

## Departments

### 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, Derry, Duoos, Grochowski; Andregg, Casey, Flood, Hodgson, Jones, Mathre, Ofstead, Rinehart, Skrypek, Stenzel, Sweeney, Tallman

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 middle and secondary school levels;
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 major in health promotion science which prepares the student for entrance into a masters of physical therapy program;
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 for all students 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.

Students graduating with a major in health education will be able to effectively apply the knowledge and skills required for conducting the teaching-learning process in health education.

Students graduating with a major in community health will be able to effectively apply the knowledge and skills required in community health education settings.

Students graduating with a major in health promotion will have had experience at a work site. They will demonstrate the skill and knowledge expected of the entry-level exercise science professional in the areas of fitness evaluation, exercise prescription and delivery of exercise programs to normal and special populations. They will effectively assess theory and interface it with practice.

Students graduating with a major in physical education will be able to effectively make application of the skills required for conducting the teaching-learning process in an extended practicum setting. They will effectively demonstrate the skill and knowledge to evaluate the teaching-learning process, the analysis of motor performance, and an assessment of theory to interface it with practice.

The department also offers a course to fulfill the Health and Fitness component of the core curriculum.

## Teacher Licensure

Major in Health Education (5-12)

Major in Physical Education (K-12)

*See Department of Teacher Education*

## Major in Community Health Education

HLTH 345 Nutrition for Health and Fitness

HLTH 350 Personal Health and Wellness

HLTH 353 Consumer, Community and Environmental Health

## Health and Human Performance

HLTH	375	Lifelong Stress Management (2 credits)
HLTH	400	Epidemiology
HLTH	441	Community Health Education: Curriculum, Assessments, and Administration
HLTH	451	Community Health Education: Methods, Resources, and Partnerships
HLTH	462	Human Sexuality Education
HLTH	464	Critical Issues in Health Education
PHED	410	Human Anatomy and Physiology

*Plus one of:*

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

*Allied requirements*

BIOL	101	General Biology
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

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

HLTH	345	Nutrition for Health and Wellness
HLTH	350	Personal Health and Wellness
HLTH	375	Lifelong Stress Management (2 credits)
PHED	113	Introduction to Health Promotion (2 credits)
PHED	205	Principles of Strength Training (2 credits)
PHED	206	Principles of Aerobic Training (2 credits)
PHED	250	Emergency Care
PHED	410	Human Anatomy and Physiology
PHED	420	Kinesiology
PHED	421	Athletic Training Techniques (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 in 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
BUS	201	Ethics and Practice: Foundations of Business
CHEM	100	Chemistry in our World
COMM	105	Communication in the Workplace
MKTG	300	Principles of Marketing

*Plus one of:*

ENGL	251	Writing in the Academy
ENGL	252	Written Nonfiction Prose

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

## Departments

### Major in Physical Education Health Promotion – Science Emphasis (B.S.)

This program is designed for students interested in applying to a masters of physical therapy (MPT) program. The University of St. Thomas has a cooperative program with the College of St. Catherine in that the College of St. Catherine holds two places per year for qualified UST students. Completion of this degree also enables students to apply to other MPT schools throughout the country. Students not accepted into a MPT program will be degreed and prepared to work in the field of Health Promotion.

HLTH	345	Nutrition for Health and Fitness
HLTH	350	Personal Health and Wellness
PHED	113	Introduction to Health Promotion (2 credits)
PHED	250	Emergency Care
PHED	420	Kinesiology
PHED	421	Athletic Training Techniques (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 in 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	201	Diversity and Adaptation
BIOL	202	Genetics and Population Biology
CHEM	111	General Chemistry I
CHEM	112	General Chemistry II
PHYS	109	General Physics I
PHYS	110	General Physics II
PSY	111	General Psychology
PSY	301	Psychopathology
QMCS	220	Statistics I

*Plus:*

MATH	113	Calculus I
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*or*

MATH	108	Calculus with Review I
MATH	109	Calculus with Review II

*Plus:*

BIOL	251C and 252C	Human Anatomy and Physiology I and II (CSC)
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*or*

PHED	410	Human Anatomy and Physiology
BIOL	349	Comparative Anatomy and Physiology I

*Note:* Eighty four credits are required outside the areas of PHED and HLTH.

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

A minimum cumulative grade-point average of 3.00 for undergraduate course work is required. Completed applications for admission are due to St. Catherine no later than February 15. Deadline for special petitions is January 15.

To request an application, please contact Office of Admissions, College of St. Catherine, 2004 Randolph, St. Paul, MN 55105 or phone 651-690-6505. Applicants are informed of their status no later than May 1.

### Athletic Training Certification

A 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 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 HLTH course approved by the department chair)
PHED	250	Emergency Care
PHED	410	Human Anatomy and Physiology
PHED	420	Kinesiology
PHED	421	Athletic Training Techniques (2 credits)
PHED	422	Physical Examination of the Lower Extremity (2 credits)
PHED	423	Physical Examination of the Upper Extremity (2 credits)
PHED	424	Advanced Athletic Training (2 credits)
PHED	425	Therapeutic Modalities and Rehabilitation
PHED	431	Exercise Physiology (2 credits)
PHED	432	Advanced Exercise Physiology
PHED	433	Exercise in Special Populations (2 credits)
PSY	111	General Psychology

*Note:* 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 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, and jogging). Students choose from among the various sports skills and physical-fitness activity offerings with guidance from the 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. This course fulfills the Health and Fitness requirement in the core curriculum.

**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 activities. Students learn to perform and teach activities at each of the three developmental levels of elementary school children. This course plus PHED 111 fulfills the Health and Fitness requirement in the core curriculum.  
 Prerequisite: Prospective physical education major

**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. This course plus PHED 110 fulfills the Health and Fitness requirement in the core curriculum.  
 Prerequisite: Prospective physical education major

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**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, peer teaching – including self-evaluation, methods of creating a positive learning environment, and the teacher-induction process. Lecture and laboratory.  
Prerequisites: PHED 110 and 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.  
Prerequisite: Prospective physical education major

**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.  
Prerequisite: Prospective physical education major

**212 Outdoor Education III** 2 credits  
Students will participate in and learn the following skills: initiative tasks, cold weather cooking, map and compass, winter survival skills (including clothing);camping skills, cross-country skiing and snow shoeing. Students will study the natural environment in which these activities are enjoyed. the class will include a three-day camping trip with emphasis on snow shoeing and cross-country skiing.  
Prerequisite: Prospective physical education major

**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.  
Prerequisite: PHED 200

**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.

**295, 296, 297, 298 Topics**  
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**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 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 Principle, Theory, and Technique 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
  - 02 Soccer
  - 03 Basketball
  - 04 Hockey
  - 05 Baseball
  - 06 Volleyball
  - 07 Track
  - 08 Softball
- 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**  
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 251C and 252C
- 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 and 421

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- 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 and 421
- 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 and 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, analysis 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 420, 430, 431 and HLTH 345, 350
- 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)

**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)

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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, 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.

Prerequisite: PHED or HLTH majors

**350 Personal Health and Wellness**

This course 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, resiliency enhancement, 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.

Prerequisite: Sophomore standing

**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.

**400 Epidemiology**

Epidemiology provides an overview of the approaches used in epidemiological studies to measure the disease or health state in a population and to identify possible causes of a disease or health state. Included will be an examination of study designs, strengths and weaknesses of each. The ability to evaluate the findings from epidemiological studies will be emphasized. Learners will explore associations, correlations, between disease or health state and possible causes. The factors of bias, confounding or chance causes will be included. This course invites learners to study causality and criteria for assessing causality.

Prerequisite: One BIOL course

**440 Health Education: 5-12 Curriculum, Assessment and Administration**

Learners will explore effective strategies for development and evaluation of 5-12 health education curriculum with emphasis on comprehensive school health education concepts. This exploration will include growth and

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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 quality coordinated health education programs for families, schools, and communities. This course fulfills the second-level Computer Competency requirement in the core curriculum.

### 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. This course fulfills the second-level Computer Competency requirement in the core curriculum.

### 450 Health Education: 5-12 Methods, Resources and Partnerships

Learners will identify, practice, and demonstrate effective methods of facilitating 5-12 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 5-12 learners. This will include development of a professional telecommunications network. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia for 5-12 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, practice, and demonstrate 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 5-12 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.

Prerequisite: Sophomore standing

### 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 design, Internet research, grant writing, and computer-enhanced presentations and teaching. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisites: HLTH 440 and 450 or HLTH 441 and 451 or concurrent registration 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 spe-

cialist 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: 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 relevant to the clinic or center's clientele. The intern will complete a minimum of 400 internship hours.

Prerequisite: Permission of instructor

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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)**

*See Affiliated Programs*

**History (HIST)**

Wright (chair), Chrislock, Delehanty, Fitzharris, Howe, Hwa, Klejment, Mega

The Department of History offers courses dealing with the principal periods and topics of American, European and ancient classical history, as well as in selected non-European/non-U.S. fields (such as Japan, Latin America, etc.). In these classes an effort is made not only to impart information but also to develop the habits of mind needed for the critical investigation and appreciation of the past.

The history major provides a concentration of courses useful as preparation for teaching, for further professional studies or for a variety of careers in business and government. Major requirements are designed to allow the history student the freedom to develop a substantial foundation in another field through elective courses.

Students graduating with a major in history will have knowledge in European, American, and non-Western history. They will demonstrate a proficiency in the methods and techniques of history. They will be conversant with the content of the history of at least one non-Western culture.

The department also offers courses for the non-major in fulfillment of the Historical Studies component of the core curriculum.

**History Honor Society**

A campus chapter of Phi Alpha Theta, the national honor society in history, was established at St. Thomas in 1950. Candidates must have completed three courses in history and meet high qualitative standards for membership.

**Major in History**

Forty-four credits in major, of which at least four must be from each of four areas:

The Ancient and Medieval World

Modern Europe since 1450

The United States or its Colonial Antecedents

The non-Western World

*One of:*

111 Origins of the Modern World to 1550

112 The History of the Modern World since 1550