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 and a Master of Science degree in Athletic Training.

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

### Department/Area Listing

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### Department Chairs/Directors

- **Child and Family Studies:** Dr. S. Craig Campbell 626-7151
- **Health Promotion and Human Performance:**  
  - Dr. S. Jack Loughton 626-6742
- **Master of Science in Athletic Training:** Dr. Valerie Herzog 626-7656
- **Master of Education:** Dr. Claudia Eliason 626-6278
- **Teacher Education:** Dr. Jack Mayhew 626-7171

### Degrees Offered

**MASTER OF SCIENCE IN ATHLETIC TRAINING**

**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

**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 appeal.

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 Science in Athletic Training

Director: Valerie W. Herzog, EdD, LAT, ATC
Location: 102F Swenson Building
Telephone: 801-626-7656

The WSU Master of Science in Athletic Training degree is designed to enable students with a bachelor’s degree in an area other than athletic training to obtain eligibility for the Board of Certification (BOC) examination. This program will seek accreditation from the Commission on Accreditation of Athletic Training Education (CAATE). Once the program is accredited, students will be eligible for the Board of Certification (BOC) examination and an athletic training license in Utah.

The program provides students with knowledge and skills in the prevention, evaluation, treatment, and rehabilitation of musculoskeletal injuries and general medical conditions. The Master of Science in Athletic Training program (MSAT) is specifically designed to prepare students for a career in allied health care as a certified athletic trainer. Athletic trainers are currently employed in colleges and universities, public and private high schools, corporations, physical therapy clinics, professional organizations, the military, factories, and hospitals (www.nata.org - National Athletic Trainers’ Association).

Minimum Admissions Requirements

- Bachelor’s degree
- Admission to Weber State University
- GRE scores (only required if GPA is below a 3.0)

- Minimum 3.0 GPA*
- Submit Graduate Athletic Training Student Application
- Submit Letter of Application
- Two letters of Recommendation - at least one letter from a college-level instructor
- Grade of C or better in all prerequisite courses (all prerequisites must have been completed within the last 10 years prior to application)**
- Program Interview - in person or over the phone
- Completed Technical Standards Form
- Official Transcripts from other colleges/universities attended
- Physical examination and proof of immunizations
- Hepatitis-B vaccination
  (can be completed in first semester if deficient)
- Current Emergency Response and CPR for Professional Rescuer certification cards (can be completed in first semester if deficient)
- Grade point averages between 2.75 and 2.99 will be considered if GRE scores are above average.

** Students who are deficient in one or more prerequisite courses may be admitted on a conditional basis if the courses can be added to the schedule while meeting the prerequisites prior to each course grade.

The application deadline is February 1 for the following fall semester. Applications received after the deadline will be considered on a rolling admissions basis if available slots still exist. Students are encouraged to apply by the February 1st deadline, as the program may reach capacity at that point. Applications may be obtained from the MSAT director and on-line at http://programs.weber.edu/athletictraining.

Post-Admission Requirements

After formal admission to the Athletic Training Masters degree program, students are required to complete an FBI background check and drug test. The WSU Athletic Training Education Program enters into Affiliation Agreements with multiple healthcare facilities and schools throughout the state. These agreements provide WSU Athletic Training Education student and faculty authorized access to facility resources and patients. In response to stipulations contained within one or more of these Agreements, the WSU Athletic Training Education Program requires students admitted to the Athletic Training Education Program to submit to an FBI level criminal background check as well as a urine drug test. This screening process has been mandated by the WSU Athletic Training Education Program in an effort to more effectively protect the safety and well-being of the patients, clients, and residents of those facilities, and is fully supported by the Department of Health Promotion and Human Performance and the Athletic Training Education faculty.

Both the background check and the drug test will be completed on campus during the student’s first semester. The expenses (approximately $75) will be paid for by the student.

Additional Admission Requirements for International Students

All international students and any applicants educated outside the U.S. must demonstrate proficiency in English. Those whose native language is not English, or whose language of instruction for their undergraduate degree was not English, will be required to submit a score from the Test of English as a Foreign Language (TOEFL) which is not more than two years old and on which a minimum score of 550 (paper-based) or 213 (computer-based) has been earned.
Selection Process
A. All applicants will be ranked using a numerical scale on the following criteria:
1. Cumulative GPA/GRE Scores
   [0-4 weight in selection formula = 25%]
2. Letter of Application
   [0-4 weight in selection formula = 25%]
3. Letters of Recommendation
   [0-4 weight in selection formula = 25%]
4. Previous athletic training experience and strength of applicant's commitment as reflected in interview responses
   [0-4 weight in selection formula = 25%]
B. Students receiving the highest scores in the rating process will be invited to enter the athletic training master's program. The selection committee is comprised of the ATEP faculty and clinical instructors. The number of students chosen to enter the program each year will vary, 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 re-application. Students are encouraged to contact the ATEP Director for current admission requirements.
D. All students selected for the athletic training program must provide evidence of being able to meet the Technical Standards for Admission of the program. Only those students who verify that they can meet those technical standards, with or without reasonable accommodations, will be allowed to enter the program.

Retention Requirements
A. After students are selected into the Athletic Training MS, retention in the program will be based on the following criteria:
1. Grade "B-" or better in all required courses (includes Graduate Program courses).
2. Maintain an overall Weber State University Graduate GPA of 3.0.
3. Adhere to Athletic Training Policies and Procedures.
B. Students who fail to meet the retention criteria will be placed on probation in the Athletic Training MS program for one semester. If standards are not met by the end of the probationary period, the student will be dismissed from the program. Students who receive a grade lower than a "B-" in any required course must repeat that course and receive a grade of "B-" or higher to remain in the program. Failure to repeat the course (when offered) will result in dismissal from the program. Athletic Training Policies and Procedures are available in the MS Athletic Training Student Handbook.

Advisement
Students enrolled in the MS in Athletic Training will be assigned a faculty advisor. Students will be required to meet with their faculty advisor at least once a semester but will be encouraged to engage in dialogue when necessary regarding, academic, clinical placement, and/or personal or professional issues.

Prerequisite Course Requirements for MS
Required Prerequisite Courses (31 credit hours)
(or equivalent courses - syllabi or catalog course description required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AT 2300</td>
<td>Emergency Response (3)</td>
</tr>
<tr>
<td>HTHS 2240</td>
<td>Introduction to Pharmacology (3)</td>
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<tr>
<td>HLTH  SS1030</td>
<td>Healthy Lifestyles (3)</td>
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<tr>
<td>NUTR LS1020</td>
<td>Foundations in Nutrition (3)</td>
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<tbody>
<tr>
<td>PEP 3280</td>
<td>Teaching Neuromuscular Conditioning (2)</td>
</tr>
<tr>
<td>PEP 3500</td>
<td>Kinesiology/Biomechanics (3)</td>
</tr>
<tr>
<td>PEP 3510</td>
<td>Exercise Physiology (3)</td>
</tr>
<tr>
<td>PSY SS1010</td>
<td>Introductory Psychology (3)</td>
</tr>
<tr>
<td>ZOOL 2100</td>
<td>Human Anatomy with Lab (4)</td>
</tr>
<tr>
<td>ZOOL 2200</td>
<td>Human Physiology with Lab (4)</td>
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Course Requirements for MS
Required Courses (51 credit hours)

Didactic Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MSAT 6080</td>
<td>Research Methods I (3)</td>
</tr>
<tr>
<td>MSAT 6085</td>
<td>Research Methods II (3)</td>
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<tr>
<td>MSAT 6090</td>
<td>Research Methods III (3)</td>
</tr>
<tr>
<td>MSAT 6300</td>
<td>Orthopedic Assessment - Lower (3)</td>
</tr>
<tr>
<td>MSAT 6301</td>
<td>Orthopedic Assessment - Upper (3)</td>
</tr>
<tr>
<td>MSAT 6350</td>
<td>General Medical in Athletic Training (3)</td>
</tr>
<tr>
<td>MSAT 6400</td>
<td>Basic Modalities (3)</td>
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<td>MSAT 6401</td>
<td>Advanced Modalities (3)</td>
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<tr>
<td>MSAT 6430</td>
<td>Principles of Athletic Training (3)</td>
</tr>
<tr>
<td>MSAT 6431</td>
<td>Orthopedic Taping, Wrapping, &amp; Bracing (1)</td>
</tr>
<tr>
<td>MSAT 6450</td>
<td>Basic Rehabilitation (3)</td>
</tr>
<tr>
<td>MSAT 6451</td>
<td>Advanced Rehabilitation (3)</td>
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<tr>
<td>MSAT 6600</td>
<td>Athletic Training Management (3)</td>
</tr>
<tr>
<td>MSAT 6999</td>
<td>Critical Thinking (1)</td>
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Clinical Courses

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<tr>
<td>MSAT 6500</td>
<td>Introduction to Graduate Athletic Training (2)</td>
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<tr>
<td>MSAT 6501</td>
<td>Graduate Practicum I (2)</td>
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<tr>
<td>MSAT 6502</td>
<td>Graduate Practicum II (3)</td>
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<tr>
<td>MSAT 6503</td>
<td>Graduate Practicum III (3)</td>
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<tr>
<td>MSAT 6504</td>
<td>Graduate Practicum IV (3)</td>
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MASTER OF SCIENCE IN ATHLETIC TRAINING COURSES - MSAT

MSAT 6080. Research Methods I (3) S
This course explores the process and methods of scientific inquiry and interpretation of research findings in athletic training. Students will gain familiarity with the major elements of research including literature review, quantitative and qualitative methodology, design, evaluation of research, statistical analysis, presentation of data, and ethical considerations. This course also provides an overview of statistics including descriptive and inferential statistics and one-way ANOVA. Students should have a basic understanding of conducting library and Internet information searches prior to taking this course.

MSAT 6085. Research Methods II (3) F
This course is designed to help students develop a master's thesis research project proposal that is carefully researched and professionally written. Students will prepare an introduction, literature review, detailed methodology, and IRB proposal. Prerequisite: MSAT 6080.

MSAT 6090. Research Methods III (3) S
This course is designed to help students complete a master's thesis research project. Basic statistical analysis will be reviewed and advanced statistics will be introduced. Students will collect and analyze data and synthesize results. At the completion of the course, students will submit a full manuscript, suitable for publication, along with a abstract and a professional poster. Prerequisite: MSAT 6085.

MSAT 6300. Orthopedic Assessment 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 for graduate-level athletic training students. 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: ZOOL 2100.

**MSAT 6301. Orthopedic Assessment 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 for graduate-level athletic training students. 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: MSAT 6300.

**MSAT 6350. General Medical Conditions and Advances in Athletic Training (3) S**

Discusses general medical disorders and conditions pertaining to sports medicine and inquire into the latest research related of issues.

**MSAT 6400. 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. Two lecture and 2 lab hours per week. Prerequisites: MSAT 6301 and ZOOL 2200.

**MSAT 6401. 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 MSAT 6400. Topics for discussion include the application of electrotherapy devices, ultrasound, light therapy, and short-wave diathermy. Two lecture and 2 lab hours per week. Prerequisite MSAT 6400.

**MSAT 6430. Principles of Athletic Training (3) F**

This course is designed to give graduate-level athletic training students an overview of athletic training principles. Students will gain knowledge in the areas of musculoskeletal injuries, environmental risk factors, mechanisms and characteristics of sports trauma, and the cooperative sports medicine team. Prerequisite: HLTH 2300 or AT 2300.

**MSAT 6431. Orthopedic Taping, Wrapping, & Bracing (1) S**

This course is designed to give graduate athletic training students a basic understanding of athletic training taping, wrapping, bracing, padding, and splinting techniques. Students will also learn how to properly fit and repair athletic protective equipment. Students will apply a variety of techniques to support all areas of the body. Prerequisite: Must be taken concurrently with or following MSAT 6430.

**MSAT 6450. 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: MSAT 6300 and MSAT 6301.

**MSAT 6451. 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: MSAT 6450.

**MSAT 6500. Introduction to Graduate Athletic Training (First Semester) (2) 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. Orient students to the graduate athletic training program.

**MSAT 6501. Graduate Practicum I (2) S**

Provides an opportunity for graduate-level athletic training students to receive skill proficiency testing in the areas of acute care of injury and illnesses. Prerequisite: MSAT 6500.

**MSAT 6502. Graduate Practicum II (3) F**

Provides an opportunity for graduate-level athletic training students to receive skill proficiency testing in the areas of orthopedic assessment (upper body), risk management, psychosocial development, pharmacology, and taping, wrapping, bracing and padding. Prerequisites: MSAT 6301, MSAT 6431, MSAT 6501 and HTHS 2240.

**MSAT 6503. Graduate Practicum III (3) S**

Provides an opportunity for graduate-level athletic training students to receive skill proficiency testing in the areas of basic therapeutic exercise, basic therapeutic modalities, risk management and injury prevention, orthopedic assessment (lower extremities) and basic nutrition. Prerequisites: MSAT 6400, MSAT 6450, MSAT 6300, MSAT 6280, and MSAT 6502.

**MSAT 6504. Graduate Practicum IV (3) S**

Provides an opportunity for graduate-level athletic training students to receive skill proficiency testing in the areas of advanced therapeutic exercise, advanced therapeutic modalities, and general medical conditions and disabilities. Prerequisites: MSAT 6503, MSAT 6401, MSAT 6451, MSAT 6350.

**MSAT 6600. Administration and Management in Athletic Training (3) F**

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: MSAT 6502.

**MSAT 6999 Critical Thinking for Musculoskeletal Injury Management (1) F**

Content of this course addresses evaluation techniques, rehabilitation processes and return to play guidelines for specific orthopedic 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 a musculoskeletal injury management environment. Prerequisites: MSAT 6401 and MSAT 6451.

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**Master of Education in Curriculum and Instruction (MEd)**

**Director:** Dr. Claudia Eliason  
**Location:** McKay Education Building, Room 235  
**Telephone Contact:** Lynda Goucher 801-626-6278  
**Web site:** 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, and Collaborating. The 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;
- engage students through a variety of strategies to ensure growth in knowledge and learning processes that they might become independent life-time learners;
- collaborate with peers and students in learning communities;
- 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. Admission to Weber State University and application for the MEd Program.
2. Payment of the MEd program application fee.
3. Verification of a Bachelor's degree from an accredited institution.
4. Official transcripts from all institutions.
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.
   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 each on the Verbal, Quantitative, and Analytical portions of the Graduate Record Examination (GRE).
7. Oral interview with the Program Director (for Secondary Licensure Candidates an additional interview with members of the Master's Policy Committee).
8. Writing proficiency assessment.
9. Provisional admittance (first 21 hours).

Note: It is recommended applicants have an equivalent of one year's full-time professional teaching experience.

**Additional Requirements for Secondary Licensure**

1. Bachelor's degree in a recognized content major (discipline taught in Utah secondary schools) from an accredited institution.
2. Praxis II [subject-area test(s)].
3. Background check.

**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)
- **Scholarship**
  - MED 6080 Conducting Educational Research (3)
  - MED 6085 Developing a Project Proposal (1)
  - MED 6090 Master's Project (3)
  - MED 6091 Graduate Synthesis (1)

**Electives (15 credit hours)**

Electives must be graduate level (i.e. 6000 level credit), and may be selected from offerings in professional education, discipline areas, or specialized courses leading to endorsements in Reading, Special Education, Gifted and Talented, ESL, or ESU/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.

**SECONDARY LICENSURE TRACK**

**MEd Course Requirements for Secondary Licensure**

- **Foundations and Methods**
  - MED 6110 Introduction to Classroom Management (3)
  - or MED 6120 Advanced Classroom Management (3)
  - MED 6050 Curriculum Design, Evaluation, Assessment (3)

The following courses can be taken in any order:

- MED 6320 Content Area Literacy Instruction (3)
- MED 6510 Foundations in Special Education (3)
- MED 6020 Diversity in Education (2)
- MED 6060 Instructional Strategies (2)

- **Field Experience with Supervision**

  (These credits do not count towards a master’s degree, but are part of the requirements for licensure.)

  If currently teaching on a provisional license

  - EDUC 5860 Practicum in Education (2 + 2)
    Mentoring and supervision will be given for two semesters (2 credits each semester - minimum of 4 credit hours)

  OR

  If not currently teaching

  - EDUC 5860 Practicum in Education (2)
    At least 60 clock hours in a secondary school setting early in your coursework.
  - EDUC 5880 Student Teaching in Secondary Education for MED Students (6)
    All day for 40 days, with an assigned cooperating teaching, or you can be hired by a district and complete an internship.

Successful completion of the above coursework and field work will result in a recommendation for the Utah Level 1 Secondary License.
Course Requirements for MEd (Secondary Licensure Track)
The 36 hour program of study consists of 16 hours of licensure courses, 14 hours of additional professional MEd core requirements and 6 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 (14 credit hours)

* Foundations
  MED 6000 Fundamentals of Graduate Study (2)
  MED 6010 Advanced Educational Foundations (2)
  MED 6030 Advanced Educational Psychology (2)

* Scholarship
  MED 6080 Conducting Educational Research (3)
  MED 6085 Developing a Project Proposal (1)
  MED 6090 Master's Project (3)
  MED 6091 Graduate Synthesis (1)

Electives (6 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. The graduate office has listings of approved elective courses and endorsement requirements.

It is recommended that students take a graduate level methods course in their content major. WSU offers methods courses in English, HHPH, Math, History, Science, and Foreign Language.

MASTER OF EDUCATION COURSES - MED

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

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

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

MED 6030. Advanced Educational Psychology (2)
Educational applications of principles and theories of psychology, human behavior, personality development and learning. Recommended prerequisite MED 6800.

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 6800.

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 6800.

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 6300, 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.

Electives
MED 6110. Introduction to Classroom Management (3)
This course serves as an introduction to classroom management for those who have not had classroom experience or have been hired by a school district on a "letter of authorization," (hired without a license). The focus will be on current issues, methodology and application of a variety of approaches for behavior change, discipline and management of diverse learners in the context of classroom environments.

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
This course will provide a broad basis for using children's literature in elementary classrooms. When this number is used it will be accompanied by a brief and specific descriptive title, i.e. literacy, math, science.

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

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

MED 6230. Instructional Technology for Teachers (3)
Designed for students who have had a prior introduction to technology. Topics could include classroom applications of technology, software evaluations, and technology integration.

MED 6240. Foundations of Teaching for Cultural and Language Differences (2)
This course will address the nature of pluralism in American Society, including but not limited to exploration of multiculturalism, bilingualism, first and second language acquisition and instructional strategies. Establishes the core foundations for valuing diversity.

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

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

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

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

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

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

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

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

MED 6350. Reading Comprehension Instruction (3)
An exploration of current research theories and their pedagogical implications related to teaching vocabulary, reading comprehension, and metacognition. This course is required for the Level 1 Reading Endorsement.

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

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

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

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

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

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

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

MED 6420. Foundations of Education of the Gifted (2)
An overview of education for the gifted and talented: historical and philosophical background; characteristics, needs, and developmental patterns of the gifted; issues in identification, differentiating curriculum, and educational program options; special populations of gifted students.
MED 6450. Creativity and Applied Imagination (2)
Exploration and development of readily available personal and community resources to encourage creative thinking/reasoning, classroom involvement, and transfer of learning.

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

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

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

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

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

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

MED 6530. Principles and Applications of Special Education Assessment (3)
Administer, score, and interpret norm-referenced assessment 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 provide 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 5453/6560, EDUC 4540/6540, EDUC 4550/6550, and EDUC 4580/6580. Prerequisite: EDUC 4521/6521 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 concept, process skills, laboratory skills, and positive attitude 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 6600. 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 COURSES (MENG)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENG 6110</td>
<td>Writing for Teachers (3)</td>
<td>Designed primarily for in-service teachers, this course explores the most current research and theory concerning the teaching of writing and applies it to issues in the secondary classroom.</td>
</tr>
<tr>
<td>MENG 6210</td>
<td>Teaching Literature in the Secondary Schools (3)</td>
<td>Designed primarily for in-service teachers, this course explores the most current research and theory concerning the teaching of literature and applies it to issues in the secondary classroom.</td>
</tr>
<tr>
<td>MENG 6400</td>
<td>Multicultural Perspectives on Literature for Young People (3)</td>
<td>This course examines the theories of literature and multicultural education for young people K-12, as well as the use of multicultural literature in and out of the classroom. Students will apply the latest critical and pedagogical theories to extensive readings in Young Adult literature. This course is especially suited to in-service teachers, librarians and other who work with young people.</td>
</tr>
<tr>
<td>MENG 6410</td>
<td>Strategies and Methodology of Teaching ESL/Bilingual (3)</td>
<td>This course emphasizes practical strategies and methods of teaching English as a Second Language in elementary and secondary schools.</td>
</tr>
<tr>
<td>MENG 6420</td>
<td>English Phonology and Syntax for ESL/Bilingual Teachers (3)</td>
<td>This course provides the 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.</td>
</tr>
</tbody>
</table>

**MEd 6450. ESL/Bilingual Assessment: Theory, Methods, and Practices (3)**
This course explores how to evaluate and implement assessment processes effectively for ESL/Bilingual pupils in public schools. Students will gain experience with both standardized test and authentic assessment.

**MASTER LEVEL COURSES (HLTH)**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>HLTH 6250</td>
<td>Contemporary Health Issues of Adolescents (2) Su, F, S</td>
<td>Provides professionals who work with adolescents an overview of both the school health program and health issues prevalent among teens.</td>
</tr>
<tr>
<td>HLTH 6300</td>
<td>Health Education in the Elementary School (2) Su, F, S</td>
<td>Provides elementary school teachers the resources and skills needed to teach the Utah Healthy Lifestyles curriculum.</td>
</tr>
</tbody>
</table>

**MASTER LEVEL COURSES (HIST)**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>HIST 6010</td>
<td>Colonial America (3)</td>
<td>The colonial origins of the United States to 1763.</td>
</tr>
<tr>
<td>HIST 6020</td>
<td>The Era of the American Revolution 1763-1800 (3)</td>
<td>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.</td>
</tr>
<tr>
<td>HIST 6040</td>
<td>The Era of the Civil War and Reconstruction 1840-1877 (3)</td>
<td>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.</td>
</tr>
<tr>
<td>HIST 6130</td>
<td>History of Utah (3)</td>
<td>A study of Utah history from its Native American beginnings through the 20th Century, emphasizing political, economic and social developments.</td>
</tr>
<tr>
<td>HIST 6590</td>
<td>Middle Eastern History (3)</td>
<td>The Middle East from the rise of Islam to the present with emphasis on the 19th and 20th centuries.</td>
</tr>
<tr>
<td>HIST 6610</td>
<td>History of Africa (3)</td>
<td>Africa from earliest times to the twentieth century, with emphasis on the Sub-Saharan from its ancient kingdoms through the travails of the slave trade, European colonialism, and the independence movement.</td>
</tr>
<tr>
<td>HIST 6710</td>
<td>Reading Seminar in American History (3)</td>
<td>When offered will focus on a specific subject in American History. It is assumed that these topics would generally be non-repetitive or repeated only infrequently based on the demand for the course and the instructor assigned to it. Students would be assigned readings on various aspects of the topic and respond through discussion in a seminar setting and written work.</td>
</tr>
<tr>
<td>HIST 6720</td>
<td>Reading Seminar in European History (3)</td>
<td>When offered will focus on a specific subject in European History. It is assumed that these topics would generally be non-repetitive or repeated only infrequently based on the demand for the course and the instructor assigned to it. Students would be assigned readings on various aspects of the topic and respond through discussion in a seminar setting and written work.</td>
</tr>
<tr>
<td>HIST 6760</td>
<td>Reading Seminar in World History (3)</td>
<td>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.</td>
</tr>
</tbody>
</table>
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.

MASTER LEVEL COURSES (MED)

(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 6420. Directed Graduate
Nutrition Research (1-3)
This course will provide graduate students an opportunity to engage in research processes and participate in ongoing nutrition research projects. Prerequisites: NUTR 4320 or HIPHIP Majors with NUTR/HLTH LS1020 and Permission of Instructor. Graduate students taking this class as 6520 must have completed a statistical methods course.

(MED) PEP 6540. Physiological Aspects of Human Performance (3)
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).

(MED) PEP 6540. Physiology of Human Performance (2) As Needed
Designed to provide 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 6540. Physiology Aspects of Human Performance (2) 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.

MASTER LEVEL COURSE (REC)

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

DEPARTMENT

CHILD AND FAMILY STUDIES

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. Family studies is also an area available for a Bachelor of Integrated Studies (BIS).

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
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. In lieu of a minor, a concentration of 15 credit hours may be substituted as approved by the department. Six of these hours must be upper division (courses numbered 3000 or above).
- 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 17). Sign a Program of Study Contract with the Department of Child and Family Studies. Contact the department advisor, 801-626-6411.

Students taking Child and Family Studies (CHF) 2600, 2610, and/or 2620 must complete the Utah Department of Health background check to participate in field experiences in the Melba S. Lehner Children's School. The Children's School Director will work with the course professors during the first few weeks each semester to process all of the required information for students in the CHF 2600, 2610, and 2620 courses. All clearance information is kept in the Children's School office.

General Education

Refer to pages 37-43 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. 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 17). Early Childhood Education majors must meet the Teacher Education admission and licensure requirements (see Teacher Education Department).

Students taking Child and Family Studies (CHF) 2600, 2610, and/or 2620 must complete the Utah Department of Health background check to participate in field experiences in the Melba S. Lehner Children’s School. The Children’s School Director will work with the course professors during the first few weeks each semester to process all of the required information for students in the CHF 2600, 2610, and 2620 courses. All clearance information is kept in the Children’s School Office.

General Education
See pages 37-43 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 (3)
CHF 2600 Intro to Early Childhood Education (3)
CHF 2610 Guidance Based on Developmental Theory (3)
CHF 2620 Planning Creative Experiences for Young Children (3)
CHF 3500 Young Children at Risk (3)
or EDUC DV3260 The Exceptional Student (3)
CHF 3640 Working with Parents (3)
CHF 4710* Advanced Guidance & Planning (3)
CHF 4720* Student Teaching-Children’s School (6)
CHF 4990A Seminar in Child Development (1)

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

Support Courses Required (23 credit hours)
EDUC 1010 Exploring Teaching (3)
COMM HU1020 Principles of Public Speaking (3)
or COMM HU2110 Introduction to Interpersonal and Small Group Communication (3)
or COMM 3070 Performance Studies (3)
MATH 2010 Mathematics for Elementary Teachers I (3)
MATH 2020 Mathematics for Elementary Teachers II (3)
EDUC 2000 Social Studies Concepts for Elementary Teachers (3)
ENGL 3300 Children’s Literature (3)
PEP 3630* Physical Education K-6 (3)
HLTH 4300 Health Education in the Elementary School (2)

* Students are encouraged to take PEP 3630 after Level 1

Support Course Elective (2-4 credit hours)
Select one course from the following:
MUSC 3824 Music for the Elementary Teachers (4)
EDUC 3430 Creative Processes in Elementary School (3)
THEA 4603 Creative Drama (3)
DANC 3640 Creative Movement in Elementary School (2)
ART CA1030* Studio Art for the Non-Art Major (3)

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

Professional Education Courses Required (39 credit hours)
EDUC 3390 Literacy in the Primary Grades (2)

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

• Level 2 (Learners and Literacy)
EDUC DV3200 Foundations of Diversity: Culturally, Linguistically Responsive Teaching (3)
EDUC 3280 Elementary Social Studies Methods (3)
EDUC 3240 Foundations, Methods & Assessments of Elementary Reading (3)
CHF 3500 Young Children at Risk
or EDUC DV3260 The Exceptional Student (3)

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

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

• Level 4 (Synthesis)
EDUC 4840 Student Teaching in Elementary Education (8)
CHF 4980 Early Childhood Senior Synthesis Seminar (1)

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

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

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

DUAL CERTIFICATION

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

Early Childhood Education majors who desire to obtain an Elementary Education Certification will complete the courses required in the Early Childhood Education major and must also complete the following 16 additional 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.)

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 on the next page 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 37.

- **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 17). 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 below).

**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 37-43 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 best support personal goals or career directions.**

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

**Course Requirements for BS or BA Degree**

**Pre-professional Core Course Requirements**

(12 credit hours)

- CHF 1400 Marriage as an Interpersonal Process (3)
- CHF 3350 Human Development (3)
- CHF 2100 Family Resource Management (3)
- CHF 2400 Family Relations (3)

**Family Studies Professional Core**

**Block Courses Required (36 semester hours)**

The course sequence is designed to allow a Family Studies major to meet all prerequisites and complete the program in three semesters without conflicting class schedules.

- **Semester 1**
  - CHF 2990B Seminar in Family Studies (3)
  - CHF 3350 Current Research Methods in Child & Family Studies (3)
  - CHF 4500 Comparative Study of Childhood and Adolescent Development (3)
  - HLTH 3500 Human Sexuality (3)

- **Semester 2**
  - 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 Studies Practicum. A student may earn Child and Family Honors credit in any Child and Family Studies course numbered 2000 and above.

  **Option II**

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

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

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

**Child Development**

**MINOR**

- Grade Requirements: An overall GPA of 2.00 or C in courses used toward the minor. 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 (courses numbered 3000 and above).

Students taking Child and Family Studies (CHF) 2600, 2610, and/or 2620 must complete the Utah Department of Health background check to participate in field experiences in the Melba S. Lehner Children's School. The Children's School Director will work with the course professors during the first few weeks each semester to process all of the required information for students in the CHF 2600, 2610, and 2620 courses. All clearance information is kept in the Children's School office.

**Course Requirements for Minor**

**Required Courses (12 credit hours)**

- CHF 2500 Development of the Child: Birth Through Eight (3)
- CHF 2570 The Child from Six to Twelve (3)
- CHF 2610 Guidance Based on Developmental Theory (3)
- CHF 4500 Comparative Study in Child & Adolescent Development (3)

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

Select at least two courses from the following

- CHF 2400 Family Relations (3)
- CHF 2600 Intro to Early Childhood Education (3)
- CHF 2620 Planning Creative Learning (3)
- CHF DV3350 Diverse Families (3)
- CHF 3500 Young Children at Risk (3)
- CHF 3550 Parenting Education (3)
- CHF 3640 Working with Parents (3)
- CHF 4710* Advanced Guidance & Planning (3)
- CHF 4860* Practicum (3)

**Taken concurrently**

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

**Family Studies**

**MINOR**

- Grade Requirements: An overall GPA of 2.00 or C in courses used toward the minor. 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 (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 3640 Working with Parents (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 & 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**

**ASSOCIATE OF APPLIED SCIENCE DEGREE (AAS)**

- 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 and a grade of 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.

### 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 17).

Students taking Child and Family Studies (CHF) 2600, 2610, and/or 2620 must complete the Utah Department of Health background check to participate in field experiences in the Melba S. Lehner Children's School. The Children's School Director will work with the course professors during the first few weeks each semester to process all of the required information for students in the CHF 2600, 2610, and 2620 courses. All clearance information is kept in the Children's School office.

### 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)

<table>
<thead>
<tr>
<th>Child &amp; Family Courses Required (minimum of 29-31 credit hours)</th>
</tr>
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<tbody>
<tr>
<td>CHF SS1500 Human Development (3)</td>
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<tr>
<td>CHF 2400 Family Relations (3)</td>
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<tr>
<td>CHF 2500 Development of the Child: Birth Through Eight (3)</td>
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<tr>
<td>CHF 2600 Intro to Early Childhood Education (3)</td>
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<tr>
<td>CHF 2610 Guidance Based on Developmental Theory (3)</td>
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<tr>
<td>CHF 2620 Planning Creative Experiences for Young Children (3)</td>
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<tr>
<td>CHF 2860* Practicum (4-6)</td>
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<tr>
<td>CHF 2990A* Seminar in Child Development (1)</td>
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<tr>
<td>CHF 3500 Young Children at Risk (3)</td>
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<tr>
<td>CHF 3640 Working with Parents (3)</td>
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</tbody>
</table>

* Should be taken concurrently and after all other CHF classes are completed.

CHF 4710 and 4720 will also fulfill this requirement. Must make application and deadline for Practicum Experience.

#### 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

<table>
<thead>
<tr>
<th>CHF 1400. Marriage as an Interpersonal Process (3)</th>
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<tbody>
<tr>
<td>An introductory survey course which addresses individual, interpersonal, and developmental dynamics essential for sustaining interpersonal and marital relationships.</td>
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<tr>
<th>CHF SS1500. Human Development (3)</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>CHF 2100. Family Resource Management (3)</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>CHF 2400. Family Relations (3)</th>
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<tbody>
<tr>
<td>Examines dynamics of the healthy family using family theory, individual life span development, research, and active learning experiences.</td>
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<tr>
<th>CHF 2500. Development of the Child: Birth Through Eight (3)</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
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<table>
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<tr>
<th>CHF 2570. The Child from Six to Twelve (3)</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>CHF 2600.* Introduction to Early Childhood Education (3)</th>
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<tbody>
<tr>
<td>An overview of the historical roots of early childhood education; theoretical approaches, developmentally appropriate practice, types and efficacy of early childhood programs; and political issues and ethical conduct within the early childhood profession. Two hours lecture and two hours of lab per week. Prerequisite: CHF 2500.</td>
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<tr>
<th>CHF 2610.* Guidance Based on Developmental Theory (3)</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>CHF 2620.* Planning Creative Experiences for Young Children (3)</th>
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<tbody>
<tr>
<td>The 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.</td>
</tr>
</tbody>
</table>
CHF 2830. Directed Readings (1-3) (when needed)
Individually chosen readings on specialized topics supervised by a faculty member. Prerequisite: consent of faculty supervisor prior to registration.

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

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

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

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

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

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

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

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

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

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

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

CHF 3550. Parenting Education (3)
A course designed to assist in the acquisition of 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.

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

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

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

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

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

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

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

CHF 4520. Basic Mediation Training (3)
A basic mediation training course addressing the theory and skills to effectively deal with conflict situations. The course leads to certification in basic theory and skills of mediation. (Supervised mediation practice is required to complete certification.)
CHF 4600. Family Studies Field Experiences (1-8)  
*when needed*
Six to eight weeks internship, which may require off-campus residence. Credit and hours as arranged with instructor. Prerequisite: consent of instructor.

CHF 4650. Family Life Education Methods (3)
Preparing students to be Family Life Educators by exploring philosophies, methods, and skills for teaching and working with parents and family members. Prerequisite: CHF 3350, CHF 3550, CHF 3650, and CHF 313850, or consent of instructor.

CHF 4710. Advanced Guidance and Planning (3)
A synthesis of guidance and planning with an emphasis on assessment, appropriate objectives and strategies for individual and specific groups of children. WILL BE TAKEN THE FIRST 5 WEEKS OF THE SEMESTER. REQUIRES BOTH LECTURE AND LAB TIME. Early Childhood and Early Childhood Education majors take it concurrently with CHF 4720. Minors take it concurrently with CHF 4860. Prerequisites: CHF 2600, 2610 and 2620.

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. Credit for this course towards a Child and Family Studies major or minor will only be accepted when the course is completed with a grade of B- or better.

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 313850, or consent of instructor.

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**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, S. Jack Loughton, Monica Mize, Molly M. Smith, Gary Willden;  
**Associate Professors:** Michael Olpin, Joan Thompson, Jennifer Turley;  
**Assistant Professors:** David Berry, Lynn Corbridge, Rodney A. Hansen, Valerie Herzog;  
**Instructors:** James Bemel, Gerilynn 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 and graduates 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 network of 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 a Master of Science degree in Athletic Training, Bachelor of Science and Bachelor of Arts degrees in athletic training, health promotion, human performance management, and physical education. Minors include coaching sport, health promotion and health promotion teaching, 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.

*See page 205 for Master of Science in Athletic Training requirements.*
Athletic Training Major

Bachelor's Degree (BS)

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 prevention, evaluation, treatment, and rehabilitation of musculoskeletal injuries. Athletic trainers are employed in corporations, public schools, physical therapy clinics, universities, professional organizations, the military, factories, and hospitals.

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 education 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

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

Minor: Not required.

Grade Requirements: A cumulative GPA of 2.50 or higher in all courses required for this major. Experiential credit will not be accepted for any Athletic Training major requirements.

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

Advisement

Each student is assigned a faculty advisor upon admission to the ATEP. The advisor is available to the student for counseling on grades and progress toward graduation. Athletic Training majors must meet with a faculty advisor at least once within the first two weeks of each semester. It is the responsibility of the student to schedule the required meetings with the advisor. The HPHP department advisement coordinator will serve as the academic advisor prior to admission to the program, and will assist with advisement through completion of the program of study. Call 801-626-7425 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. Unofficial transcripts from other colleges/universities attended
10. Physical examination and proof of immunizations
11. Hepatitis-B Vaccination
12. Current Emergency Response and CPR for Professional Rescuer cards
13. Grade of C or better in HLTH/AT 2300 Emergency Response
14. For students participating in varsity and club sports, a contract must be 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. The expenses, approximately $75, will be paid for by the student.

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 Weber State University 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 Application [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 without reasonable accommodations, will be allowed to enter the program.

Retention Requirements
A. After students are selected into the Athletic Training Major, retention in the program will be based on the following criteria:
1. Grade "C" or better in all athletic training major courses (includes clinical application courses).
2. Grade "C" or better in all the professional knowledge and support courses.
3. Students must maintain an overall Weber State University GPA of 2.5.
4. Adhere to Athletic Training Polices and Procedures.
5. Adhere to ATEP AT Student Handbook Policies.

B. Students who fail to meet the retention criteria will be placed on probation in the Athletic Training major for one semester. If standards are not met by the end of the probationary period, the student will be dismissed from the major. Students who receive any grade below a C in an athletic training major course, professional knowledge course, and/or support course must repeat that course and receive a grade of "C" or higher to remain in the major. Failure to repeat the course (when offered) will result in dismissal from the program. Athletic Training Policies and Procedures are available in the athletic training student handbook.

C. Retention of Scientific Track students will be based on the following criteria:
1. Grade "C" or better in all athletic training major courses.
2. Grade "C" or better in the professional knowledge and support courses.

D. Athletic Training Majors in the Clinical Track may NOT enroll in the on-line offerings of the athletic training courses. Students WILL NOT receive credit towards the major requirements for on-line AT courses. If a Clinical Track student has taken any on-line AT courses, prior to or following secondary admission to the ATEP, the student must retake those courses in the traditional face-to-face classroom setting. The hands-on skills taught in these classes are vital to the education of athletic training students.

General Education
Refer to pages 37-43 for Bachelor of Science requirements.

Course Requirements for BS Degree

Required Support Courses (17 credit hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH SS1030</td>
<td>Healthy Lifestyles</td>
<td>3</td>
</tr>
<tr>
<td>ZOOL 2100</td>
<td>Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>ZOOL 2200</td>
<td>Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PSY SS1010</td>
<td>Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PEP SI3600</td>
<td>Measurement for Evaluation and Research</td>
<td>3</td>
</tr>
</tbody>
</table>

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

(20 credit hours for Scientific Track)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR LS1020</td>
<td>Foundations in Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HLTH/AT 2300</td>
<td>Emergency Response</td>
<td>3</td>
</tr>
<tr>
<td>PEP 3280</td>
<td>Teaching Neuromuscular Conditioning</td>
<td>2</td>
</tr>
<tr>
<td>PEP SI3500</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PEP 3510</td>
<td>Exercise Physiology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTHS 2240</td>
<td>Intro to Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3010</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

(Required for Scientific Track students only.)

Athletic Training Major Courses Required (30-33 credit hours for Scientific Track)

(29 credit hours for Clinical Track)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 2430</td>
<td>Prevention and Care of Musculoskeletal Injuries</td>
<td>3</td>
</tr>
<tr>
<td>AT 2431</td>
<td>Taping, Wrapping, Bracing, Padding, and Splinting</td>
<td>1</td>
</tr>
<tr>
<td>AT 3300</td>
<td>Evaluation &amp; Care of Musculoskeletal Injuries: Lower Extremities</td>
<td>3</td>
</tr>
<tr>
<td>AT 3301</td>
<td>Evaluation &amp; Care of Musculoskeletal Injuries: Upper Extremities</td>
<td>3</td>
</tr>
<tr>
<td>AT 4100</td>
<td>Basic Therapeutic Modalities for Musculoskeletal Injuries</td>
<td>3</td>
</tr>
<tr>
<td>AT 4101</td>
<td>Advanced Therapeutic Modalities for Musculoskeletal Injuries</td>
<td>3</td>
</tr>
<tr>
<td>AT 4200</td>
<td>Basic Rehabilitation of Musculoskeletal Injuries</td>
<td>3</td>
</tr>
<tr>
<td>AT 4201</td>
<td>Advanced Rehabilitation of Musculoskeletal Injuries</td>
<td>3</td>
</tr>
<tr>
<td>AT 4550</td>
<td>General Medical Conditions and Advances in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>AT 4600</td>
<td>Administration &amp; Management in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>PEP 4890</td>
<td>Cooperative Work Experience (3-6)</td>
<td></td>
</tr>
</tbody>
</table>

(Required for Scientific Track students only.)

AT 4998 Critical Thinking for Musculoskeletal Injury Management (1) (optional for Scientific Track students)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 1500</td>
<td>Introduction to Athletic Training</td>
<td>1</td>
</tr>
<tr>
<td>AT 1501</td>
<td>Clinical Application of Athletic Training I</td>
<td>1</td>
</tr>
<tr>
<td>AT 2500</td>
<td>Clinical Application of Athletic Training II</td>
<td>2</td>
</tr>
<tr>
<td>AT 2501</td>
<td>Clinical Application of Athletic Training III</td>
<td>2</td>
</tr>
<tr>
<td>AT 3500</td>
<td>Clinical Application of Athletic Training IV</td>
<td>3</td>
</tr>
<tr>
<td>AT 3501</td>
<td>Clinical Application of Athletic Training V</td>
<td>3</td>
</tr>
<tr>
<td>AT 4500</td>
<td>Clinical Application of Athletic Training VI</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 4998</td>
<td>Preparation for the Board of Certification</td>
<td>1</td>
</tr>
<tr>
<td>BOC</td>
<td>Examination (BOC)</td>
<td></td>
</tr>
<tr>
<td>AT 4800</td>
<td>Individual Projects (1-4)</td>
<td></td>
</tr>
</tbody>
</table>

Athletic Training

Departmental Honors

In conjunction with the Honors Program, the Department of Health Promotion and Human Performance offers a Departmental Honors curriculum for students in the Athletic Training Major. This is an enriched major program that provides greater scope for intellectual initiative and independent work. It can be particularly beneficial for students contemplating graduate school, by enhancing their credentials and also by exposing them to the type of study normally done at the graduate level.

- **Program Prerequisite**: Enroll in the General Honors Program and complete 6 hours of General Honors courses (see the Honors Program on page 53).
- **Grade Requirements**: Maintain an overall GPA of 3.3.
- **Credit Hour Requirements**: Fulfill the requirements for the AT major in the HPHP department (either track), of which at least 9 credit hours in the required upper division courses must be taken for honors credit. In addition, students must complete 3 credits.
of AT 4800 (Individual Projects), during which time they will complete a senior thesis project. The project completed in the AT course taken for honors in the semester preceding AT 4800, will include the introduction, literature review, methodology, and IRB submission for the AT 4800 project.

The student desiring honors credit should plan a program of study which must be approved by the AT Program Director. Permission from the AT Program Director and course instructor must be obtained before registering in a course for honors credit. A written agreement should be reached with the course instructor regarding the work expected for honors credit by the end of the third week of the semester for each course taken for honors credit. (See also Honors Program on page 45.)

**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. Health Promotion advisors can be reached directly by calling 801-626-6485 or students can visit Health Promotion advisors in the Reed K. Swenson Building, room 125G.

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

**Admission Requirements**

Declare your program of study (see page 17). 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 801-626-6485 or visit Health Promotion advisors in the Reed K. Swenson Building, room 125G.

**General Education**

Refer to pages 37-43 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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH SS1030</td>
<td>Healthy Lifestyles (3)</td>
</tr>
<tr>
<td>HTHS LS1110</td>
<td>Biomedical Core Lecture/Lab (4)</td>
</tr>
<tr>
<td>or ZOOL LS1020</td>
<td>Human Biology (3)</td>
</tr>
</tbody>
</table>

**Courses Required (32 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 3000</td>
<td>Foundations of Health Promotion (3)</td>
</tr>
<tr>
<td>HLTH 3200*</td>
<td>Methods Health Education (3)</td>
</tr>
<tr>
<td>HLTH SI4013</td>
<td>Health Promotion Research &amp; Assessment (3)</td>
</tr>
<tr>
<td>HLTH 4150</td>
<td>Needs Assessment &amp; Planning</td>
</tr>
<tr>
<td>HLTH 4860</td>
<td>Field Experience (3)</td>
</tr>
<tr>
<td>HLTH 4990</td>
<td>Senior Seminar (1)</td>
</tr>
<tr>
<td>HAS 3000</td>
<td>The Health Care System (3)</td>
</tr>
<tr>
<td>HLTH/HAS 3150</td>
<td>Community HLTH Agencies and Services (3)</td>
</tr>
<tr>
<td>HAS DV3190</td>
<td>Cultural Diversity in Patient Education (3)</td>
</tr>
<tr>
<td>or HLTH DV3420</td>
<td>Multicultural Health &amp; Nutrition (3)</td>
</tr>
<tr>
<td>HAS 3230</td>
<td>Health Communication (3)</td>
</tr>
<tr>
<td>HIM SI3200</td>
<td>Epidemiology &amp; Biostatistics (3)</td>
</tr>
</tbody>
</table>

**Professional Block**

Minimum of 9 credit hours, must be approved by advisor. These courses may also be used as electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2400</td>
<td>Art of Emotional Wellness (3)</td>
</tr>
<tr>
<td>HLTH 2700</td>
<td>Consumer Health (3)</td>
</tr>
<tr>
<td>HLTH 3100</td>
<td>Applications of Technology in Health Promotion (3)</td>
</tr>
<tr>
<td>HLTH 3160</td>
<td>Health Behavior</td>
</tr>
<tr>
<td>HLTH 3200*</td>
<td>Multicultural Health &amp; Nutrition (3)</td>
</tr>
<tr>
<td>HAS 3020</td>
<td>Health Care Marketing (3)</td>
</tr>
<tr>
<td>HAS 3260</td>
<td>Health Care Administration &amp; Supervisory Theory (3)</td>
</tr>
<tr>
<td>HAS 4320</td>
<td>Health Care Economics and Politics (3)</td>
</tr>
</tbody>
</table>

**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 4420 | Nutrition and 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. Contact 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 17).

**General Education**

Refer to pages 37-43 for either Bachelor of Science or Bachelor of Arts requirements.

**Course Requirements for BS or BA**

**Required Core Courses (26 credit hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAS 3020</td>
<td>Health Care Marketing (3)</td>
</tr>
<tr>
<td>HLTH SS1030</td>
<td>Healthy Lifestyles (3)</td>
</tr>
<tr>
<td>HLTH 2300</td>
<td>Emergency Response (3)</td>
</tr>
<tr>
<td>HLTH 3200</td>
<td>Methods in Health Education (3)</td>
</tr>
<tr>
<td>PEP 2200</td>
<td>Foundations of Human Performance Management Professions (2)</td>
</tr>
<tr>
<td>PEP SS3600</td>
<td>Measurement for Evaluation &amp; Research (3)</td>
</tr>
<tr>
<td>PEP 4800</td>
<td>Individualized Project (1)</td>
</tr>
<tr>
<td>and PEP/REC 2890/4890 Cooperative Work Experience (4) or PEP/REC 2890/4890 Cooperative Work Experience (5)</td>
<td></td>
</tr>
<tr>
<td>AT 4600</td>
<td>Administration and Management for Human Performance Professions (3)</td>
</tr>
<tr>
<td>AT 4990</td>
<td>Senior Seminar (1)</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 3600</td>
<td>Ergonomics for Health and Safety (2)</td>
</tr>
<tr>
<td>HLTH 4150</td>
<td>Needs Assessment &amp; Planning Health Promotion Programs (4)</td>
</tr>
<tr>
<td>NUTR 2320</td>
<td>Food Values, Diet Design &amp; Health (3)</td>
</tr>
<tr>
<td>NUTR 3020</td>
<td>Sports Nutrition (3)</td>
</tr>
<tr>
<td>or NUTR 4420</td>
<td>Nutrition and Fitness (3)</td>
</tr>
<tr>
<td>PEP 2300</td>
<td>Fitness Evaluation &amp; Exercise Prescription (3)</td>
</tr>
<tr>
<td>PEP 3270</td>
<td>Teaching Aerobic Conditioning (2)</td>
</tr>
<tr>
<td>PEP SS3500</td>
<td>Kinesiology (3)</td>
</tr>
<tr>
<td>PEP 3510</td>
<td>Exercise Physiology (3)</td>
</tr>
<tr>
<td>PEP 4370</td>
<td>Exercise Management for Special Populations (2)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 2400</td>
<td>Art of Emotional Wellness (3)</td>
</tr>
<tr>
<td>HLTH 3400</td>
<td>Substance Abuse Prevention (3)</td>
</tr>
<tr>
<td>PEP 3280</td>
<td>Teaching Neuromuscular Conditioning (2)</td>
</tr>
<tr>
<td>NUTR 2220</td>
<td>Prenatal &amp; Infant Nutrition (2)</td>
</tr>
</tbody>
</table>

**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. No more than one “D” grade is acceptable. 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 is required (courses number 3000 and above).

Track I - Total credit hours received in the Major (43-46), the Minor (20-24) and General Education (38-41) = 101-110. The 20-23 additional credits needed for graduation can be obtained through the selection of one of the following: 1) selection of a second minor; 2) selection of suggested support courses within the program; or 3) selection of elective courses.

Track II - Total minimum credit hours received in the Major (43), the Minor (18), General Education (38), and Teacher Education (24) = 123.

**Advisement**

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

**Admission Requirements**

Students applying for Track I or Track II should apply with the HPHP department and formally declare a program of study with a faculty advisor (see page 17). 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 37-43 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 (26 credit hours)**

- PEP 2000 Foundations of Physical Education (3)
- PEP 2600 Growth and Motor Development (3)
- PEP SI3500 Kinesiology (3)
- PEP 3510 Exercise Physiology (3)
- PEP 3520 Curriculum Development/Instructional Strategies (3)
- PEP SI3600 Measurement for Evaluation & Research (3)
- PEP 3610 Assessment/Technology in Physical Education (3)
- PEP 3630 Physical Education K-6 (3)
- PEP 3660 Physical Education for Students with Disabilities (2)

**Field Experience (2 credit hours)**

- PEP 4990 Field Experience/Senior Seminar (2)

**Skill Development and Methods of Teaching (15 credit hours)**

Students must select PEP 3290 plus one course each from the areas of team sports and individual sports plus two additional courses from any of the following three areas (total of five courses).

**Area 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)

**Area 2 Individual Sports:**

- PEP 3260 Teaching Lifelong Leisure Activities (2)
- PEP 3262 Skill Development and Methods of Teaching Individual Sports (3)
- PEP 3264 Skill Development and Methods of Teaching Racket Sports (3)

**Area 3 Conditioning:**

- PEP 3270 Teaching Aerobic Conditioning (2)
- PEP 3280 Teaching Neuromuscular Conditioning (2)
- PEP 3290 Skill Development and Methods of Teaching Fitness for Life (3)

**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 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.

**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, Drill, and Strategies for Coaches (2)
- PEP 3280 Teaching Neuromuscular Conditioning (2)
- PEP 3550 Issues in Sport (2)
- PEP 4860C Field Experience Coaching (3)

**Additional Course required for BIS Emphasis**

- PEP 4800 Individual Project (3)
### Health Promotion: (Community, Workplace, 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 SS3200 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 Selected 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 qualification as a Certified Health Education Specialist (CHES). A teaching major is required for teacher certification.**

### Nutrition Education Minor

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

#### Course Requirements for Minor

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

- NUTR LS1020 Foundations in Nutrition (3)
- NUTR 2320 Food Values, Diet Design & Health (3)
- NUTR DV3420 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 Sports Nutrition (3)
- NUTR 3220 Foundations in Diet Therapy (2)
- NUTR 3320 Health & Nutrition in the Older Adult (3)
- NUTR 4420/6420 Nutrition and Fitness (3)
- NUTR 4520/6520 Directed Undergraduate and Graduate Nutrition Research (1-4)
- HLTH 3200 Methods in Health Education (3)

### Physical Education/Coaching Dual Minor

- **Track I - Physical Education/Coaching Dual Minor**
- **Track II - Physical Education Licensure/Coaching Dual Minor**

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

- **Credit Hour Requirements:** Track I - a total of 28-29 credit hours is required. Track II - in addition to the 28 credit hours, students must meet the requirements of their selected teaching major and the Teacher Education admission and licensure requirements (see Teacher Education Department in this catalog).

#### Course Requirements for Minor

**Professional Knowledge (13 credit hours)**

- PEP 2000 Foundations of Physical Education (3)
- PEP 2500 Skills, Drill, and Strategies for Coaches (2)
- PEP 2600 Growth and Motor Development (3)
- PEP 3520 Curriculum Development/ Instructional Strategies (3)
- PEP 3550 Issues in Sport (2)
**Field Experiences (5 credit hours)**

PEP 4860C  Field Experience Coaching (3)  
PEP 4990  Field Experience/Senior Seminar (2)

**Skill Development and Methods of Teaching (7-8 credit hours)**

Students must select PEP 3280 and PEP 3290 plus one course from the area of team sports or individual sports (total of three courses).

**Area 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)

**Area 2 Individual Sports:**

PEP 3260  Teaching Lifelong Leisure Activities (2)  
PEP 3262  Skill Development and Methods of Teaching Individual Sports (3)  
PEP 3264  Skill Development and Methods of Teaching Racket Sports (3)

**Area 3 Conditioning (required):**

PEP 3280  Teaching Neuromuscular Conditioning (2)  
PEP 3290  Skill Development and Methods of Teaching Fitness for Life (3)

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

HLTH 2300  Emergency Response (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 3610  Outdoor Survival (2)  
REC 3840  Therapeutic & Social Recreation (3)  
REC 4550  Outdoor Education (2)  
REC 4930  Outdoor Education Workshop (2)  
P E 1520  Hiking (1)  
P E 1527  Rock Climbing (1)  
P E 1630  Cross-Country Skiing (1)  
P E 2890  Cooperative Work Experience (1-3)  
P E 4890  Cooperative Work Experience (1-3)  
P E 4800  Independent Study (2-5)  
HLTH 1300  First Aid: Responding to Emergencies (2)

**BACHELOR OF INTEGRATED STUDIES (BIS) EMPHASIS**

- **Program Prerequisite:** Consult the Interdisciplinary Programs section of this catalog for specific requirements associated with the BIS degree.
- **Grade Requirements:** A minimum grade of "C" (2.0) in each of the courses taken for the three emphases.

- **Credit Hour Requirements:** The student must take a minimum of 18 credit hours each from at least three (3) different academic departments or recognized disciplines. A student has numerous possibilities in developing a BIS degree using the academic disciplines both in HPHP and campus wide.

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

**BIS Possible Options**

(Refer to Individual Minor Programs for Class Requirements)

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

**Health Education & Health Promotion Emphasis**

- Community Health Promotion
- Occupational Health Education
- Clinical Health Education
  (See Health Administrative Services in the Dr. Ezekiel R. Dunske 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 Ergonotics

**Exercise Science Emphasis**

- Coaching Sport
- Corporate Fitness
- Community Fitness
- Sports Medicine
- Sport Communication
- Commercial/Facility Management
- Sport Psychology

**Physical Education Emphasis**

- 20 Credit Hours Total Required

Complete the following Required Courses (14 credit hours):

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 (3)  
PEP 4990  Field Experience (2)*

*May not be taken until all other requirements have been met.

In addition, choose any combination of classes from the following areas for a minimum of 6 credits. These classes need to be taken prior to PEP 3520.

**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)  
PEP 3264  Skill Development and Methods of Teaching Racket Sports (3)

**3. Conditioning**

PEP 3270  Teaching Aerobic Conditioning (2)  
PEP 3280  Teaching Neuromuscular Conditioning (2)  
PEP 3290  Fitness for Life (3)
<table>
<thead>
<tr>
<th>Recreation Services (12 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>REC 3050 Recreation &amp; Leisure (3)</td>
</tr>
<tr>
<td>REC 3600 Outdoor Adventure Recreation (3)</td>
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<tr>
<td>REC 3810 Recreation Leadership &amp; Management (3)</td>
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</tbody>
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<thead>
<tr>
<th>Electives</th>
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<tbody>
<tr>
<td>PE 1130 Golf (1)</td>
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<tr>
<td>PE 1520 Hiking (1)</td>
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<tr>
<td>PE 1527 Rock Climbing (1)</td>
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<tr>
<td>PE 1610 Skiing (1)</td>
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<tr>
<td>PE 1630 Cross Country Skiing (1)</td>
</tr>
<tr>
<td>REC 3610 Outdoor Survival (2)</td>
</tr>
<tr>
<td>REC 3840 Therapeutic &amp; Social Recreation (3)</td>
</tr>
<tr>
<td>REC 4550 Outdoor Education Philosophies &amp; Principles (2)</td>
</tr>
<tr>
<td>REC 4930 Outdoor Education Workshop (2)</td>
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<table>
<thead>
<tr>
<th>Exercise Science Emphasis</th>
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</thead>
<tbody>
<tr>
<td>Upper Division Hours 17, Total Hours Required 22</td>
</tr>
<tr>
<td>AT 3530 Sports Injuries (3)</td>
</tr>
<tr>
<td>HLTH 1300 First Aid: Responding to Emergencies (2)</td>
</tr>
<tr>
<td>NUTR 3020 Sports Nutrition (3)</td>
</tr>
<tr>
<td>PEP 2300 Health/fitness Evaluation and Exercise Prescription (3)</td>
</tr>
<tr>
<td>PEP 3500 Kinesiology (3)</td>
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<tr>
<td>PEP 3510 Exercise Physiology (3)</td>
</tr>
<tr>
<td>PEP 4370 Exercise Management for Special Populations (2)</td>
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<tr>
<th>Internship/Seminar</th>
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<tbody>
<tr>
<td>AT 4990 Senior Seminar (1)</td>
</tr>
<tr>
<td>PEP 4890 Cooperative Work Experience (2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sports Medicine Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements for emphasis: Upper Division 16, Total Hours 21</td>
</tr>
<tr>
<td>Suggested coursework (see Athletic Training Program Director to develop an individualized plan)</td>
</tr>
<tr>
<td>AT 2300 Emergency Response (3)</td>
</tr>
<tr>
<td>AT 2430 Prevention &amp; Care of Musculoskeletal Injuries (3)</td>
</tr>
<tr>
<td>AT 3300 Evaluation and Care of Musculoskeletal Injuries: Lower Extremities (3)</td>
</tr>
<tr>
<td>AT 3301 Evaluation and Care of Musculoskeletal Injuries: Upper Extremities (3)</td>
</tr>
<tr>
<td>AT 4100 Basic Therapeutic Modalities for Musculoskeletal Injuries (3)</td>
</tr>
<tr>
<td>AT 4200 Basic Rehabilitation of Musculoskeletal Injuries (3)</td>
</tr>
<tr>
<td>PEP 3500 Kinesiology (3)</td>
</tr>
<tr>
<td>PEP 3510 Exercise Physiology (3)</td>
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<tr>
<td>AT 4990 Senior Seminar</td>
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<tr>
<th>ATHLETICS COURSES - ATHL</th>
</tr>
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<tbody>
<tr>
<td>ATHL 1080. Strength Training Level I (1) - For Club Hockey Players Only</td>
</tr>
<tr>
<td>ATHL 1081. Strength Training Level II (1) - For Club Hockey Players Only</td>
</tr>
<tr>
<td>ATHL 1510. Varsity Volleyball (1)</td>
</tr>
<tr>
<td>ATHL 1520. Varsity Soccer (1)</td>
</tr>
<tr>
<td>ATHL 1570. Varsity Basketball (1)</td>
</tr>
<tr>
<td>ATHL 1575. Varsity Basketball (1)</td>
</tr>
<tr>
<td>ATHL 1580. Varsity Cross Country (1)</td>
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<table>
<thead>
<tr>
<th>ATHLETIC TRAINING COURSES - AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 1300. First Aid: Responding to Emergencies (2) Su, F, S</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>AT 2175. Introduction to Sports Medicine (3) F</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>AT 2300. Emergency Response (3) F, S</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>AT 2430. Prevention and Care of Musculoskeletal Injuries (3) F, S</td>
</tr>
<tr>
<td>This course is designed to give a basic understanding of athletic training principles. Recognition, cause, prevention, and treatment of musculoskeletal injuries.</td>
</tr>
<tr>
<td>AT 2431. Taping, Wrapping, Braiding, Padding, and Splinting (3) S</td>
</tr>
<tr>
<td>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. Prerequisite: AT 1500. Should be taken concurrently with or following AT 2430.</td>
</tr>
<tr>
<td>AT 3300. Evaluation and Care of Musculoskeletal Injuries: Lower Extremities (3) F</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>AT 3301. Evaluation and Care of Musculoskeletal Injuries: Upper Extremities (3) S</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
AT 4998. Preparation for the Board of
AT 4999. Critical Thinking for Musculoskeletal
Injury Management (1) F

Content of this course addresses evaluation techniques, rehabilita-
tion processes and return to play guidelines for specific injuries to
the upper and lower extremities. The student must integrate ana-
tomical structures, physiology principles, rehabilitation ana-
lytical techniques and evaluate alternative techniques to provide a basis for critical decision-
making and care in an athletic injury management environment.
Prerequisites: AT 4101 and AT 4201.

The following courses are intended for Clinical Track students only. These
courses are designed to provide students with real-world athletic train-
ing clinical education experiences and classroom laboratory opportu-
nities 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 familiar with the various duties per-
formed 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 test-
ing 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 (1) 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 1501, 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, AT 3300 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, AT
3301 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 advanced therapeutic exercise, advanced therapeutic
modalities, risk management and injury prevention, and assessment.
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
(availble online)
(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) Su, F, S
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) Su, 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) Su, 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 3220. 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 of 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 4103. 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) S
(Cross listed with Women's Studies)
A feminist perspective and analysis of the psychological, cultural and political health related issues that impact women throughout the life span. Prerequisite: Upper division standing or consent of instructor.

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

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

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

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

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

HLTH 4920. Short Courses, Workshops, Institutes and Special Programs (1-4) As Needed
Consult the semester class schedule for the current offering under this 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.

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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.

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NUTRITION EDUCATION COURSES - NUTR

NUTR LS1020. Foundations in Nutrition (3) Su, F, S
(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) Su, F, S
(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) Su, F, S
(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. Sports Nutrition (3)
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 and NUTR 2320.

NUTR 3220. Foundations in Diet Therapy (2) F, S
(Cross listed with HLTH 3220)
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.

NUTR 3320. Health and Nutrition in the Older Adult (3) Su, F, S
(Cross listed with HLTH 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, 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 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 4420. 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 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 6420. 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: Consent of instructor. This course is taught Web enhanced.

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

PHYSICAL EDUCATION ACTIVITY COURSES - PE
Activity classes can be taken either for a grade (A-E) or on a credit/no credit (CR/NC) basis. When registering for a course it will be assumed that the student is taking the course for a grade unless the student contacts the Registration Office and requests to take the course for CR/NC. Skiing and Snowboarding classes can only be taken for CR/NC.

PE 1010. Aerobics, Level I (1)
PE 1011. Aerobics, Level II (1)
PE 1012. Aerobics, Level III (1)
PE 1040. Walking for Fitness, Level I (1)
PE 1041. Walking for Fitness, Level II (1)
PE 1042. Walking for Fitness, Level III (1)
PE 1043. Jogging, Level I (1)
PE 1044. Jogging, Level II (1)
PE 1045. Jogging, Level III (1)
PE 1057. Hatha Yoga (1)
PE 1070. Cross Training For Fitness, Level I (1)
PE 1071. Cross Training For Fitness, Level II (1)
PE 1072. Cross Training For Fitness, Level III (1)
PE 1080. Strength Training, Level I (1)
PE 1081. Strength Training, Level II (1)
PE 1082. Strength Training, Level III (1)
PE 1098. Fitness for Life (1)
PE 1100. Tennis, Level I (1)
PE 1101. Tennis, Level II (1)
PE 1102. Tennis, Level III (1)
PE 1105. Badminton, Level I (1)
PE 1106. Badminton, Level II (1)
PE 1110. Racquetball, Level I (1)
PE 1111. Racquetball, Level II (1)
PE 1112. Racquetball, Level III (1)
PE 1130. Golf, Level I (1)
PE 1131. Golf, Level II (1)
PE 1132. Golf, Level III (1)
PE 1135. Archery, Level I (1)
PE 1136. Archery, Level II (1)
PE 1137. Archery, Level III (1)
PE 1140. Marksmanship (1)
PE 1145. Bowling, Level I (1)
PE 1146. Bowling, Level II (1)
PE 1147. Bowling, Level III (1)
PE 1150. Billiards, Level I (1)
PE 1151. Billiards, Level II (1)
PE 1152. Billiards, Level III (1)
PE 1155. Fencing, Level I (1)
PE 1156. Fencing, Level II (1)
PE 1157. Fencing, Level III (1)
PE 1200. Basketball, Level I (1)
PE 1201. Basketball, Level II (1)
PE 1202. Basketball, Level III (1)
PE 1210. Volleyball, Level I (1)
PE 1211. Volleyball, Level II (1)
PE 1212. Volleyball, Level III (1)
PE 1225. Softball (1)
PE 1230. Soccer, Level I (1)
PE 1231. Soccer, Level II (1)
PE 1232. Soccer, Level III (1)
PE 1265. Water Sports (1)
PE 1300. Swimming, Level I (1)
PE 1301. Swimming, Level II (1)
PE 1302. Swimming, Level III (1)
PE 1310. Water Aerobics, Level I (1)
PE 1311. Water Aerobics, Level II (1)
PE 1312. Water Aerobics, Level III (1)
PE 1340. Lifeguarding (2)
Skills and knowledge needed by lifeguards to prevent and respond to aquatic emergencies. The course content and activities prepare lifeguard candidates to recognize emergencies, respond quickly and effectively to emergencies, and prevent drownings and other incidents. The course also teaches other skills and individual needs to become a professional lifeguard. Upon successful completion of this course participants will be certified in American Red Cross CPR for Professional Rescuer and Lifeguard Training. Please note: The Lifeguard Training certificate includes certification in first aid.
PE 1350. Scuba Diving I (1)
Offered through Continuing Education only.
PE 1400 Self Defense, Level I (1)
PE 1401 Self Defense, Level II (1)
PE 1402 Self Defense, Level III (1)
PE 1410. TaiChi, Level I (1)
PE 1411. TaiChi, Level II (1)
PE 1412. TaiChi, Level III (1)
PE 1435. Kempo, Level I (1)
PE 1436. Kempo, Level II (1)
PE 1437. Kempo, Level III (1)
PE 1445. Tae Kwon-do, Level I (1)
PE 1446. Tae Kwon-do, Level II (1)
PE 1447. Tae Kwon-do, Level III (1)
PE 1510. Fishing, Level I (1)
PE 1511. Fishing, Level II (1)
PE 1512. Fishing, Level III (1)
PE 1515. Sailboating (1)
PE 1520. Hiking, Level I (1)
PE 1521. Hiking, Level II (1)
PE 1522. Hiking, Level III (1)
PE 1527. Rock Climbing, Level I (1)
PE 1528. Rock Climbing, Level II (1)
PE 1529. Rock Climbing, Level III (1)
PE 1557. Bicycling, Level I (1)
PE 1558. Bicycling, Level II (1)
PE 1559. Bicycling, Level III (1)
PE 1610. Skiing, Level I (1) (CR/NC)
PE 1611. Skiing, Level II (1) (CR/NC)
PE 1612. Skiing, Level III (1) (CR/NC)
PE 1620. Snowboarding, Level I (1) (CR/NC)
PE 1621. Snowboarding, Level II (1) (CR/NC)
PE 1622. Snowboarding, Level III (1) (CR/NC)
PE 1630. Cross Country Skiing, Level I (1) (CR/NC)
PE 1631. Cross Country Skiing, Level II (1) (CR/NC)
PE 1632. Cross Country Skiing, Level III (1) (CR/NC)

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

PEP 3264. Skill Development and Methods of Teaching Racket Sports (3) F
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, racquetball, 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 3290. Skill Development and Methods of Teaching Fitness for Life (3) F, S
This course is designed to introduce the fundamental principles of cardiovascular fitness, flexibility, and strength development, as well as to assist each individual to design and implement their own personal fitness program based on individual needs, assessments, and personal preferences. Students will explore resources for and methods of teaching the principles of fitness in the secondary school setting. This is a required course for the physical education major and the physical education/coaching minor. Prerequisites: PEP 2000 and PEP 2600 and HLTH 2300 or concurrent enrollment in either PEP 2000 or PEP 2600 and HLTH 2300.

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

PEP SI3500. Kinesiology (3) F, S
A study of muscle structure and motion of the human body with emphasis on kinesiological and mechanical analysis. Prerequisites: Quantitative Literacy (a) Math QL1050 or Math QL1060 ONLY or (b) > or = 70 ACCUPLACER or (c) > or = 3 on AP Calculus/Statistics Requirement; and grade C or better in PEP 2600 (for PE majors) or PEP 2300 (for Human Performance Management majors).

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

PEP 3520. Curriculum Development/Instructional Strategies (3) F, S
Emphasis on 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 of Teaching courses.

PEP 3540. Physiological Aspects of Human Performance (2) F
Examine, evaluate, and apply the latest physiological concepts and ideas in conditioning practices for improving human performance. Prerequisites: PEP 2000 or PEP 2200 and 3 hours of General Education Life Science (LS).

PEP 3550. Issues in Sport (2) S
Examine and evaluate both psychological and sociological aspects and practices of human performance. Prerequisites: PEP 2000, PEP 2500, and 6 hours of General Education Social Science (SS).

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

PEP 3610. Assessment/Technology in Physical Education (3) F
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. Students will also be provided the opportunity to learn how to design and implement lessons using up-to-date
forms of technology that are currently being used in public schools. Prerequisite: 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 3660. Physical Education for Students with Disabilities (2) F, S
Physical education for students with disabilities course is designed to provide a unique approach to instructional strategies and activity modifications for differing abilities. This course will also include a practicum experience at a public school in the area of adaptive physical education. Prerequisite: PEP 3520 and two Skill Development and Methods Teaching courses.

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 4860. 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) F
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) Su
A broad inter-disciplinary approach to the methodology of outdoor education teaching techniques; experiential learning-course taught almost totally outdoors.

MASTER LEVEL COURSE (REC)

REC 6930. Outdoor Education Workshop (2) Su
A broad inter-disciplinary 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
Advise Contact: Kristin Radulovich 801-626-6309


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. Applications 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.

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 following.)

4. Sign up for an interview in the Advisement Center when you turn in application materials (the schedule will be available approximately one (1) month prior to the interview dates).

5. English competency completed (grade “C” or above in ENGL EN1010 and ENGL EN2010, or equivalent).

6. 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.

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

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

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

10. Teacher Education also recognizes specific program and diversity needs of professional education and reserves the right to consider such factors in the admission of candidates.

Additional Notes

a. Fingerprinting/background check must be completed immediately after being admitted. See Teacher Education Advisement Center (ED 230) for further information.

b. 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.

c. 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.

d. 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.

e. Applicants with BS or BA degrees seeking initial licensure in Early Childhood Education, Elementary Education, Composite Elementary/Special Education, or Secondary Education, must submit a formal application and transcripts and complete the interview/statement (see Requirements 1, 2, 3 [if applicable] of Admission to Teacher Education Program). They are then placed in the pool with others seeking admission.

f. 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.

g. 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.

h. 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 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 17). 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 37-43 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)**

<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>CHF SS1500</td>
<td>Human Development (3)</td>
</tr>
<tr>
<td>COMM HU1020</td>
<td>Principles of Public Speaking (3)</td>
</tr>
<tr>
<td>or COMM HU2110</td>
<td>Introduction to Interpersonal</td>
</tr>
<tr>
<td>MATH 2010</td>
<td>Mathematics for Elementary Teachers I (3)</td>
</tr>
<tr>
<td>MATH 2020</td>
<td>Mathematics for Elementary Teachers II (3)</td>
</tr>
<tr>
<td>EDUC 2000</td>
<td>Social Studies Concepts for Elementary Teachers (3)</td>
</tr>
<tr>
<td>ENGL 3300</td>
<td>Children’s Literature (3)</td>
</tr>
<tr>
<td>PEP 3630</td>
<td>Physical Education K-6 (3)</td>
</tr>
<tr>
<td>HLTH 4300</td>
<td>Health Education in the Elementary School (2)</td>
</tr>
</tbody>
</table>

at least one course from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART CA1030</td>
<td>Studio Art for the Non-Art Major (3)</td>
</tr>
<tr>
<td>MUSC 3824</td>
<td>Music for Elementary Teachers (4)</td>
</tr>
<tr>
<td>EDUC 3430</td>
<td>Creative Processes in Elementary School (3)</td>
</tr>
<tr>
<td>DANC 3640</td>
<td>Creative Movement in Elementary School (2)</td>
</tr>
<tr>
<td>THEA 4603</td>
<td>Creative Drama (3)</td>
</tr>
</tbody>
</table>

**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)
Admission Requirements

Declare a program of study (see page 17). Follow the provisional admission requirements outlined under the Teacher Education department.

Advisement

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

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

General Education

I. University and General Education Requirements

Refer to pages 37-43 for either Bachelor of Science or Bachelor of Arts requirements. The following courses required for the Elementary Education/Special Education major will also satisfy general education requirements: COMM HU1020 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 PS1370 (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
MATH 2010 Introduction to Interpersonal Communication (3)
and Small Group Communication (3)
MATH 2020 Mathematics for Elementary Teachers I (3)
PSY 3300 Applied Behavior Intervention (3)
CHF 2400 Family Relations (3)
CHF 2500 Development of the Child: Birth to Eight (3)
CHF 2750 The Child from Six to Twelve (3)
CHF 3640 Working with Parents (3)
PSY 3000 Child Psychology (3)
PSY 3140 Psychology of Adolescence (3)
PSY 3250 Conditioning & Learning (3)
PSY 3300 Applied Behavior Intervention (3)

at least six credit hours from the following:

MUSC 3824 Music for Elementary Teachers (4)
DANC 3640 Creative Movement in Elementary School (2)
THEA 4603 Creative Drama (3)
EDUC 2000 Social Studies Concepts for Teachers (3)
EDUC 3390 Literacy in the Primary Grades (2)
EDUC 3430 Creative Processes in Elementary School (3)
ENGL 3300 Children's Literature (3)
CHF 2400 Family Relations (3)
CHF 2500 Development of the Child: Birth to Eight (3)
CHF 2750 The Child from Six to Twelve (3)
CHF 3640 Working with Parents (3)
PSY 3000 Child Psychology (3)
PSY 3140 Psychology of Adolescence (3)
PSY 3250 Conditioning & Learning (3)
PSY 3300 Applied Behavior Intervention (3)

Additional Admission Requirements

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).
**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 4640: Diagnosis & Remediation of Math Problems (3)
  - EDUC 4320: Elementary Language Arts Methods (3)
  - EDUC 4330: Elementary Science Methods (3)
  - EDUC 4340: Elementary Art/Music Methods (3)

- **Level 4 (Synthesis)**
  - EDUC 4480: Student Teaching in Elementary Education (8)
  - EDUC 4460: 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)

*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.

**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**

**LICENSEURE**

- 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: A teaching minor is recommended and may be 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 on the next page).

**Admission Requirements**

Declare a program of study (see page 17). 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 37-43 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 or COMM HU2110 and CHF SS1500.
Course Requirements for Licensure

II. Support Courses Required (or equivalent)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1010</td>
<td>Exploring Teaching</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

One course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHE S1500</td>
<td>Human Development</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 3140</td>
<td>Psychology of Adolescence</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

One course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM HU1020</td>
<td>Principles of Public Speaking</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>COMM HU2110</td>
<td>Introduction to Interpersonal and Small Group Communication</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

III. Professional Education Courses Required (24 hours)

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

- Art
- 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

- Chemistry
- Communication*
- English
- French
- Geography
- German
- History
- Mathematics
- Physical Education
- Physics
- Political Science*
- Psychology*
- Sociology*
- Spanish
- Theatre Arts

- Subjects which Utah secondary schools are not required to teach

Minors Only

- Majors Only
- Minors Only
- Majors and Minors

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 Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1060</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MTHE SI3060</td>
<td>Probability &amp; Statistics for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MTHE SI3070</td>
<td>Geometry for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MTHE SI3080</td>
<td>Number Theory for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MTHE SI4000</td>
<td>Mathematical Problem Solving for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MTHE 4700</td>
<td>Senior Project in Elementary Math Teach</td>
<td>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 students with mild-to-moderate disabilities 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.

- Gradure 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

Course Requirements for the Endorsement

Course Requirements (31 or 34 credit hours)

EDUC 4510 Foundations in Special Education (3)
EDUC 4520 Collaboration, Consultation, and IEP Development (3)
EDUC 4521 Practicum in Special Education (2)
EDUC 4530 Principles and Applications of Special Education Assessment (3)
EDUC 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)

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)

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

*FL 4400, Methods of Teaching a Foreign Language, may be substituted

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 a 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)

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

*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 licensure. 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)

Graduate students should contact the MEd director for approved substitutions.

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

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

**Basic Reading**

**Endorsement**

**Level I—Basic Reading Endorsement**

These courses will meet the requirement for a Level I Basic Reading Endorsement to be added to the Elementary or Secondary Education licensure. The Teacher Education Department provides the courses required for these two endorsements but does not give the endorsement. It is the teacher's responsibility to submit 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>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 6360</td>
<td>3</td>
<td>Foundations of Literacy</td>
</tr>
<tr>
<td>MED 6320</td>
<td>3</td>
<td>Content Area Literacy Instruction</td>
</tr>
<tr>
<td>MED 6330</td>
<td>3</td>
<td>Using Children’s Literature and Informational Text in the Classroom (2)</td>
</tr>
<tr>
<td>MED 6340</td>
<td>3</td>
<td>Reading Assessment &amp; Instructional Interventions (3)</td>
</tr>
<tr>
<td>MED 6350</td>
<td>3</td>
<td>Reading Comprehension Instruction (3)</td>
</tr>
<tr>
<td>MED 6352</td>
<td>3</td>
<td>Early Literacy Instruction (K-12) (2)</td>
</tr>
<tr>
<td>MENG 6110</td>
<td>3</td>
<td>Writing for Teachers (3)</td>
</tr>
</tbody>
</table>

**Course Requirements for Secondary Reading Endorsement**

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

**Level II—Advanced Reading Endorsement**

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

**Education of the Gifted**

**Endorsement**

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

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

**Course Requirements for Endorsement**

**Required Courses (12-13 credit hours)**

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

**Course Requirements for Endorsement**

**Required Courses (12-13 credit hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5860</td>
<td>2</td>
<td>Practicum in Education - Education of the Gifted (2)</td>
</tr>
<tr>
<td>Two elective courses</td>
<td></td>
<td>One from graduate content areas (2-3)</td>
</tr>
</tbody>
</table>

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 skills and time management, campus resources, developing interpersonal communications, making major/career selections and understanding student responsibilities. The course prepares students to work efficiently in the university environment.

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

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. Fingerprinting/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 in 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 3110 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
Students will learn about the learning and social characteristics of young people with exceptionalities—such as, 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 Teacher Education Level 1 (EDUC 3100, EDUC 3110, and EDUC 3140) and 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—such as, 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 Teacher Education Core (EDUC DV3200S, EDUC 3900, and EDUC 3930).

EDUC 3800. BIS Capstone and Graduation Preparation (1)

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

EDUC 3850. BIS Internship (1-3) S

The Bachelor of Integrated Studies Program (BIS) offers BIS students the opportunity to earn 1 to 3 elective 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 DV3200S, EDUC DV3260S, 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. Should be taken concurrently with the other courses in the Secondary Teacher Education Core (EDUC DV3200S, EDUC DV3260S, 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 before implementing Cooperative Learning in the classroom. Emphasis will be upon the basic components of Cooperative Learning, team building, and simple teamwork. Methods and strategies will be demonstrated and will involve active student group participation.

EDUC 4320. Elementary Language Arts Methods (3) F, S
Methods for developmental language arts. Field experience required. Prerequisites: Teacher Education Level I (EDUC 3100, EDUC 3110, and EDUC 3140) and Level II (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, or EDUC 4350 if previously taken, and EDUC 4340).

EDUC 4340. Elementary Art/Music Methods (3) F, S
Designed to prepare students to successfully teach art and music in the elementary classroom. Students are expected to design, prepare and teach lessons to engage elementary students in art and music activities. National and state curricular guidelines will be reviewed and discussed. Field experience required. Prerequisites: Teacher Education Level 2 Elementary (EDUC 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 3 Level 3 (EDUC 4300, EDUC 4320 or EDUC 4350 if previously taken, EDUC 4330, and EDUC 4340) and permission of Field Experience Director. Should be taken concurrently with EDUC 4820, EDUC 4840, and EDUC 4860. Offered CR/NC only.

EDUC 4420. Foundations of 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 4520. 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 Coordinating 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 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: Secondary Teacher Education Core (EDUC DV3200S, EDUC DV3260S, EDUC 3900, and EDUC 3930).

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

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

**EDUC 4860. Elementary Senior Synthesis Seminar (1) F, S**
Synthesis of the TREC model for elementary programs with specific emphasis on beginning a professional career in teaching. Senior project is required. Prerequisite: Teacher Education Level 3 Elementary (EDUC 4300, EDUC 4320 or EDUC 4350 if previously taken, EDUC 4330, EDUC 4340). Should be taken concurrently with the other courses in Teacher Education Level 4 Elementary (EDUC 4820, EDUC 4840). To be taken 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 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 4930. Clinical Practice in Secondary Education (4) F, S
Student teaching experience in secondary school setting plus weekly seminar on campus. Prerequisite: completion of professional education courses through Level 2 (EDUC DV3200, EDUC DV3260, EDUC 3760 & EDUC 3780) or Secondary Teacher Education Core (EDUC DV3200S, EDUC DV3260S, EDUC 3900 & EDUC 3930) and permission of Field Experience Director. Should be taken concurrently with EDUC 4950 Integrated Secondary Clinical Practice Seminar. Offered CR/NC only.

EDUC 4940. Clinical Practice in Secondary Education (8) F, S
Student teaching experience in a public school to synthesize theory and practice. Support seminars held on campus. Prerequisite: completion of professional education courses through Level 2 (EDUC DV3200, EDUC DV3260, EDUC 3760 & EDUC 3780) or Secondary Teacher Education Core (EDUC DV3200S, EDUC DV3260S, EDUC 3900 & EDUC 3930). Should be taken concurrently with EDUC 4950 Integrated Secondary Clinical Practice Seminar. Available on CR/NC basis only.

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 EDUC 4940 Clinical Practice Seminar. Available on CR/NC basis only.

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 4950 Integrated Secondary Clinical Practice Seminar. Offered on CR/NC basis only.

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 current 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 (1-4) F, S
Variable Title
Practical synthesis and application of knowledge and skills gained in previous education courses. Student must have approval from the department or program chair, and should follow specific program guidelines for prerequisites and other requirements. Course may be taken more than one time. Offered CR/NC only.

EDUC 5880. Student Teaching in Secondary Education for MED Students (6)
Student teaching experience, with supervision, in a public school to synthesize theory and practice from previous education courses. Prerequisites: EDUC 5860, MED 6020, MED 6060, MED 6120 or 6110, MED 6500, MED 6320, and MED 6510.

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.