1)
  - PE 1630: Cross Country Skiing (1)

Required Support Courses (9-10 credit hours)
  - HTHS LS1110: Bio-medical Core Lecture (4)
  - or ZOOL LS1020: Human Biology (3)
  - NUTR LS1020: Foundations in Nutrition (3)

• **Sports and Recreation Services Emphasis**
  Required Core (19 credit hours)
  - PEP 3550: Issues in Sport (2)
  - PEP 3700: Facilities and Events Management (3)
  - PEP 4830: Directed Readings (3)
  - REC 3050: Recreation and leisure (3)
  - REC 3810: Recreation Leadership and Administration (3)
  - REC 3600: Outdoor Adventure Recreation (3)
  - or REC 3840: Therapeutic and Social Recreation (3)
  - REC 4550: Outdoor Education (2)

Electives (10 credit hours total [student may need upper division credits])
  - (Choose 5-8 credit hours from the following elective courses)
    - HLTH 2400: Art of Emotional Wellness (3)
    - HLTH 3400: Substance Abuse Prevention (3)
    - REC 3600 or REC 3840: (if not taken in the core) (3)
    - PEP 3540: Physiological Aspects of Human Performance (2)
  - (Choose 2-5 credit hours from the following elective courses)
    - PE 1010: Aerobics (1)
    - PE 1040: Walking for Fitness (1)
    - PE 1043: Jogging (1)
    - PE 1070: Cross Training for Fitness (1)
    - PE 1080: Strength Training (1)
    - PE 1310: Water Aerobics (1)
    - PE 1520: Hiking (1)

**Physical Education Major**

**BACHELOR'S DEGREE (BS OR BA)**

**Track I - Physical Education Major K-12. Students selecting Track I must meet all requirements except those necessary for Licensure.**

**Track II - Physical Education Major K-12/Licensure. Students selecting Track II must meet all requirements of Track I, plus those required for Licensure.**

- **Program Prerequisite:** Students selecting Track II, Physical Education Major K-12/Licensure, must meet the Teacher Education admission and licensure requirements (see Teacher Education Department in this catalog).
- **Minor:** Track I requires a minor. Track II requires a teaching minor.
- **Grade Requirements:** Students selecting Track I, Physical Education Major K-12 – a GPA of 2.85 or better is required in all physical education courses used toward the major. Students selecting Track II, Physical Education Major K-12/Licensure – 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:** A minimum of 120 credit hours is required for graduation. A minimum of 40 upper division credit hours required is courses (number 3000 and above).

**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 jensen3@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.

**Admission Requirements**
Students applying for Track I or Track II should apply with the HHP 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 licensure requirements (see Teacher Education Department in this catalog).

**General Education**
Refer to pages 38-43 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 BS or BA

Professional Knowledge (22 credit hours)
- PEP 2000 Foundations of Physical Education (3)
- PEP 2600 Growth and Motor Development (3)
- PEP SIS3500 Kinesiology (3)
- PEP 3510 Exercise Physiology (3)
- PEP 3520 Curriculum Development/Instructional Strategies (3)
- PEP SIS3600 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

An additional 7 credit hours of PEP support courses are required for Track II.

**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)**
- HLTH 3000 Foundations of Health Promotion (3)
- HLTH 3050 School Health Program (3)
- &/or HLTH 3150* Community Health Agencies and Services (3)
- HLTH 3200 Methods in Health Education (3)
- HLTH 4150 Needs Assessment & Planning Health Promotion Programs (4)

**Electives**
Select 9 credit hours from the following
- HLTH LS1020 Foundations in Nutrition (3)
- HLTH 1110 Stress Management (3)
- HLTH 1300 First Aid: Responding to Emergencies (2)
- HLTH 2220 Prenatal & Infant Nutrition (2) *(Cross listed with NUTR 2220)*
- HLTH 2400 Art of Emotional Wellness (3)
- HLTH 2420 Childhood & Adolescent Nutrition (2) *(Cross listed with NUTR 2420)*
- HLTH 2700 Consumer Health (3)
- HLTH 3320 Health & Nutrition in the Older Adult (3) *(Cross listed with NUTR 3320)*
- HLTH 3400 Substance Abuse Prevention (3)
- HLTH DV3420 Multicultural Health and Nutrition (3) *(Cross listed with NUTR DV3420)*
- HLTH 3500 Human Sexuality (3)
- HLTH 4220 Women’s Health Issues (3)
- HLTH 4250 Contemporary Health Issues/Adolescents (2)
- HLTH 4300 Health Education in the Elementary School (2)
- HLTH 4920 Short Courses, Workshops . . . (1-4)
- HLTH 4860 Field Experience (2-6)
- HLTH 2890/4890 Cooperative Work Experience (1-6)
- HLTH 4800 Individual Projects (1-3)
- HAS 3000 The Health Care System (3)
- HAS 3020 Health Care Marketing (3)
- HAS 3150* Community Health Agencies and Services (3)
- HAS DV3190 Cultural Diversity in Patient Education (3)
- HIM SIS200 Epidemiology & Health Care Stats (3)

*HAS 3150 or 3190 may substitute for HLTH 3150

**Courses Required for Minors Seeking Teaching Certification**
Selection/substitution of courses to meet the minimum 22 hours for minor must be approved by advisor.

- HLTH 3000 Foundations of Health Promotion (3)
- HLTH 3050 School Health Program (3)
- HLTH 3200 Methods in Health Education (3)
- HLTH 4150 Needs Assessment & Planning Health Promotion Programs (4)

**Courses Elected by Advisement for Minors Seeking Teaching Certification**
- HLTH LS1020 Foundations in Nutrition (3)
- HLTH 1110 Stress Management (3)
- or HLTH 2400 Art of Emotional Wellness (3)
- HLTH 1300 First Aid: Responding to Emergencies (2)
- HLTH 2700 Consumer Health (3)
- HLTH 3400 Substance Abuse Prevention (3)
- HLTH 3500 Human Sexuality (3)

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 certification 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)

- NUTR 1020 Foundations in Nutrition (3)
- NUTR 2320 Food Values, Diet Design & Health (3)
- NUTR DV 3420 Multicultural Health & Nutrition (3)
- NUTR 4320 Current Issues in Nutrition (2)

Elective Courses (7 credit hours)

Select 7 credit hours from the following:

- NUTR 2220 Prenatal & Infant Nutrition (2)
- NUTR 2420 Childhood & Adolescent Nutrition (2)
- NUTR 3020 Nutrition & Fitness (3)
- NUTR 3220 Foundations in Diet Therapy (3)
- NUTR 3320 Health & Nutrition in the Older Adult (3)
- NUTR 4220 Sports Nutrition (3)
- NUTR 4520/6520 Directed Undergraduate Research (3-6)

Select 9 credit hours from the following:

- NUTR 3050 Nutrition & Fitness (3)
- NUTR 3060 Nutrition & Diet Therapy (3)
- NUTR 3220 Foundations in Diet Therapy (3)
- NUTR 3320 Health & Nutrition in the Older Adult (3)
- NUTR 4220 Sports Nutrition (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)

COACHING SPORT

MINOR

This minor cannot be counted as a teaching minor.

- Grade Requirements: A minimum grade of 2.75 or better in each of the courses.
- Credit Hour Requirements: A total of 15 semester hours is required for the sport coaching minor; an additional 3 hours is required for the BIS minor.

Course Requirements for Minor

- HLTH 2300 Emergency Response (3)
- PEP 2100 Introduction to Coaching Sport (3)
- PEP 2500 Skills, Drills, and Strategies for Coaches (2)
- PEP 3540 Physiological Aspects of Human Performance (2)
- PEP 3550 Issues in Sport (2)
- PEP 4860C Field Experience Coaching (3)

Additional Course required for BIS Emphasis:

- PEP 4800 Individual Project (3)

RECREATION

MINOR

- Grade Requirements: A minimum grade of "C" (2.0) in each of the courses used toward the minor.
- Credit Hour Requirements: Complete a minimum of 18 credit hours selected and approved from among the following:

Course Requirements for Minor

Required Core Courses (9 credit hours)

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

Elective Courses (9 credit hours)

Select 9 credit hours from the following:

- REC 3160 Outdoor Survival (2)
- REC 3840 Therapeutic & Social Recreation (3)
- REC 4550 Outdoor Education (2)
- REC 4930 Outdoor Education Workshop (2)
- PE 1520 Hiking (1)
- PE 1527 Rock Climbing (1)
- PE 1630 Cross-Country Skiing (1)
- PEP 2890 Cooperative Work Experience (1-3)
- PEP 4890 Cooperative Work Experience (1-3)
### 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 HHP 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 Emphasis
- Community Health Promotion
- Occupational Health Education
- Clinical Health Education
  
  **(See Health Administrative Services in the Dr. Ezekiel R. Danke College of Health Professions)**
- Family Life Health Promotion
- Gerontological Health Promotion
- Drug Abuse Prevention Education

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

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

#### Physical Education Emphasis
- **18 Credit Hours Total Required**

  **Complete the following 12 Required Courses**
  - PEP 2000 Foundations of Physical Education (3)
  - PEP 2600 Growth and Motor Development (3)
  - PEP 3520 Curriculum Development/ Instructional Strategies (3)
  - PEP 3610 Assessment/Technology in PE (1)
  - PEP 4990 Field Experience (2)

  **In addition, choose any combination of classes from the following three areas for a minimum of 6 credits**

  **1. Team Sports**
  - PEP 3240 Skill Development and Methods of Teaching Field Sports (3)
  - PEP 3242 Skill Development and Methods of Teaching Court Sports (3)

  **2. Individual Sports**
  - PEP 3260 Teaching Life Long Leisure Activities (2)
  - PEP 3262 Skill Development and Methods of Teaching Individual Sports (3)

#### Recreation Emphasis

**Leisure Services (12 hours)**
- REC 3050 Recreation & Leisure (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)
- PEP 2300 Health/Fitness Evaluation and Exercise Prescription (3)
- PEP SI3500 Kinesiology (3)
- PEP 3510 Exercise Physiology (3)
- PEP 4370 Exercise Management for Special Populations (2)

**Internship/Seminar**
- AT 4990 Senior Seminar (1)
- PEP 4890 Cooperative Work Experience (2)

#### Sports Medicine Emphasis

**Course Requirements for emphasis:** Upper Division 16, Total Hours 21

**Suggested coursework** (see Athletic Training Program Director to develop an individualized plan)
- AT 2300 Emergency Response (3)
- AT 2430 Prevention & Care of Musculoskeletal Injuries (3)
- AT 3300 Evaluation and Care of Musculoskeletal Injuries: Lower Extremities (3)
- AT 3301 Evaluation and Care of Musculoskeletal Injuries: Upper Extremities (3)
- AT 4100 Basic Therapeutic Modalities for Musculoskeletal Injuries (3)
- AT 4200 Basic Rehabilitation of Musculoskeletal Injuries (3)
- PEP 3500 Kinesiology (3)
- PEP 3510 Exercise Physiology (3)
- AT 4990 Senior Seminar

**ATHLETICS COURSES - ATHL**

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 1080. Strength Training Level I (1)**
- For Club Hockey Players Only

**ATHL 1081. Strength Training Level II (1)**
- For Club Hockey Players Only

**ATHL 1510. Varsity Volleyball (1)**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ATHL 1520</td>
<td>Varsity Soccer (1)</td>
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<td>ATHL 1570</td>
<td>Varsity Basketball (1)</td>
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<td>ATHL 1575</td>
<td>Rodeo 1 (1)</td>
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<td>ATHL 1580</td>
<td>Varsity Cross Country (1)</td>
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<td>ATHL 1590</td>
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<td>ATHL 1600</td>
<td>Varsity Golf (1)</td>
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<tr>
<td>ATHL 1630</td>
<td>Varsity Tennis (1)</td>
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<tr>
<td>ATHL 1640</td>
<td>Varsity Track and Field (1)</td>
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<tr>
<td>ATHL 1680</td>
<td>Varsity Indoor Track (1)</td>
</tr>
<tr>
<td>ATHL 1760</td>
<td>Dance Promotion (1)</td>
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</tbody>
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**ATHLETIC TRAINING COURSES - AT**

AT 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. Cross-listed with Health.

AT 2175. Introduction to Sports Medicine (3) F
 Presents the duties and functions of the certified athletic trainer and their relationship to other allied health care and sports medicine professionals. The course will focus on the fundamental causes, prevention, recognition, care, reconditioning of musculoskeletal injuries/illnesses, and program organization and administration. The course will include the planning, preparation, and presentation of group projects on assigned topics related to athletic training. For non-majors.

AT 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. Cross-listed with Health.

AT 2430. Prevention and Care of Musculoskeletal Injuries (3) F, S
This course is designed to give a basic understanding of athletic training principles. Recognition, cause, prevention, and treatment of musculoskeletal injuries. Prerequisite: HLTH 2300 or AT 2300. AT 2431. Taping, Wrapping, Bracing, Padding, and Splinting (3) S
This course is designed to give a basic understanding of athletic training taping, wrapping, bracing, padding, and splinting techniques. Students will apply a variety of techniques to support all areas of the body. Should be taken concurrently with or following AT 2430.

AT 3300. Evaluation and Care of Musculoskeletal Injuries: Lower Extremities (3) F
Content of this course addresses evaluation techniques and care for musculoskeletal 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: ZOOL 2100.

AT 3301. Evaluation and Care of Musculoskeletal Injuries: Upper Extremities (3) S
Content of this course addresses evaluation techniques and care for musculoskeletal 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 3300.

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., physiological and environmental stresses with the primary intention to establish ways to reduce injuries, accidents, and fatigue and to improve human performance at work. Prerequisites: PEP SI3500 or consent of instructor.

AT 4100. Basic Therapeutic Modalities for Musculoskeletal Injuries (3) F
Through lecture, discussion, and laboratory experience, the scientific basis of musculoskeletal rehabilitation involving therapeutic modalities will be examined. This course is designed to introduce students to the contemporary usage and basic foundation of therapeutic modalities, transmission of energy, infrared, and mechanical therapy. Prerequisites: AT 3301 and ZOOL 2200.

AT 4101. Advanced Therapeutic Modalities for Musculoskeletal Injuries (3) S
Through lecture, discussion, and laboratory experience, the scientific basis of musculoskeletal rehabilitation involving therapeutic modalities will be examined. This course is designed to build upon the basic foundations of therapeutic modalities established in AT 4100. Topics for discussion include the application of electrotherapy devices, ultrasound, light therapy, and short-wave diathermy. Prerequisite: AT 4100.

AT 4200. Basic Rehabilitation of Musculoskeletal Injuries (3) F
Content of this course provides basic understanding of therapeutic exercise as it relates to the rehabilitation process of musculoskeletal injuries. Course provides basic concepts and hands on techniques used in the rehabilitation of the athlete/patient from an injury state to a highly competitive state. Prerequisite: AT 3300 and AT 3301.

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

AT 4550. General Medical Conditions and Advances in Athletic Training (3) S
 Discuss general medical disorders and conditions pertaining to sports medicine and inquire into newest research of related issues. Prerequisites: AT 3300 and AT 3301.

AT 4600. Administration & Management in Athletic Training (3) F, S
Provides an overview of the necessary policies, procedures, maintenance, and daily operation of athletic training facilities. Applies principles of facility design and planning, information management, legal and ethical considerations in health care, and professional development as it relates to athletic training. Prerequisite: AT 3500.

AT 4800. Individual Projects (1-4) Su, F, S
A comprehensive study or project in the field of Athletic Training. Hours to be arranged for seniors only.

AT 4990. Senior Seminar (1) F, S
For Seniors only. Structured seminar focuses on synthesis of ideas and portfolio preparation.
AT 4998. Preparation for the Board of Certification (BOC) Exam (1) F, S
This is an optional course for Athletic Training Majors in the Clinical Track who are preparing for the Board of Certification (BOC) Exam.

AT 4999. Critical Thinking for Musculoskeletal Injury Management (1) F
Content of this course addresses evaluation techniques, rehabilitation processes and return to play guidelines for specific injuries to the upper and lower extremities. The student must integrate anatomical structures, physiology principles, rehabilitation principles, and evaluative techniques to provide a basis for critical decision-making and care in an athletic injury management environment. Pre-requisites: AT 4201, AT 4401.

The following courses are intended for Clinical Track students only. These courses are designed to provide students with real-world athletic training clinical education experiences and classroom laboratory opportunities which allow for the integration of the cognitive and psychomotor competencies and assessment of the clinical proficiencies outlined in the NATA Athletic Training Educational Competencies.

AT 1500. Introduction to Athletic Training (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. Students who wish to apply for admission to the Clinical Track of the Athletic Training major must take this course. Two lab hours per week.

AT 1501. Clinical Application of Athletic Training I (1) S
Provides an opportunity for students to receive skill proficiency testing in the areas of acute care of injury and illnesses. Two lab hours per week. Prerequisites: AT 1500, HLTH/AT 2300.

AT 2500. Clinical Application of Athletic Training II (2) F
Provides an opportunity for students to receive skill proficiency testing in the areas of risk management and injury prevention, psychosocial development, taping, wrapping, bracing and padding. Prerequisites: AT 2430 and AT 2431.

AT 2501. Clinical Application of Athletic Training III (2) S
Provides an opportunity for students to receive skill proficiency testing in the areas of musculoskeletal injury assessment (lower extremity) and basic nutrition. Prerequisites: AT 2500 and NUTR LS1020.

AT 3500. Clinical Application of Athletic Training IV (3) F
Provides an opportunity for students to receive skill proficiency testing in the areas of musculoskeletal injury assessment (upper body), risk management, and pharmacology. Prerequisites: AT 2501 and HTHS 2240.

AT 3501. Clinical Application of Athletic Training V (3) S
Provides an opportunity for students to receive skill proficiency testing in the areas of basic therapeutic exercise, basic therapeutic modalities, risk management and injury prevention, and assessment and evaluation. Prerequisites: PE 3280, AT 3500, AT 4100, AT 4200.

AT 4500. Clinical Application of Athletic Training VI (3) F
Provides an opportunity for students to receive skill proficiency testing in the areas of advanced therapeutic exercise, advanced therapeutic modalities, and general medical conditions and disabilities. Prerequisites: AT 3501, AT 4101, AT 4201, AT 4550.

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. Cross listed with Athletic Training.

HLTH 2220. Prenatal and Infant Nutrition (2) F, S
(available online only)
(Cross listed with NUTR 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.

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. Cross listed with Athletic Training.

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 Education for endorsement in health education.

HLTH 2420. Childhood and Adolescent Nutrition (2) F, S
(available online only)
(Cross listed with NUTR 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.

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 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.

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, philosophy, current practices. Prerequisite: HLTH SS1030.

HLTH 3050. School Health Program (3) F
Designed to prepare the prospective teacher for their responsibilities 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 technology 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 the understanding of 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 3220 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 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.

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.

HLTH 4220. Women’s Health Issues (3) Su (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 Lifestyle 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 number. The specific title and credit authorized 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.

**NUTRITION 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 psychological age-related changes provides the foundation for the understanding of 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 Permission of Instructor.

**MASTER LEVEL COURSES (NUTR)**

**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.

**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.

**NUTR 6520. Directed Graduate Nutrition Research (1-4) F, S**
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 (CR/NC) 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)**
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<tr>
<th>Course Code</th>
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<td>PE 1012</td>
<td>Aerobics, Level III (CR/NC)</td>
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<td>PE 1040</td>
<td>Walking for Fitness, Level I (CR/NC)</td>
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<td>PE 1041</td>
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<td>PE 1042</td>
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<td>PE 1043</td>
<td>Jogging, Level I (CR/NC)</td>
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<td>PE 1057</td>
<td>Hatha Yoga (CR/NC)</td>
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<td>PE 1070</td>
<td>Cross Training For Fitness, Level I (CR/NC)</td>
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<td>PE 1071</td>
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<td>PE 1080</td>
<td>Strength Training, Level I (CR/NC)</td>
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<td>PE 1100</td>
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<td>Badminton, Level I (CR/NC)</td>
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<td>PE 1112</td>
<td>Racquetball, Level III (CR/NC)</td>
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<td>PE 1130</td>
<td>Golf, Level I (CR/NC)</td>
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<td>PE 1140</td>
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<td>PE 1200</td>
<td>Basketball, Level I (CR/NC)</td>
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<td>Softball (CR/NC)</td>
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<td>PE 1232</td>
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<td>PE 1232</td>
<td>Lifeguarding (CR/NC)</td>
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<td>PE 1300</td>
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<td>PE 1350</td>
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<td>PE 1400</td>
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<td>PE 1515</td>
<td>Sailboating (CR/NC)</td>
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<td>PE 1527</td>
<td>Rock Climbing, Level I (CR/NC)</td>
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<td>PE 1557</td>
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<td>PE 1558</td>
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<td>PE 1559</td>
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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 2100. Introduction to Coaching Sport (3) F, S
Examines various coaching philosophies and styles along with the duties and responsibilities of the coach, with an emphasis on leadership skills, organizational, and administrative duties, the legal responsibilities that affects sport and the evaluation of the athletic program.

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., flag 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., basketball and volleyball). 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 non-competitive/non-conventional activities and sports that are beneficial as lifetime sports. Prerequisites: PEP 2000, PEP 2600 or concurrent enrollment in 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 will be required.

**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 progressions are taught. This course leads to Red Cross certification as a lifeguard instructor.

**PEP S13500. Kinesiology (3) E, 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) E, 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) E, S**

Emphasis on materials, 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 S13600. Measurement for Evaluation and Research (3) E, 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 S13600 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 4920. Short Courses, Workshops, Institutes and Special Events (1-4) As Needed**

**PEP 4990. Field Experience/Senior Seminar (2) F, S**

This course is designed to provide students with the opportunity to gain practical experiences in the field of physical education by teaching a class or classes in local public school grades 6-12. The course is also designed for students to meet and discuss a variety of issues relevant to preparing students to be physical educators. Prerequisite: PEP 3520, 12-14 hours Skill Development and Methods of Teaching Courses, Junior/Senior status and department approval. No substitutions can be made for this course.

**MASTER LEVEL COURSES (PEP)**

**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.

**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.

**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.
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.

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 practicum laboratory experience of equipment operation and individual assessment of physiological parameters.

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.

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.

PEP 6540. Physiological Aspects of Human Performance (2) As Needed
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 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/adventure 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/ropes 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) S
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) S
A broad interdisciplinary approach to the methodology of outdoor education teaching techniques; experiential learning-course taught almost totally outdoors.

DEPARTMENT

TEACHER EDUCATION

Department Chair: Dr. Jack Mayhew
Location: McKay Education Building, Room 224
Telephone Contact: Lynda L. Olmstead 801-626-7171
Advisement Contacts: Kristin Radulovich 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 students with mild to moderate disabilities 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 24 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 Collegiate 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 prerequisite 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.

Those intending to teach at the elementary level, please note: The Professional Education component of the Elementary Education and 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.

Those intending to teach at the secondary level, please note: The Professional Education component of the Secondary Education program requires two semesters to complete. Therefore, it is very important that candidates have completed the General Education requirements and most of the teaching 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.

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 required to take the writing essay portion of the CAAP test. Dates for testing and administration are available in ED 230 and the University Testing Center in the Student Services Center. (See CAAP description on the next page.)

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 EN1010 and ENGL EN2010, or equivalent).

7. University mathematics competency completed (see general requirements in this catalog).

Note: Elementary, Composite Elementary/Special Education, and Early Childhood Education majors need MATH QL1050 as prerequisite for Mathematics Education support courses.

8. Communication competency completed (grade “B-” or above in COMM HU1020 or COMM HU2110 or equivalent).

9. University Computer and Information Literacy competency completed (see General Requirements in this catalog).

10. EDUC 1010 Exploring Teaching or approved equivalent course completed (required for students applying for Fall 2008 admission and thereafter).

11. 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 outdated 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, Composite Elementary/Special 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 are 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 Test**

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 $50.00. 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 248 for additional information.

**Elementary Education Major**

Students preparing to teach in first through sixth grade graduate 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.

### Elementary Education Major

**Bachelor's Degree (BS or BA)**

- **Program Prerequisite:** Provisional admission to a Teacher Education Program (see the admission requirements described under the Teacher Education Department).
- **Minor/Concentration:** Two 9-hour or one 18-hour subject area specialization(s) or a teaching minor (16 hours minimum) must be selected.
- **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 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).

**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 38-43 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 or COMM HU2110 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 BS or BA 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 BS or BA Degree**

**II. Support Courses Required (or equivalent)**

- EDUC 1010 Exploring Teaching (3)
- CHF SS1500 Human Development (3)
- COMM HU1020 Principles of Public Speaking (3)
- or COMM HU2110 Introduction to Interpersonal and Small Group Communication (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)

**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 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’S DEGREE (BS OR BA)**

- **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 areas follow.

**General Education**

**I. University and General Education Requirements**

Refer to pages 38-43 for each 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 or COMM HU2110 and CHF SS1500.

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

- Students pursuing a BS or BA degree must take 9 credit hours, at least one (1) course from a science group and at least one (1) course from a physical science group. One of the courses must be
### Course Requirements for BS or BA Degree

#### II. Support Courses Required (or equivalent)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 1010</td>
<td>Exploring Teaching</td>
<td>3</td>
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<tr>
<td>CHF SS1500</td>
<td>Human Development</td>
<td>3</td>
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<tr>
<td>COMM HU1020</td>
<td>Principles of Public Speaking</td>
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<tr>
<td>or COMM HU2110</td>
<td>Introduction to Interpersonal and Small Group Communication</td>
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<td>MATH 2010</td>
<td>Mathematics for Elementary Teachers I (3)</td>
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<td>MATH 2020</td>
<td>Mathematics for Elementary Teachers II (3)</td>
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<td>PEP 3630</td>
<td>Physical Education K-6 (3)</td>
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<tr>
<td>HLTH 4300</td>
<td>Health Education in the Elementary School (2)</td>
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<tr>
<td>MUSC 3824</td>
<td>Music for Elementary Teachers (4)</td>
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<tr>
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<td>Creative Movement in Elementary School (2)</td>
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<tr>
<td>THEA 4603</td>
<td>Creative Drama (3)</td>
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<tr>
<td>EDUC 2000</td>
<td>Social Studies Concepts</td>
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<tr>
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<td>EDUC 3430</td>
<td>Creative Processes in Elementary School (3)</td>
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<td>CHF 2400</td>
<td>Family Relations (3)</td>
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<td>Development of the Child: Birth to Eight (3)</td>
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<td>CHF 2570</td>
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<td>CHF 3640</td>
<td>Working with Parents (3)</td>
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<td>Child Psychology (3)</td>
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<td>PSY 3140</td>
<td>Psychology of Adolescence (3)</td>
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<td>PSY 3250</td>
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<td>Applied Behavior Intervention (3)</td>
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#### 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 (Learners 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)
  - 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 Synthesis 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 SI4530: 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)*

*Can be taken before admission.

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.

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### 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.
- **Credit Hour Requirements:** Fill the requirements of the Elementary Education major, of which at least 12 credit hours in the professional education sequence, education support courses, or graduate courses must be taken for Honors credit. All 3000 level and above courses may be considered by the student for his/her course of study.

The student desiring Honors credit should plan a Course of Study and have a signed agreement prior to seeking permission from the Department Chair. Content in the Education courses will be different and more challenging for Honors students than the content for regular students. (See also Honors Program.)

### Secondary Education

**LICENSURE**

- **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 24 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 38-43 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1010</td>
<td>Exploring Teaching (3)</td>
</tr>
<tr>
<td>One course from the following</td>
<td></td>
</tr>
<tr>
<td>CHF SS1500</td>
<td>Human Development (3)</td>
</tr>
<tr>
<td>PSY 3140</td>
<td>Psychology of Adolescence (3)</td>
</tr>
<tr>
<td>One course from the following</td>
<td></td>
</tr>
<tr>
<td>COMM HU1020</td>
<td>Principles of Public Speaking (3)</td>
</tr>
<tr>
<td>COMM HU2110</td>
<td>Introduction to Interpersonal and Small Group Communication (3)</td>
</tr>
</tbody>
</table>

III. Teaching Majors and Minors

- Majors and Minors
  - Chemistry
  - English
  - Geography
  - History
  - Physical Education
  - Political Science
  - Sociology
  - Theatre Arts

- *Subjects which Utah secondary schools are not required to teach

- Minors Only
  - Art
  - Biology
  - Business Education
  - Business/Marketing Education

- Computer Science
- Dance
- Earth Science
- Economics
- ESL (English as a Second Language)
- Health Promotion
- Physical Education/Athletic Coaching

- Licensure Programs
  - Special Education (Mild/Moderate)

- 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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Biology</td>
</tr>
<tr>
<td>Music Education</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
</tbody>
</table>

IV. Professional Education Courses Required (24 hours)

- Secondary Teacher Education Core
  - EDUC DV3200S Foundations of Diversity: Culturally, Linguistically Responsive Teaching (3)
  - EDUC DV3260S The Exceptional Student (3)
  - EDUC 3900 Preparing, Teaching, and Assessing Instruction (3)
  - EDUC 3930 Reading and Writing Across the Secondary Curriculum (3)

- Secondary Teacher Education Clinical Practice
  - EDUC 4940 Clinical Practice in Secondary Education (8)
  - EDUC 4950 Integrated Secondary Clinical Practice Seminar (4)

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 two 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>Description</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 MEd 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 4510</td>
<td>Foundations in Special Education (3)</td>
</tr>
<tr>
<td>EDUC 4520</td>
<td>Collaboration, Consultation, and IEP Development (3)</td>
</tr>
<tr>
<td>EDUC 4521</td>
<td>Practicum in Special Education (2)</td>
</tr>
<tr>
<td>EDUC SI4530</td>
<td>Principles and Applications of Special Education Assessment (3)</td>
</tr>
<tr>
<td>EDUC 4540</td>
<td>Managing Student Behavior &amp; Teaching Social Skills (3)</td>
</tr>
<tr>
<td>EDUC 4550</td>
<td>Instructional Content &amp; Methods for Elementary Students (3)</td>
</tr>
<tr>
<td>EDUC 4580</td>
<td>Instructional Content, Methods &amp; Transition for Secondary Special Education Students (3)</td>
</tr>
<tr>
<td>EDUC 4581</td>
<td>Pre-Student Teaching in Special Education (4)</td>
</tr>
<tr>
<td>EDUC 4650</td>
<td>Diagnosis &amp; Remediation of Math Problems (3)</td>
</tr>
<tr>
<td>EDUC 4670</td>
<td>Special Education Student Teaching (4)</td>
</tr>
</tbody>
</table>

If not an elementary major the following 3 credit hours in math must be completed.

- EDUC 4640 Diagnosis & Remediation of Math Problems (3)

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

### SPECIAL EDUCATION

#### 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 Endorsement

#### Required Courses (34 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 4510</td>
<td>Foundations in Special Education (3)</td>
</tr>
<tr>
<td>EDUC 4520</td>
<td>Collaboration, Consultation, and IEP Development (3)</td>
</tr>
<tr>
<td>EDUC 4521</td>
<td>Practicum in Special Education (2)</td>
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<tr>
<td>EDUC SI4530</td>
<td>Principles and Applications of Special Education Assessment (3)</td>
</tr>
<tr>
<td>EDUC 4540</td>
<td>Managing Student Behavior &amp; Teaching Social Skills (3)</td>
</tr>
<tr>
<td>EDUC 4550</td>
<td>Instructional Content &amp; Methods for Elementary Students (3)</td>
</tr>
<tr>
<td>EDUC 4580</td>
<td>Instructional Content, Methods &amp; Transition for Secondary Special Education Students (3)</td>
</tr>
<tr>
<td>EDUC 4581</td>
<td>Pre-Student Teaching in Special Education (4)</td>
</tr>
<tr>
<td>EDUC 4590</td>
<td>Diagnosis &amp; Remediation of Reading Problems (3)</td>
</tr>
<tr>
<td>EDUC 4650</td>
<td>Diagnosis &amp; Remediation of Math Problems (3)</td>
</tr>
<tr>
<td>EDUC 4670</td>
<td>Special Education Student Teaching (4)</td>
</tr>
</tbody>
</table>

and 3 credit hours in reading

- EDUC 4650 Diagnosis & Remediation of Reading Problems (3)

and 3 credit hours in math

- EDUC 4640 Diagnosis & Remediation of Math Problems (3)

and student teaching

- EDUC 4670 Special Education Student Teaching (4)
  (If not completed as part of EDUC 4880)

*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 Education licensure.

These courses taken at the graduate level may also be used as electives for the MEd 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 (18 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 4250 (MED 6250)</td>
<td>Second Language Acquisition: Theories &amp; Implementation (3)</td>
</tr>
<tr>
<td>EDUC 4270 (MED 6270)</td>
<td>Literacy Strategies for Teaching English Language Learners (3)</td>
</tr>
</tbody>
</table>
Course Requirements for Elementary Reading Endorsement

**Required Courses (18 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 4740</td>
<td>Building School Partnerships with ESL/Bilingual Families (1)</td>
</tr>
<tr>
<td>EDUC 5770</td>
<td>Field Experience in ESL/ Bilingual Education (2)</td>
</tr>
<tr>
<td>ENGL 4410* (MENG 6410)</td>
<td>Strategies &amp; Methodology of Teaching ESL (3)</td>
</tr>
<tr>
<td>ENGL 4420 (MENG 6420)</td>
<td>English Phonology &amp; Syntax for ESL Teachers (3)</td>
</tr>
<tr>
<td>ENGL 4450 (MENG 6450)</td>
<td>ESL/Bilingual Assessment: Theory, Methods, &amp; Practices (3)</td>
</tr>
<tr>
<td>MED 6340</td>
<td>Reading Assessment &amp; Instructional Interventions (3)</td>
</tr>
<tr>
<td>MED 6350</td>
<td>Reading Comprehension Instruction (3)</td>
</tr>
<tr>
<td>MED 6352</td>
<td>Early Literacy Instruction (K-12) (2)</td>
</tr>
<tr>
<td>MENG 6110</td>
<td>Writing for Teachers (3)</td>
</tr>
</tbody>
</table>

* 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.

### Bilingual Endorsement

This program will meet the requirements for the Bilingual Endorsement to be added to the Early Childhood, Elementary, or Secondary Education 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 MEd degree. See the Department of Teacher Education or the Master of Education Office for more details.

Course Requirements for Endorsement

**Required Courses (18 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 4250 (MED 6250)</td>
<td>Second Language Acquisition: Theories &amp; Implementation (3)</td>
</tr>
<tr>
<td>EDUC 4270 (MED 6270)</td>
<td>Literacy Strategies for Teaching English Language Learners (3)</td>
</tr>
<tr>
<td>EDUC 4740</td>
<td>Building School Partnerships with ESL/Bilingual Families (1)</td>
</tr>
<tr>
<td>EDUC 5770</td>
<td>Field Experience in ESL/ Bilingual Education (2)</td>
</tr>
<tr>
<td>ENGL 4410 (MENG 6410)</td>
<td>Strategies &amp; Methodology of Teaching ESL (3)</td>
</tr>
<tr>
<td>ENGL 4420 (MENG 6420)</td>
<td>English Phonology &amp; Syntax for ESL Teachers (3)</td>
</tr>
<tr>
<td>ENGL 4450 (MENG 6450)</td>
<td>ESL/Bilingual Assessment: Theory, Methods, &amp; Practices (3)</td>
</tr>
</tbody>
</table>

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

### Basic Reading Endorsement

**Level I—Basic Reading Endorsement**

These courses will meet the requirements for a Level I Basic Reading Endorsement to be added to the Elementary or Secondary Education license. The Teacher Education Department provides the required courses for these two endorsements but does not give the endorsement. It is the teacher’s responsibility to submit 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 6360</td>
<td>Foundations of Literacy (3)</td>
</tr>
<tr>
<td>MED 6320</td>
<td>Content Area Literacy Instruction (3)</td>
</tr>
<tr>
<td>MED 6330</td>
<td>Using Children’s Literature and Informational Text in the Classroom (2)</td>
</tr>
</tbody>
</table>

**Level II—Advanced Reading Endorsement**

**Course Requirements for Secondary Reading Endorsement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 6360</td>
<td>Foundations of Literacy (3)</td>
</tr>
<tr>
<td>MED 6320</td>
<td>Content Area Literacy Instruction (3)</td>
</tr>
<tr>
<td>MED 6340</td>
<td>Reading Assessment &amp; Instructional Interventions (3)</td>
</tr>
<tr>
<td>MED 6350</td>
<td>Reading Comprehension Instruction (3)</td>
</tr>
<tr>
<td>MED 6353</td>
<td>Understanding and Supporting Reading Development (6-12) (3)</td>
</tr>
<tr>
<td>MENG 6110</td>
<td>Writing for Teachers (3)</td>
</tr>
<tr>
<td>MED 6210</td>
<td>Teaching Literature in the Secondary Schools (3)</td>
</tr>
</tbody>
</table>

**Course Requirements for Endorsement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 6354</td>
<td>Supervision &amp; Staff Development in Reading Instruction (2)</td>
</tr>
<tr>
<td>MED 6355</td>
<td>Research in Reading (3)</td>
</tr>
<tr>
<td>MED 6356</td>
<td>Reading Internship (2)</td>
</tr>
</tbody>
</table>

**Endorsement Programs are also offered through the graduate program as electives.**

**Education of the Gifted Endorsement**

**Course Requirements for Endorsement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 4420 (MED 6420)</td>
<td>Foundations of Education of the Gifted (2)</td>
</tr>
<tr>
<td>EDUC 4480 (MED 6480)</td>
<td>Differentiated Curriculum for the Gifted (3)</td>
</tr>
<tr>
<td>EDUC 4490 (MED 6490)</td>
<td>Assessment &amp; Evaluation in Education of the Gifted (3)</td>
</tr>
<tr>
<td>MED 5860</td>
<td>Practicum in EDUC of the Gifted (2)</td>
</tr>
</tbody>
</table>

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

**Endorsement Programs are also offered through the graduate program as electives.**

**Education Courses - EDUC**

EDUC 1010. Exploring Teaching (3) Su, F, S

Students will explore the exciting world of teaching, examine what it means to be a teacher, and participate in field observations. This course is designed to introduce students to personal and professional experiences within the educational community. This course or an equivalent approved course is a prerequisite to all licensure programs in the Department of Teacher Education.

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.
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 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. Fingerring/ background check must be completed prior to working in the schools.

EDUC 2920. Short Courses, Workshops, Institutes and Special Programs (1-6)
Consult the semester class schedule for the current offering under this number. The specific title and credit authorized will appear on the student transcript. May be taken on a Credit/No Credit basis.

EDUC 3100. 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 Technology (1) F, S
This course guides students to apply existing technology skills into educational environments to promote enhanced learning. The curriculum is based on ISTE Foundations Technology Skills for all teachers and focuses on providing teacher candidates with technology proficiencies applicable to K-12 educational settings. Students demonstrating specific competencies for the course requirements for EDUC 3110 can obtain a waiver. Prerequisites: Admission to Teacher Education and completion of computer and information literacy courses (parts A, B, C, and D) or equivalent courses. 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 DV3200E. Foundations of Diversity: Culturally, Linguistically Responsive Teaching (Elementary) (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 I (EDUC 3100, EDUC 3110, and EDUC 3140). Should be taken concurrently with other courses in Teacher Education Level 2 Elementary (EDUC 3240, EDUC DV3260E, and EDUC 3280).

EDUC DV3200S. Foundations of Diversity: Culturally, Linguistically Responsive Teaching (Secondary) (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 I (EDUC 3100, EDUC 3110, and EDUC 3140). Should be taken concurrently with other courses in the Secondary Teacher Education Core (EDUC DV3260S, EDUC 3900, and EDUC 3930).

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 DV3200E, EDUC DV3260E, and EDUC 3280).

EDUC DV3260E. The Exceptional Student (Elementary) (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 DV3200E, EDUC 3240, and EDUC 3280).

EDUC DV3260S. The Exceptional Student (Secondary) (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. Should be taken concurrently with the other courses in the Secondary Teacher Education Core (EDUC DV3200S, EDUC 3900, EDUC 3930).

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 DV3200E, EDUC 3240, and EDUC DV3260E).
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, phonic 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 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 gain 1 to 3 elective credit/no credit credits for a work internship. For requirements and guidelines, contact the BIS office.

EDUC 3900. Preparing, Teaching, and Assessing Instruction (3) F, S
This integrated course will focus on lesson planning, teaching, and assessment through the application of the Teacher Work Sample (TWS) using lesson plan formats taught in the content areas. A variety of instructional strategies effective for use at the secondary level will be taught and modeled. Field experience in a public school setting is included. This course must be taken concurrently with EDUC DV3200, EDUC DV3260, and EDUC 3930.

EDUC 3930. Reading and Writing Across the Secondary Curriculum (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, and EDUC 3140). Should be taken concurrently with the other courses in Teacher Education Level 2 Secondary (EDUC DV3200, EDUC DV3260, and EDUC 3900).

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 including 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 DV3200E, EDUC 3240, EDUC DV3260E), 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 for 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) 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 DV3200E, EDUC 3240, EDUC DV3260E), 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 DV3200E, EDUC 3240, EDUC DV3260E). Should be taken concurrently with the other courses in Teacher Education Level 3 Elementary (EDUC 4300, EDUC 4320, 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 teach and prepare to teach elements 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 DV3200E, EDUC 3240, EDUC DV3260E). 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 4340 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 4400. Foundations of 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 SI4530/MED 6530, EDUC 4540/MED 6540, EDUC 4550/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, EDUC DV3260, EDUC 3900 & EDUC 3930) 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 3930. 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. Prerequisites: 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 4840, EDUC 4860).
EDUC 4820S. 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. Prerequisites: Level 2 Secondary (EDUC DV3200S, EDUC DV3260S, EDUC 3900, EDUC 3930). 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 4340 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 CR/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 (DV3200S, EDUC DV3260S, EDUC 3900 & EDUC 3930). 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 4950. Integrated Secondary Clinical Practice Seminar (4) F, S
Preparation and support for secondary clinical practice. Collaborative and topical seminars will emphasize on-going discussions and support on classroom management, ethics, preparing the TWS and INTASC portfolio, creating a career file, and secondary school issues. Prerequisites: Completion of Secondary Teacher Education Core (EDUC DV3200S, EDUC DV3260S, EDUC 3900, EDUC 3930). Should be taken concurrently with Clinical Practice in Secondary Education (EDUC 4930 or EDUC 4940).

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 (EDUC DV3200, EDUC DV3260, EDUC 3900 & EDUC 3930). 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.