

## Health and Human Performance

properties, mineral formation, and methods of identification and classification. Lecture and three laboratory hours per week.

Prerequisite: 111

### 252 Geomorphology

The study of landforms, the geologic processes that produce them, their evolution, and their distribution over the Earth's surface. Aerial photographs introduced for purposes of geomorphic analysis. Lecture and three laboratory hours per week.

Prerequisite: 111

### 295, 296, 297, 298 Topics

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 311 Petrology

A study of the physical and chemical factors that relate to the environment of formation for igneous, sedimentary and metamorphic rocks. A systematic approach to rock analysis, identification and classification. The petrographic microscope introduced in the laboratory. Lecture and three laboratory hours per week.

Prerequisite: 211

### 322 Structural Geology

An analysis of the structures within the Earth's crust, their origin and classification, the principles of rock deformation, and an introductory study of the Earth's mantle and core. Lecture and three laboratory hours per week.

Prerequisite: 311

### 421 Geophysics

Fundamental principles of geophysical methods commonly used for subsurface exploration, including: gravity, magnetic, seismic and electrical measurements. Emphasis on field procedures and interpretation techniques used for geologic investigations. Lecture and three laboratory hours per week.

Prerequisite: 311

### 475, 476, 477, 478 Experiential Learning

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 483, 484, 485, 486 Seminar

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 487, 488, 489, 490 Topics

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 491, 492, 493, 494 Research

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 495, 496, 497, 498 Individual Study

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

## German Greek

See Department of Modern and Classical Languages.

## Health and Human Performance

Parsley (chair), Carey, Duoos, Grochowski, Andregg\*, Casey\*, Hodgson\*, Mathre\*, Ofstead\*, Skrypek\*, Stenzel\*, Sweeney\*

The Department of Health and Human Performance offers the following undergraduate professional programs of study including a basic instructional program:

1. A major in physical education which leads to licensure at both the elementary and secondary levels;
2. A major in health education, which leads to licensure at the elementary, middle, and secondary school level;

## Health and Human Performance

3. A major in community health education, which prepares the student for work in community health;
  4. A major in health promotion which prepares the student for work as a fitness specialist outside the school setting;
  5. A concentration in athletic coaching;
  6. A concentration in Athletic Training Internship Program which prepares the student for taking the NATA exam;
  7. A non-teaching major in physical education for students who have career objectives other than teaching.
  8. Individual programs that may be developed in consultation with the department chair.
- The basic instructional program provides an opportunity to develop a knowledge and understanding of the value and methods of obtaining and maintaining an appropriate level of physical fitness throughout one's lifetime.

### Teaching Major in Physical Education

The teaching major in physical education received accreditation from the National College Association for Teacher Education (NCATE) and the learned society of the discipline, National Association for Sport and Physical Education (NASPE) in 1994.

*See Department of Teacher Education*

### Health Education K-12

The teaching major in elementary health education received accreditation by the National College Association for Teacher Education (NCATE) and the learned society of the discipline, American Alliance of Health Education (AAHE) in 1995.

*See Department of Teacher Education*

### Community Health Education

HLTH 345 Nutrition  
HLTH 350 Personal Health and Wellness  
HLTH 353 Consumer, Community and Environmental Health  
HLTH 375 Lifelong Stress Management (2 credits)  
HLTH 441 Community Health Education: Curriculum, Assessments, and Administration  
HLTH 451 Community Health Education: Methods, Resources, and Partnerships  
HLTH 462 Human Sexuality  
HLTH 464 Critical Issues in Health

*Plus one of:*

HLTH 470 Health Internship  
HLTH 471 Health Internship extended (6 credits)

*Allied requirements:*

BIOL 101 General Biology  
BIOL A course in Epidemiology or Microbiology  
PHED 410 Human Anatomy and Physiology  
PSY 111 General Psychology  
SOC 100 Introduction to Sociology  
SOWK 290 Death, Dying and Bereavement

*Plus one of:*

CHEM 100 Chemistry in our World  
CHEM 101 Environmental Chemistry

*Plus one of:*

COMM 100 Public Speaking  
COMM 105 Communication in the Workplace

*Recommended:*

*One of:*

PSY 200 Psychology of Infancy and Childhood  
PSY 203 Psychology of Adolescence  
PSY 204 Psychology of Adulthood and Aging

### Teaching Minor in Health Education

*See Department of Teacher Education*

### Physical Education Health Promotion (B.S.)

PHED 100 Foundations for Fitness (0 credit)  
PHED 113 Introduction to Health Promotion (2 credits)

## Health and Human Performance

PHED	205	Principles of Strength Training (2 credits)
PHED	206	Principles of Aerobics (2 credits)
PHED	250	Emergency Care
PHED	410	Human Anatomy and Physiology
PHED	420	Kinesiology (2 credits)
PHED	421	Athletic Training (2 credits)
PHED	426	Biomechanics
PHED	430	Measurement and Evaluation (2 credits)
PHED	431	Exercise Physiology (2 credits)
PHED	432	Advanced Exercise Physiology
PHED 433		Exercise for Special Populations (2 credits)
PHED 449		Health Promotion Seminar (2 credits)

*Plus one of:*

PHED 450		Health Promotion Internship
PHED 451		Health Promotion Internship extended (6 credits)

*Allied requirements*

BIOL	101	General Biology
CHEM	100	Chemistry in our World
COMM	105	Communication in the Workplace
ENGL	200	Written English
HLTH	345	Nutrition for Health and Wellness
HLTH	350	Personal Health and Wellness
HLTH	375	Stress Management (2 credits)
MGMT	150	Introduction to Business
MKTG	300	Principles of Marketing

Eighty-four credits are required outside the areas of PHED and HLTH.

### Physical Education Health Promotion – Science Emphasis

This program is a dual-degree program in cooperation with The College of St. Catherine. Students accepted in this program will be able to apply to St. Catherine's Master of Physical Therapy Program during their third year. If accepted, the student will receive a baccalaureate degree from the University of St. Thomas and a MPT degree from St. Catherine upon completion of the coursework as outlined by the two institutions. Students not accepted by St. Catherine must complete their fourth year at the University of St. Thomas to receive their baccalaureate degree. It is recommended that students interested in this major consult the department chair at the time of their initial registration.

### Admission Requirements for The College of St. Catherine MPT Program

BIOL	201	Ecology, Adaptation, and Diversity
BIOL	202	Genetics and Evolution
BIOL	323	Comp Vertebrate Anatomy
CHEM	111	General Chemistry I
CHEM	112	General Chemistry II
HLTH	345	Nutrition
HLTH	350	Personal Health and Wellness
MATH	113	Calculus I
PHED	111	Foundation and Skills for Majors II
PHED	250	Emergency Care
PHED	410	Human Anatomy and Physiology
PHED	431	Exercise Physiology
PHED	432	Advanced Exercise Physiology
PHED	450	Internship I
PHYS	109	General Physics I
PHYS	110	General Physics II
PSY	111	General Psychology
PSY	301	Psychopathology
QMCS	220	Statistics I

*Plus:*

Core curriculum courses in literature and writing, historical studies, moral and philosophical reasoning, faith and the Catholic tradition, fine arts, language and culture, and human diversity.

*Plus:*

One course in medical terminology (see department chair for assistance).

*Clinical Experience*

A minimum of 160 hours of physical therapy or other health care clinical experience during the three

## Health and Human Performance

years prior to applying to the MPT program. Registration in PHED 450 or PHED 451 at the conclusion of the student's sophomore year will satisfy this requirement.

### *Application Procedure for St. Catherine's MPT Program*

A minimum cumulative grade-point average of 3.00 for undergraduate course work is required. Students may apply to the MPT program during their third year, provided that they will have completed the above list of prerequisite courses prior to enrollment in the MPT program. Completed applications for admission are due to St. Catherine no later than March 1. Deadline for special petitions is February 1.

To request an application, please contact:

Office of Admissions  
The College of St. Catherine  
2004 Randolph  
St. Paul, MN 55105  
(612) 690-6505

Applicants are informed of their status no later than June 1.

Students not admitted to The College of St. Catherine Physical Therapy Program must complete the following courses at the University of St. Thomas to receive their baccalaureate degree.

PHED 111 Foundations and Skills: Majors  
PHED 351 Teaching the Special-Needs Students  
PHED 420 Kinesiology  
PHED 421 Athletic Training (2 credits)  
PHED 430 Measurement and Evaluation (2 credits)  
PHED 433 Exercise for Special Populations (2 credits)

### **Athletic Coaching Concentration**

PHED 402 Principles of Athletic Coaching (requires a 40-hour practicum under the supervision of a certified coach)

PHED 403 To meet the requirements for coaching certification, students must select at least one of the sections of PHED 403 listed below. Students should choose a sport in which they have the least familiarity.

- 01 Football
- 02 Soccer
- 03 Basketball
- 04 Hockey
- 05 Baseball
- 06 Volleyball
- 07 Track
- 08 Softball

PHED 410 Human Anatomy and Physiology

PHED 420 Kinesiology

PHED 421 Athletic Training Techniques

### **Athletic Training Certification**

The student must have:

1. A high school diploma to begin accumulating directly supervised clinical hours that are to be used to meet requirements for the National Athletic Trainer Association Board of Certification (NATABOC) certification.
2. Proof of graduation (an official transcript) at the baccalaureate level from an accredited college or university located in the United States. Foreign-degreed applicants who wish to credit this degree toward a bachelor's degree requirement will be evaluated at the candidate's expense by an independent consultant selected by the NATABOC.
3. Proof of current American National Red Cross Standard CPR and First Aid Certification. Emergency medical technician equivalency will be accepted.
4. At the time of application all candidates for certification must verify that at least 25 percent of their athletic training experience hours credited in fulfilling the certification requirements were attained in actual practice or game coverage with one or more of the following sports: football, soccer, hockey, wrestling, basketball, gymnastics, lacrosse, volleyball and rugby.
5. Endorsement of certification application by an NATA certified athletic trainer.
6. Subsequent passing of the certification examination (written, oral practical, and written simulation sections).

### **Internship Section:**

Each intern candidate must attain 1,500 hours of athletic training experience under direct supervision of an NATA certified athletic trainer. These hours must have been attained over a minimum of

## Health and Human Performance

two calendar years and not more than five years. Of these 1,500 hours, at least 1,000 hours must be attained in a traditional athletic training setting within the confines of the University of St. Thomas training room, practice or game fields.

BIOL	101	General Biology
HLTH	345	Nutrition for Health and Fitness
HLTH	350	Personal Health and Wellness or other health course approved by the department chair.
PHED	250	Emergency Care
PHED	410	Human Anatomy and Physiology
PHED	420	Kinesiology
PHED	421	Athletic Training Techniques
PHED	422	Physical Examination of the Lower Extremity
PHED	423	Physical Examination of the Upper Extremity
PHED	424	Advanced Athletic Training
PHED	425	Therapeutic Modalities and Rehabilitation
PHED	431	Exercise Physiology
PHED	432	Advanced Exercise Physiology
PHED	433	Cardiac Rehabilitation
PSY	111	General Psychology

Students who wish to pursue certification as an athletic trainer must consult the program coordinator about the specific requirements of the National Athletic Trainer Association, Inc.

### Physical Education Courses (PHED)

#### **100 Foundations for Fitness** **0 credit**

This course is required of all St. Thomas students as a part of the College liberal arts program. The course seeks to improve the student's knowledge and understanding of the role of physical activity and how it contributes to one's lifelong health and wellness; and to develop personal fitness and sports-activity skills that will enable the student to effectively integrate physical activity into her or his lifestyle. The course includes lecture and discussion sessions, a battery of physical assessments, a wide choice of sports-skill activities (e.g. archery, racquetball, tennis) and a selection of higher-intensity fitness activities (e.g. aerobic dance, strength training, jogging, and swimming). Students choose from among the various sports skills and physical-fitness activity offerings with guidance from physical education staff. Included in the course is a Fitness Unit which emphasizes discussion topics such as stress, nutrition, components of fitness, and drug and alcohol abuse.

The primary purpose of this course is to provide the student with the knowledge, skills, and techniques necessary to become a physically educated person; that is, a person who is able to design and maintain a lifestyle of fitness and wellness. Implied is the philosophy that students will learn to perform physical skills that contribute to personal participation in social and recreational activities – not the skills learned in competitive sports. St. Thomas graduates should not only be able to communicate the components of health-related fitness and wellness, but have the ability to assess, design, implement and maintain their personal fitness and wellness program. Ultimately, St. Thomas graduates should become advocates for the benefits of a healthy and active lifestyle.

#### **110 Foundations and Skills for Majors** **2 credits**

Orientation to the physical education profession: the nature of the profession, professional opportunities, certification requirements, including current trends and research in elementary physical education. Skills include accelerated units of elementary physical education activities and the different methods of presenting lessons. Students learn to perform and teach activities at each of the three developmental levels of elementary school children. (Open only to prospective health and physical education majors). Fulfills the university physical education requirement. Offered during the fall semester in odd-numbered years.

#### **111 Foundations and Skills for Majors** **2 credits**

Similar to PHED 100 but emphasis is on the development of basic skills common to secondary school curricula and corporate-fitness programs. Open only to prospective health and physical education majors.

#### **113 Introduction to Health Promotion** **2 credits**

This course offers the learner opportunities to explore the field of Health Promotion. The learner will study the philosophies, theories, and current practices of Health Promotion as a means to gain a better understanding of the field.

#### **200 Activities and Techniques**

An introduction to the techniques of teaching activities common to the physical education curriculum at the elementary and secondary school levels. This course will consider the elements of effective instruction, methods of organizing for effective instruction, classroom management strategies,

## Health and Human Performance

peer teaching – including self-evaluation, methods of creating a positive learning environment, and the teacher-induction process. Lecture and laboratory.

Prerequisites: PHED 110 and PHED 111

### **205 Principles of Strength Training** **2 credits**

This course provides an overview of the principles of strength training, strength acquisition and program design for diverse populations. Students will be provided with the opportunity to gain practical, hands-on experience in assessing, designing, implementing and evaluating strength training programs for a variety of clients. Additional topics to be discussed include equipment selection and maintenance, facility design, management and safety.

Prerequisite: PHED 113

### **206 Principles of Aerobic Training** **2 credits**

This course provides an overview of the principles of aerobic conditioning and the various methods used to train diverse populations, i.e., children, adults, elderly, athletes, and non-athletes. Students will be provided with the opportunity to gain practical, hands-on experience in assessing, designing, implementing and evaluating cardiovascular training programs for a variety of clients.

Prerequisite: PHED 113

### **210 Outdoor Education I** **2 credits**

Students will participate in and learn the following skills: climbing and rappelling, initiative tasks, outdoor cooking, and use of outdoor equipment. Students will study the natural environment in which these activities occur. The class will include a three-day camping trip (required) with emphasis on rock climbing. Emphasis of the course is group dynamics and personal awareness.

### **211 Outdoor Education II** **2 credits**

Students will participate in and learn the following skills: initiative tasks, canoeing, camp cooking, and map and compass. Students will study the natural environment in which these activities occur. The class will include a three-day camping trip (required) with emphasis on group dynamics, camping, cooking skills, and canoeing. Emphasis of the course is group dynamics and personal awareness.

### **212 Outdoor Education III** **2 credits**

Students will participate in and learn the following skills: initiative tasks, utensil-less cooking, map and compass, winter survival skills, snowshoeing, cross-country skiing and downhill skiing. Students will study the natural environment in which these activities occur. The class will include a three-day camping trip (required) with emphasis on skiing. Group dynamics and personal awareness will also be emphasized.

### **215 Rhythms and Dance** **2 credits**

This course is designed to introduce future elementary and secondary physical education teachers to rhythms and dance education. Students will participate in and learn how to instruct rhythm activities, folk dance, square dance, creative dance, aerobic dance, and popular dance.

### **250 Emergency Care**

This course is designed to develop the emergency-care skills and understanding currently considered to be within the scope of a first responder. Consists of classroom, laboratory and internship experience. Upon satisfactory completion of this course, students will be first responder certified.

Prerequisite: physical education and criminal justice majors, or approval of the department chair

### **295, 296, 297, 298 Topics**

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the “Departments and Curricula” section of this catalog.

### **310 History, Principles and Philosophy of Physical Education** **2 credits**

This course consists of two main areas of study: the historical background of physical education in the United States and throughout the world; and the philosophical basis for physical education programs throughout history.

### **311 Motor Development** **2 credits**

This course provides an overview of the principles of human growth and motor development and studies in depth the physical and psychological principles involved in the learning and performance of motor skills.

### **340 Physical Education at the Elementary Level**

Curriculum analysis and supervised teaching in physical education at the elementary school level.

Prerequisite: PHED 200

### **351 Teaching of the Special-Needs Student** **2 credits**

Education of special-needs students with particular reference to a legal basis, analysis of functional

## Health and Human Performance

and organic disabilities, assessment procedures, class-activity modification, and mainstreaming principles as related to the role of school health and physical education programs.

### **356 First Aid and Safety** **2 credits**

American Red Cross standard first aid and CPR. School and community safety with emphasis on accident prevention. Students will receive American Red Cross certification in standard first aid and CPR upon successful completion of the course.

### **360 Curriculum Organization and Administration**

A study of the skills necessary for future teachers to plan, write, teach, evaluate teacher and student behaviors, conduct self-evaluations for the improvement of instruction, and evaluate and revise curriculum to enhance the learning experience of children in the discipline of physical education.

Prerequisite: PHED 200

### **402 Principles, Theory and Techniques of Athletic Coaching** **2 credits**

Analysis of the role of the head coach including interpersonal relationships with athletes, parents, faculty, school administration, coaching staff, news media, the State High School League and community groups. Special attention is given to motivation, ethics, scheduling, budgeting, legal implications and related administrative functions. Students complete a 40-hour supervised field experience in coaching a sport.

### **403 Theory and Techniques of Coaching** **2 credits**

Theory and techniques of coaching a specific sport. Students must select at least one of the sections listed below. It is strongly recommended that students choose a sport with which they have the least familiarity.

- 01 Football  
Offered in fall semester in odd-numbered years.
- 02 Soccer  
Offered in fall semester in odd-numbered years.
- 03 Basketball  
Offered every fall semester.
- 04 Hockey  
Offered in spring semester in even-numbered years.
- 05 Baseball  
Offered in spring semester in even-numbered years.
- 06 Volleyball  
Offered in fall semester in even-numbered years.
- 07 Track  
Offered in spring semester in odd-numbered years.
- 08 Softball  
Offered in spring semester in odd-numbered years.

### **410 Human Anatomy and Physiology**

A course of study designed to meet the needs of the student requiring fundamental knowledge of the structure and function of the body and its tissues and fluids. Special consideration is given to the physiological aspects of exercise and sports conditioning.

### **420 Kinesiology** **2 credits**

Study of human motion, including anatomical foundations of the skeletal and muscular systems, mechanics and principles of human motion with application to motor skills and physical education activities.

Prerequisites: PHED 410 or BIOL 122

### **421 Athletic Training Techniques** **2 credits**

Prevention and therapeutic procedures in athletic training including conditioning of athletes, fitting of protective equipment, the sports-medicine team, strapping and bandaging, first aid and recognition of the more common injuries and illness sustained by the competitive athlete.

### **422 Physical Examination of the Lower Extremity** **2 credits**

The study of the commonly accepted techniques and procedures for clinical evaluation and recognition of common athletic injuries and illnesses including history, inspection, palpation, functional testing (range of motion ligamentous and capsular stress testing, annual muscle testing, sensory and motor neurological testing, etc.), and special evaluation techniques.

Prerequisites: PHED 410, 421

### **423 Physical Examination of the Upper Extremity** **2 credits**

The study of the commonly accepted techniques and procedures for clinical evaluation and recognition of common athletic injuries and illnesses including history, inspection, palpation, functional testing (range of motion ligamentous and capsular stress testing, annual muscle testing, sensory and motor neurological testing, etc.), and special evaluation techniques.

Prerequisites: PHED 410, 421

## Health and Human Performance

### **424 Advanced Athletic Training** **2 credits**

Application of the principles needed in planning, coordinating, and supervising all administrative components of an athletic training program for a high school, college and professional athletic organization including those pertaining to health-care services, financial management and public relations. Interpretation of the role of the certified athletic trainer as a health care provider, adviser and counselor on matters pertaining to the physical, psychological and emotional health of the student-athlete.

Prerequisite: PHED 421

### **425 Therapeutic Modalities and Rehabilitation**

Discussion of the primary components of a comprehensive rehabilitation program including determination of therapeutic goals and objectives, selection of therapeutic modalities and exercise, methods of evaluation and recording rehabilitation progress, development of criteria for progression and return to competition, and specific physiological effects and therapeutic indications and contraindications associated with the use of current therapeutic modalities. Role and function of commonly used pharmacological agents used in the medical treatment of athletic injuries and illnesses.

Prerequisites: PHED 410, 421

### **426 Biomechanics**

Study of mechanics applied to the moving body. Principles of human movement, interaction with a sporting implement, observing and analyzing performance are stressed. Torque, angular momentum, projectiles, fluid forces, aerodynamics, hydrodynamics, body rotation, throwlike and pushlike movement patterns, data gathering, analyzation and research in the field of sports biomechanics are introduced.

Prerequisite: PHED 420

### **430 Measurement and Evaluation** **2 credits**

This course introduces basics of research, including issues of research and test validity and reliability. The course also includes basic statistical methods, test construction and evaluation, grading procedures, classroom and laboratory work in measurement of physical fitness, sports skills, motor ability and related functions.

### **431 Exercise Physiology** **2 credits**

Application of the principles of anatomy and physiology to the study of metabolic, respiratory, circulatory and nervous adjustments of the body resulting from physical activity.

Prerequisite: PHED 410

### **432 Advanced Exercise Physiology**

This course is designed to prepare the student for certification by the American College of Sports Medicine. Students will apply knowledge and skills of exercise physiology to the practical setting, including fitness assessment, body composition, flexibility, blood pressure measurement, EKG testing, and exercise prescription.

Prerequisite: PHED 410 and 431

### **433 Exercise in Special Populations** **2 credits**

This course is designed to prepare students to evaluate fitness, assess risk factors, and write exercise prescriptions for special populations, including obesity, hypertension, coronary artery disease, and arthritis. Students completing this course will have the knowledge, skills and abilities to pass the American College of Sports Medicine Exercise Test Technologist Certification Examination.

Prerequisite: PHED 431

### **449 Health Promotion Seminar** **2 credits**

This seminar course provides Health Promotion majors with opportunities to enhance their expertise in teaching, demonstration, assessment, prescription, program development and program evaluation as related to Health Promotion. Learners will be required to demonstrate the understandings and skills necessary to effectively work with diverse populations including children, youth, adults, and elders in the field of Health Promotion.

Prerequisite: Junior standing and PHED 432 and 433 or concurrent enrollment

### **450 Health Promotion Internship**

The health promotion intern will obtain practical experience at the clinical, exercise, corporate health promotion, or community health promotion level. The internship will be under the supervision of an experienced exercise fitness specialist. Students will assist in the marketing and management of health promotion programs including the administration of a variety of assessments as prescribed by the exercise fitness specialist. Individual research project(s) will be assigned. A minimum of 250 hours of clinical experience will be required in at least one or more of the following areas: 1) clinical exercise and fitness; 2) corporate health promotion; 3) health promotion and education. Grading will be on an S/R basis.

Prerequisites: Current CPR and first aid cards and permission of the instructor (6 months prior to registration)

## Health and Human Performance

### **451 Health Promotion Internship – extended 6 credits**

The health promotion intern will obtain practical experience at the clinical, exercise corporate health promotion, or community health promotion level. The internship will be under the supervision of an experienced exercise fitness specialist. Students will assist in the marketing and management of health promotion programs including the administration of a variety of assessments as prescribed by the exercise fitness specialist. Individual research project(s) will be assigned. A minimum of 400 hours of clinical experience will be required in at least one or more of the following areas: 1) clinical exercise and fitness; 2) corporate health promotion; 3) health promotion and education. Grading will be on an S/R basis.

Prerequisites: Current CPR and first aid cards and permission of the instructor (6 months prior to registration)

### **475, 476, 477, 478 Experiential Learning**

See the description of these courses at the beginning of the “Departments and Curricula” section of this catalog.

### **483, 484, 485, 486 Seminar**

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### **495, 496, 497, 498 Individual Study**

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## **Health Courses (HLTH)**

### **345 Nutrition for Health and Fitness**

An examination of essential nutrients, energy balancing and metabolism, nutritional deficiencies and over-consumption, diet fads and fallacies, healthful eating patterns and nutritional needs throughout the life cycle. Individual nutritional analysis and prescription will be included.

### **350 Personal Health and Wellness**

This will entail an examination of the components of a healthful lifestyle. The interrelationship of physical, intellectual, spiritual and emotional health will be the focal point. Specific areas such as mental health, stress and coping, human sexuality, disease prevention, aging, grief and loss will be addressed.

### **353 Consumer, Community and Environmental Health**

Health education as it relates to the consumer, the community, and the environment. Units of study include: consumerism, quackery, control and prevention of infectious and non-infectious diseases, community health services and resources, and current environmental issues.

### **375 Lifelong Stress Management**

**2 credits**

This course is open to individuals from all fields. The focus is on exploration of effective, healthful strategies of stress management. This course is an opportunity to expand one’s understanding of how to redirect stress responses into positive sources of energy.

### **440 Health Education: PK-12 Curriculum, Assessment and Administration**

Learners will explore effective strategies for development and evaluation of PK-12 curriculum with emphasis on comprehensive school health education concepts. This exploration will include growth and developmental concerns, innovative learning theories, client-centered and proactive learning, dynamic partnerships with families and communities (including medical, business, and health agencies), interactive and interdisciplinary learning paradigms, global networking, appreciation for diversity, and current mind-body-spirit approaches to health care. There will be opportunities for learners to actively engage in review and development of authentic assessment strategies. Learners also will evaluate real-world health programs in the field and demonstrate effective in-service strategies and networking. Within this course, learners will engage in leadership approaches in enhancement of total quality health education programs for families, schools, and communities. This course fulfills the second-level Computer Competency requirement in the core curriculum.

## **Health and Human Performance**

### **441 Community Health Education: Curriculum, Assessment and Administration**

Learners will explore effective strategies for development and evaluation of Community Health Education curriculum with emphasis on comprehensive health education concepts. This exploration will include growth and developmental concerns, innovative learning theories, client-centered and proactive learning, and dynamic partnerships with clients, work sites, and communities (including medical, business, and health agencies). There is an emphasis on interactive and interdisciplinary learning paradigms, global networking, appreciation for diversity, and current mind-body approaches to health care. There will be opportunities for learners to actively engage in review and development of authentic assessment strategies with emphasis on knowledge over information. Learners will also evaluate health delivery programs in the field and demonstrate effective in-service strategies and networking. Included in this course are opportunities to explore and assess various resources from medical, insurance, health agency, business and private organizations that could effectively be used in community health settings. Within this course, learners will engage in virtual administration and leadership approaches in the enhancement of total quality community health education programs. Off-campus observations and presenting of health issues in community settings are required.

### **450 Health Education: K-12 Methods, Resources and Partnerships**

Learners will identify and practice effective methods of facilitating K-12 health education. Off-campus observations and teaching of health lessons in elementary, middle and secondary school settings are included in the requirements. An off-campus tutorial experience with elementary or middle school aged learners is required. Learners will also explore and assess various educational resources from medical, insurance, health agency, business and private organizations that effectively could be used with K-12 learners. This will include development of a professional telecommunications network. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia for K-12 health education. Learners will also investigate and design active partnerships with parents/guardians and communities.

### **451 Community Health Education: Methods, Resources and Partnerships**

Learners will identify and practice effective methods for facilitating community health education. Off-campus observations and presentations of health issues in community settings are required. Learners will explore and assess various resources from medical, insurance, health agency, business and private organizations that could effectively be used in community health settings. This will include development of a professional telecommunications network. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia in community health programs. In addition, learners will investigate and design active partnerships with clients, representatives of the medical field, health insurance agencies and business communities.

### **462 Human Sexuality Education**

The examination of the strategies and techniques for the development of human sexuality education for personal and professional needs. The course also addresses the needs of K-12 students and concerns of the community. The nature of sexual functioning, sexual development, ethics and attitudes will be addressed with the cooperation of the nursing, theology and health education disciplines. Effective and appropriate teaching strategies reflecting approved educational guidelines will be examined and practiced.

### **464 Critical Issues in Health Education**

An in-depth examination of relevant, critical health issues. Techniques for identifying and researching the issues plus appropriate teaching strategies will be addressed along with effective health and wellness promotional strategies. Examples of health issues include stress management, death education, HIV/AIDS, teen pregnancy, etc. Advanced helping skills will be included. Emphasis on mastery of telecommunication including: web page internet, grant writing, and computer presentations. This course fulfills the second-level Computer Competency requirement in the core curriculum. Prerequisites: HLTH 440 or 441; HLTH 450 or 451 or permission of instructor

### **470 Health Internship**

The community health education intern will obtain health education experience at a medical clinic, community center, or public health center. The internship is under the supervision of an experienced health education specialist and the course professor. Interns will engage in the development and delivery of health education programs. Each intern will complete an individual research project relevant to the clinic or center's clientele. The intern will complete a minimum of 250 internship hours. Prerequisite: HLTH 441, 451, 462, 464 and permission of instructor

### **471 Health Internship – extended**

**6 credits**

The community health education intern will obtain health education experience at a medical clinic, community center, or public health center. The internship is under the supervision of an experienced health education specialist and the course professor. Interns will engage in the development and delivery of health education programs. Each intern will complete an individual research project rel-

## Higher Education Consortium for Urban Affairs

evant to the clinic or center's clientele. The intern will complete a minimum of 400 internship hours. Prerequisite: HLTH 441, 451, 462, 464 and permission of instructor

### 475, 476, 477, 478 Experiential Learning

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 483, 484, 485, 486 Seminar

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 487, 488, 489, 490 Topics

The subject matter of these courses, announced in the annual *Class Schedule*, will vary from year to year, but will not duplicate existing courses. See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 491, 492, 493, 494 Research

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

### 495, 496, 497, 498 Individual Study

See the description of these courses at the beginning of the "Departments and Curricula" section of this catalog.

## Higher Education Consortium for Urban Affairs (HECUA)

Brady (THEO), adviser; A. Hubbard (International Education Center) co-adviser

The Higher Education Consortium for Urban Affairs (HECUA) was established to offer students the opportunity to gain alternative perspectives on the urban community, both in the United States and in other cultures. Students earn four courses (16 semester credits) in each of these semester-long programs. Open to all majors.

### City Arts

City Arts explores the relationship between the arts, culture and social change. Field study and internship provide direct access to the arts community of the Twin Cities.

IDSC 466 City Arts: Reading Seminar

IDSC 467 City Arts: Field Seminar

IDSC 468 City Arts: Internship

IDSC 469 City Arts: Internship Seminar

### Metro Urban Studies Term (MUST)

Through a combination of seminars, field study and a professional internship in the Twin Cities, students explore the realities of social inequalities in urban America and strategies for bringing about change.

IDSC 471 MUST Seminar: Research on Urban Issues

IDSC 472 MUST Seminar: Field Studies in the Twin Cities

IDSC 473 MUST: Urban Studies Internship

IDSC 474 MUST: Urban Studies Internship Seminar

### Scandinavian Urban Studies Term (SUST)

SUST, offered in affiliation with the University of Oslo, provides a broad survey of contemporary Scandinavian societies, issues of the modern welfare state and social democracy. The city of Oslo is the primary field-study site, supplemented by travel in other parts of Scandinavia and the Baltic states.

### South American Urban Semester (SAUS)

SAUS is an interdisciplinary, field-learning program that examines the relationship between development issues and the consequences of urbanization in Latin America. The program is based in Bogota, Colombia, where students live with local families. Students gain a comparative perspective through study-travel in Ecuador and Guatemala.

### Culture and Society in Latin America (CASLA)

CASLA examines the relationships among literature, the arts, ideology and current social realities. Latin American faculty and guest resource persons guide this unique approach to learning about Latin America. Based in Bogota, Colombia, students live with local families, have field study and travel in Central America and the Caribbean.

### Community Internships in Latin America (CILA)

CILA combines an internship, independent study and seminars on community participation and