

## College of Arts and Sciences – Departments

### 410 Hydrogeology

This course focuses on groundwater and how geology influences its recharge, movement, storage, and withdrawal. The course will cover basic concepts of surface- and subsurface water flow, aquifer properties, well testing, heterogeneity in aquifers, groundwater chemistry and contamination, the role of groundwater in geological processes, and regional groundwater systems. Examples, labs, and projects will focus on groundwater in Minnesota and its immediate surroundings.

Prerequisite: one of 110, 111, 113, 114 or 115; 360 recommended

### 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: 360

### 430 Advanced Earth History

This course serves as a senior capstone experience in the geology major. Using the tools and concepts from previous coursework—including geochronology, plate tectonics, and other earth processes—students will examine in-depth some aspect of earth history. The specific subject matter and focus of this course will vary from year to year, and will be chosen based on input from the students in consultation with the instructor. Some examples of topics include: Precambrian tectonics of the Great Lakes region; Global Mesozoic tectonics; Sedimentary basins and basin analysis; or the Phanerozoic amalgamation of Asia.

Prerequisite: 360 or concurrent registration with 360

### 460 Advanced Field Geology

In this course, students will use skills developed in the introductory field methods course, Geology 260, to tackle more complex geologic problems. We will spend 3 weeks in the field mapping in an area that is more structurally complicated and learning additional techniques not introduced in the first course. Students will have the option of starting a research project and collecting data to be analyzed and written up in the following semester. Students not choosing this option will complete a field project during the course.

Prerequisites: 260 and permission of the instructor

### 475, 476 Experiential Learning

2 credits

### 477, 478 Experiential Learning

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

### 483, 484 Seminar

2 credits

### 485, 486 Seminar

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

### 487, 488 Topics

2 credits

### 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 “Curricula” section of this catalog.

### 491, 492 Research

2 credits

### 493, 494 Research

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

### 495, 496 Individual Study

2 credits

### 497, 498 Individual Study

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

## Health and Human Performance

Parsley (chair), Carey, Derry, Duoos, Grochowski; Flood, Hodgson, Mathre, Ofstead, Oliphant, Roney, Skrypek, Stenzel, Sweeney, Tallman, Tschida

The Department of Health and Human Performance offers the following undergraduate professional programs of study:

1. a major in physical education teaching which leads to licensure at the elementary, middle, and secondary levels. 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 also 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.
2. a major in health education teaching, which leads to licensure at the middle and secondary school levels. 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.

## Health and Human Performance

3. a major in community health education, which prepares the student for work in community health. Students graduating with a major in community health education will be able to effectively apply the knowledge and skills required in community health education settings.
4. a major in health promotion which prepares the student for work as a fitness specialist outside the school setting. 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.
5. a major in health promotion science which prepares the student for entrance into a masters of physical therapy program or other related medical field. A student graduating with a major in health promotion science will be trained on highly sophisticated assessment equipment and gain real-world experience outside the classroom.
6. a non-teaching major in health education for students who have career objectives other than teaching.
7. a minor in community health education.

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

### Teacher Licensure

Major in Physical Education (K-12)

Major in Health Education (5-12)

*See School of Education 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
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 I
HLTH	471	Health Internship II extended (6 credits)

*Allied requirements*

BIOL	101	General Biology
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*Plus one of:*

PSY	111	General Psychology
SOC	100	Introduction to Sociology

*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

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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 I
PHED	451	Health Promotion Internship II 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.

### 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 four 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 I
PHED	451	Health Promotion Internship II 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 and 109 Calculus with Review II
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*Plus:*

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

PHED	410	Human Anatomy and Physiology and BIOL 349 Comparative Anatomy and Physiology I
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*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 of the senior year.

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 April 1.

**Major in Health Education – Non-Licensure**

HLTH 345	Nutrition for Health and Fitness
HLTH 350	Personal Health and Wellness
HLTH 353	Consumer, Community and Environmental Health
HLTH 375	Lifelong Stress Management (2 credits)
HLTH 400	Epidemiology
HLTH 440	Health Education: Curriculum, Assessments, and Administration
HLTH 450	Health Education: Methods, Resources, and Partnerships
HLTH 462	Human Sexuality Education
HLTH 464	Critical Issues in Health Education

*Allied Requirements*

BIOL 101	General Biology
PHED 410	Anatomy and Physiology

*Plus one of:*

PSY 111	General Psychology
SOC 100	Introduction to Sociology

*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 Work Place

*Plus:*

American Red Cross Instructor Certifications: First Aid, CPR, HIV/AIDS

**Minor in Community Health Education**

HLTH 350	Personal Health and Wellness
HLTH 353	Consumer, Community and Environmental Health
HLTH 441	Community Health Education: Curriculum, Assessments, and Administration
HLTH 451	Community Health Education: Methods, Resources, and Partnerships
HLTH 470	Health Internship I

*Plus one of:*

HLTH 345	Nutrition
HLTH 462	Human Sexuality

**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 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, and a selection of higher-intensity fitness activities (e.g. aerobic dance, strength training, circuit training and jogging). Students choose from among the various physical-fitness activity offerings with guidance from the physical education staff. The course 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 will become advocates for the benefits of a healthy and active lifestyle. This course fulfills the Health and Fitness requirement in the core curriculum.

## College of Arts and Sciences – Departments

### 104 Physical Education Curriculum, Instructions, and Assessment (K-12)

Students will examine a variety of curriculum models and look at teaching as a goal-oriented activity, study criteria for learning experiences and the instructional process. Factors that influence learning, designing learning experiences, task presentation, content analysis and development will be experienced. Teaching strategies, teacher responsibilities, student motivation, and establishing goals and objectives for learning will be addressed. Evaluation and assessment of cognitive, psychomotor and affective effects in physical education will be studied. Students will learn how to use the AAHPERD Fitnessgram computer program.

### 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.

### 204 Physical Education Methods for Elementary Level

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 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. Successful completion of a clinical site teaching experience at the elementary level is required.

### 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.

### 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.

### 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.

### 295, 296 Topics

2 credits

### 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 "Curricula" section of this catalog.

### 304 Physical Education Methods for Middle School

Orientation to the physical education profession pertaining to current trends and research in middle school physical education. Factors affecting adolescent and multicultural students in physical education will be discussed and analyzed. Appropriate and effective teaching methods utilizing the Tactical Approach to Teaching Games will be introduced and practiced through peer and clinical site teaching experience. Successful completion of a clinical site teaching experience at the middle school level is required.

### 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.

### 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.

### 404 Physical Education Methods for Secondary Level

Current trends, research, and teaching methods specific to the secondary physical education environment will be identified. Appropriate and effective teaching methods/strategies/curricular choices will be discussed utilizing the Sport Education Model and the Tactical Approach to Teaching Games. Successful completion of a clinical site teaching experience at the middle and/or secondary level is required.

**405 Physical Education Methods for Teaching Aquatics/First Aid**

Learners will study the biomechanics of swimming, techniques for teaching and analyzing appropriate skill performance for the six strokes, long shallow dive, and standing dive. In addition water safety and victim assistance are addressed. Successful completion of this course will provide the learner with an American Red Cross Water Safety Instructor certification, in addition to one of the following: 1) a current American Red Cross Health and American Red Cross CPR certification, 2) an Instructor Candidate Training Certificate (Cert. 3007), issued within one year, 3) Successfully pass the precourse written test and skills test. The written test and Skills 1-5 in the skills test are based on a proficiency level equal to the American Red Cross Community Water Safety course. Skills 6-10 in the skills test are based on a proficiency level equal to Level VI of the American Red Cross Learn-to-Swim program. Prospective candidates who hold current certification in Lifeguard Training will exceed the requirements for taking the safety skills pretest. However, all candidates must undergo pretesting.

**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

**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

**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 I**

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)

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- 451 Health Promotion Internship II 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 Experiential Learning** **2 credits**  
**477, 478 Experiential Learning**  
See the description of these courses at the beginning of the “Curricula” section of this catalog.
- 483, 484 Seminar** **2 credits**  
**485, 486 Seminar**  
See the description of these courses at the beginning of the “Curricula” section of this catalog.
- 487, 488 Topics** **2 credits**  
**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 “Curricula” section of this catalog.
- 491, 492 Research** **2 credits**  
**493, 494 Research**  
See the description of these courses at the beginning of the “Curricula” section of this catalog.
- 495, 496 Individual Study** **2 credits**  
**497, 498 Individual Study**  
See the description of these courses at the beginning of the “Curricula” section of this catalog.

### 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.
- 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 developmental concerns, innovative learning theories, client-centered and proactive learning, dynamic partner-

ships 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 I**

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: Permission of instructor

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471 Health Internship II 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	
475, 476 Experiential Learning	2 credits
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483, 484 Seminar	2 credits
485, 486 Seminar	
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### History (HIST)

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

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 China, 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.

As part of the student outcomes assessment program at the university, all majors in history will be required to take the major field examination.

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 *Pbi 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

Plus one of:

- 113 Early America in Global Perspective
  - 114 The Modern U.S. in Global Perspective
- (no more than one additional 100-level course may be applied to major)