

200 experience was in a high school classroom.

U 302 Professional Field Experience: Grades 9-12 1 cr. (R-4) Offered autumn and spring. Prereq., C&I 200; coreq., a secondary methods course. Arranged field experience in a high school classroom. For secondary licensure candidates whose C&I 200 experience was in a middle school setting.

U 303 Educational Psychology and Measurements 3 cr. Offered every term. Prereq., admission to Teacher Education program; prereq. or coreq., C&I 200. Analysis of fundamental psychological concepts underlying classroom teaching and management, learning and evaluation including educational measurement. Emphasis on cognition, developmental, and motivational aspects of learning.

U 306 Instructional Media and Computer Applications 3 cr. Offered every term. Prereq., admission to the Teacher Education Program and general computer literacy skills; prereq. or coreq., C&I 200. Integration and use of computer and other technologies in education.

UG 316 Children's Literature and Critical Reading 3 cr. Offered autumn and spring. Prereq., C&I 303; coreq., C&I 300 and 318. Genre survey, including cross-cultural literature, that focuses on responding to children's literature through reading, writing, listening, speaking, and activities that emphasize selecting literature, teaching critical thinking, and integrating literature into the elementary curriculum.

U 318 Teaching Language Arts K-8 3 cr. Offered autumn and spring. Prereq., C&I 303; coreq., C&I 300, C&I 316. Language development and primary and secondary language acquisition and emergent literacy; theory and application of teaching listening, speaking, writing and viewing in a PK-8 setting.

UG 330 Early Childhood Education 3 cr. Offered spring odd-numbered years. Theory and techniques of teaching in pre-school and primary levels of education. Observation and participation in pre-school programs. Recommended for kindergarten and primary teachers.

U 341 Information Management and Design 3 cr. Offered spring. Prereq., CS 172. Emphasis on the development and maintenance of a file management system, application of effective design concepts in the creation of professional print and digital images and documents, and the creation of digital videos for use in education and/or business.

UG 355 Child in the Family 3 cr. Offered spring even-numbered years. Prereq., PSYC 100S. Physical, social, emotional and intellectual development, learning theories and child rearing practices related to children 0-6 years of age.

UG 367 Pre-School Practicum Laboratory 3 cr. Offered autumn and spring. Practicum experiences including observational assessment of children, study of the planning process, team teaching of a one-week unit plan, and planning and directing parent/teacher conferences. Students will complete selected readings and assignments on child development, early childhood ecological arrangements, and classroom management. Weekly seminars include early childhood pedagogy, adapted and regular physical education. Must attend mandatory meeting at 12:00 or 4:00 p.m. on first day of the semester.

U 393 Omnibus Variable cr. (R-9) Offered intermittently. Independent work under the University omnibus option. See index.

U 394 Seminar Variable cr. (R-9) Offered intermittently. Group analysis of problems in specific areas of education.

U 395 Special Topics Variable cr. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

U 396 Independent Study Variable cr. (R-9) Offered autumn and spring. Prereq., consent of instr.

UG 400 Elementary Methods K-3 Field Experience 1 cr. (R-2) Offered autumn and spring. Coreq., C&I 402, 403, 404, and 405. Arranged field experience in an elementary classroom, kindergarten through third grade, completed with the Elementary Professional Methods Block. Students register for C&I 400 if their previous assignment was in grade 4 or above classroom.

UG 401 Elementary Methods Grades 4-8 Field Experience 1 cr. (R-2) Offered autumn and spring. Coreq., C&I 402, 403, 404 and 405. Arranged field experience in an elementary or middle school classroom, grades 4-8, completed with Elementary Professional Methods Block. Students register for C&I 401 if their previous assignment was in grades K-3.

UG 402 Teaching Mathematics K-8 3 cr. Offered autumn and spring. Prereq., C&I 300, 306, 316, 318, 410, M 135 and 136 (Math 130 and 131), and general education/content/speciality classes. Coreq., C&I 400/401, 403, 404 and 405. Methods for teaching elementary school mathematics through a child-centered laboratory approach focusing on the use of manipulatives, models, problem solving, and technology. Emphasis on multiple assessment strategies to determine student progress and methods to evaluate elementary mathematics programs.

UG 403 Teaching Social Studies K-8 3 cr. Offered autumn and spring. Prereq., C&I 300, 306, 316, 318, 410, PSCI 210S (PSC 100) HSTA 255, (HIST 269) and selected history course, GPHY 121S or 141S (GEOG 101 or 103) and all general education/content/speciality classes. Coreq., 400/401, 402, 404 and 405. Emphasis on developing, teaching, and assessing social studies teaching/learning opportunities that incorporate literature, primary sources, and other developmentally appropriate activities. Overarching themes address diversity, integration across the curriculum, and understanding state and national curriculum standards.

UG 404 Teaching Science K-8 3 cr. Offered autumn and spring. Prereq., C&I 300, 306, 316, 318, 410; SCI 225N, 226N, 350 and all general education/content/speciality classes. Coreq., C&I 400/401, 402, 403 and 405. Emphasis on developing, teaching, and assessing

science teaching/learning opportunities that are inquiry-based, developmentally appropriate, integrated across the curriculum, and aligned with state and national curriculum standards.

UG 405 Teaching Reading K-8 3 cr. Offered autumn and spring. Prereq., C&I 300, 306, 316, 318, 410, selected literature course, and all general education/content/specialty classes. Coreq., C&I 400/401, 402, 403 and 404. Preparation for teaching reading in a P-8 setting to children from a variety of backgrounds and wide range of academic abilities. Emphasis on integrating the strands of a quality reading program at each grade level, becoming familiar with literacy materials, applying best practices in reading assessment, and developing student enthusiasm for reading.

UG 407E Ethics and Policy Issues 3 cr. Offered every term. Prereq., admission to Teacher Education Program and C&I 200. Practical application of ethical principles of the teaching profession. Analysis of the American public school and major policy issues from historical, legal, political, social as well as ethical perspectives.

UG 410 Exceptionality and Classroom Management 3 cr. Offered every term. Prereq., admission to Teacher Education Program. Prereq. or coreq., C&I 200. Focus on classroom management and the characteristics and instructional adaptations for exceptional students in the regular classroom. Addresses the Individuals with Disabilities Education Act and subsequent reauthorizations, presents practices for working with students who are at-risk and students with disabilities in inclusive settings, and includes technological considerations.

UG 420 Curriculum and Methods in Early Childhood Special Education 3 cr. Offered autumn even-numbered years. Principles in selecting and adapting early childhood curriculum materials for young children with disabilities; development, implementation and evaluation of individualized education programs; and appropriate teaching strategies for the early childhood special education classroom. Includes 45 practicum hours in campus-based CO-TEACH Preschool.

UG 421 Issues in Early Intervention 3 cr. Offered autumn odd-numbered years. Issues involved when serving young children with disabilities; family and child advocacy; least restrictive placements in early childhood settings; transitions concerning families, special education service providers and receiving schools; case management in rural communities; transdisciplinary teaming process; and preschool individualized education programs. Includes practicum hours in campus-based CO-TEACH preschool.

UG 426 Teaching Science in the Middle and Secondary School 3 cr. Offered autumn. Prereq., C&I 303, a science teaching major or minor. Methods and materials to teach science in grades 5-12. Techniques of evaluation.

UG 427 Literacy Strategies in Content Areas 3 cr. Offered autumn and spring. Prereq., C&I 303. Theories, models, instructional approaches for using literacy for learning in content fields. Emphasis on research, instructional practice, classroom assessment, multicultural and discipline integration.

UG 428 Teaching Social Studies in the Middle and Secondary School 3 cr. Offered autumn. Prereq., C&I 303. Foundations and purpose of the middle and secondary social studies curriculum. Elements of lesson design, including instructional methods, materials and assessment.

UG 429 Teaching Business Subjects 4 cr. Offered autumn. Prereq., C&I 303, business teaching experience. Methods of unit and lesson planning methods of instruction and presentation including learning theory computer applications student assessment micro teaching test design and evaluation of business courses and students.

UG 430 Teaching Mathematics in the Middle and Secondary School 4 cr. Offered autumn. Prereq., C&I 200 and C&I 303, and at least two-thirds of the teaching major or minor in mathematics. Methods for teaching mathematics in grades 5-12 focusing on presentation of mathematics concepts and procedures through models, problem solving, and technology. Development of instructional strategies and classroom organizational models, discourse in the classroom, and multiple means for assessing student progress.

UG 433 Basic Diagnosis and Correction of Reading and Writing 3 cr. Offered autumn and spring. Prereq., C&I 318 or 427 for education students. Based on the analytic process, emphasis on assessing, identifying, and devising instructional strategies to meet students' reading/writing strengths and needs.

UG 435 Organizing Classroom Reading and Writing Programs 3 cr. Offered spring. Prereq., C&I 318 or 427. Emphasis on developing and supervising the school-wide literacy program and relating literacy research to educational practice to plan, implement, and assess a high quality reading/writing program.

UG 437 Application of Literacy Models 6 cr. Offered summer intermittently. Prereq., C&I 433 or C&I 533. Provides classroom teaching experience under direct supervision. Candidates teach reading and writing and apply knowledge of assessing and correcting reading and writing difficulties in grades K-12.

UG 444 Advanced Technology and Supervision 3 cr. Offered spring. Planning, supervision, utilization, and evaluation of advanced technology in vocational business and information technology education.

UG 452 Measurement and Observation 3 cr. Offered autumn and even summers. Focus on a variety of assessment procedures for students who qualify for Special Education services. A variety of assessments and assessment techniques will be taught, with a strong emphasis on the use of ecologically valid assessment tools. Specific measurement skills will be taught including observation skills. Field experience is required.

UG 453 Introduction to Special Education Law and Policy 3 cr. 3 cr. Offered autumn and even-numbered summers. Historic and current perspectives on laws, policies and practices of the special education and related fields. Coverage of all aspects of the special education process including collaborative practices.

UG 455 Workshop Variable cr. (R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest. Credit not allowed toward a graduate degree.

UG 458 Effective Academic Intervention 3 cr. Offered autumn and even summers. Evidence-based assessment and instruction techniques in all basic academic areas. Particular focus on general outcome and curriculum-based measures and the alignment of these assessments to interventions. A field experience is required.

UG 463 Advanced Positive Behavioral Supports 3 cr. 3 cr. Offered spring and odd-numbered summers. In-depth study of the principles and procedures for managing problem behaviors with an emphasis on prevention and classroom management. A field experience is required.

UG 469 Student Teaching in Special Education Variable cr. (R-10) Offered autumn and spring. Prereq., completion of all courses in the special education minor and consent of instr. and Director of Field Experiences. Supervised field experience in special education.

UG 470 Young Adult Literature and Critical Reading 3 cr. Offered intermittently. Genre surveys; extensive reading, and analyzing of literature, authors and media addressed to students ages 12-18. Emphasizes effective teaching strategies for using high quality literature with middle school and secondary students. Not a substitute for C&I 316.

UG 479 Reference Resources 3 cr. Offered intermittently. Evaluation, selection, and use of basic reference resources. Teaching of media skills, information negotiation, search strategies, database use, and information services.

UG 480 Collection Development 3 cr. Offered autumn. Focus on building and maintaining a foundation print and non-print media collection; devising a selection policy; demonstrating media use in support of the curriculum; and compiling annotated bibliographies.

U 481 Student Teaching: P-8 Elementary Variable cr. (R-14) Offered autumn and spring. Prereq., passing score on Writing Proficiency Assessment; the Professional Methods Block, a minimum of 9 credits in the selected area of concentration, a minimum of 9 credits from the following: ART 314A, DAN 327, DRAM 327, HHP 339, and MUS 335; approval by advisor, and consent of Director of Field Experiences and Student Teaching. Coreq., C&I 494.

U 482 Student Teaching: Secondary Variable cr. (R-14) Offered autumn and spring. Prereq., passing score on Writing Proficiency Assessment and consent of Director of Field Experiences and Student Teaching. Coreq., C&I 494

UG 483 Library-Media Technical Processes 3 cr. Offered spring. Coreq., C&I 488. Focus on the technical processing and organization of print and non-print materials utilizing descriptive cataloging, application of AACR2 and the Dewey Decimal System, Library of Congress subject headings, and MARC21 records.

UG 484 Administration and Assessment of the Library-Media Program 3 cr. Offered spring. Administrative and management procedures; assessment in terms of state, regional, and national guidelines for library-media programs and services.

UG 485 Authentic Assessment in Library Media 3 cr. Offered summer. Prereq., 19 credits in library Media and consent of instr. Supervised field experience in selected phases of library media center operations, including assessment.

UG 486 Statistical Procedures in Education 3 cr. Offered autumn of even years. Prereq., M 115 (MATH 117) or equiv. or consent of instr. Same as HHP 486. Concepts and procedures characterizing both descriptive and inferential statistics. Awareness of common statistical errors.

UG 488 Libraries and Technology 3 cr. Offered spring.. Coreq., C&I 483. Uses of digital technologies in all aspects of library media center operations, including cataloging and circulation, collection development, reference services and administration.

U 493 Omnibus Variable cr. (R-9) Offered intermittently. Independent work under the University omnibus option. See index.

UG 494 Seminar Variable cr. (R-9) Offered every semester for portfolio credit. Prereq., consent of instr. Offered intermittently for group analysis of problems in specific areas of education.

UG 495 Special Topics Variable cr. (R-6) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

UG 496 Independent Study Variable cr. (R-6) Offered every semester. Prereq., consent of instr.

U 498 Internship Variable cr. Offered intermittently. Prereq., consent of chair. Extended classroom experience which provides practical application of classroom learning during placements off campus. Prior approval must be obtained from the faculty supervisor and the Internship Services office. A maximum of 6 credits of Internship (198, 298, 398, 498) may count toward graduation.

G 501 Curriculum Design, Implementation, and Evaluation 3 cr. Offered spring even-numbered years; offered summer. Underlying

principles of design, factors affecting implementation, and evaluation and assessment of K-12 curricula at the student and program levels.

G 502 Philosophy of Education 3 cr. Offered spring and summer odd-numbered years. Same as EDLD 502. Major philosophical schools of thought and leading proponents of each. Concepts of society, the educative process, and the role of education.

G 504 History of American Education 3 cr. Offered spring and summer odd-numbered years. Same as EDLD 504. Exploration of the ideas, individuals, and events that have influenced the curriculum, pedagogy, and operation of the American public school, from colonial America to the present time.

G 506 Comparative Education 3 cr. Offered spring even-numbered years. How the American educational system compares with those in selected other countries.

G 508 Sociology of Education 3 cr. Offered autumn even-numbered years. Modern public education as it affects and is affected by religious, economic, and political systems and other social institutions.

G 510 Advanced Educational Psychology 3 cr. Offered autumn odd-numbered years and summer even-numbered years. The exploration of theoretical and empirical issues in psychology (e.g., learning theory and intelligence).

G 514 Education Across Cultures 3 cr. Offered autumn and spring odd-numbered years; offered every summer. Educational foundations of the study of diversity in American schools.

G 515 Computer and Other Technological Applications in Education 3 cr. Offered summer; offered spring even-numbered years. Prereq., a basic computer course or demonstrated computer literacy. Computer systems and other hardware utilizing various software applications by administrators, counselors, librarians, teachers, and students.

G 518 Inclusion and Collaboration 3 cr. Offered autumn even-numbered years; offered summer. Legal and ethical issues involved in the responsible inclusion of all individuals with disabilities through multi-disciplinary and collaborative efforts.

G 519 Authentic Assessment 3 cr. Offered online spring odd-numbered years. Focus on assessment practices in K-12 classrooms including a wide variety of assessments that meet curricular objectives as well as nationally required standardized exams to meet NCLB mandates.

G 520 Educational Research 3 cr. Offered every term. Same as EDLD/HHP 520. An understanding of basic quantitative and qualitative research methodology and terminology, particularly as they are used in studies presented in the professional literature.

G 521 Foundations in Environmental Education 3 cr. Offered autumn. Prereq., graduate standing in environmental studies. Same as EVST 521. Problem-solving approach to environmental education; problem identification, research and design and implementation of an educational approach to selected environmental issues.

G 522 Applied Research Methods 3 cr. Prereq., C&I 520. Assists students in acquiring the skills and knowledge required to be competent producers of research related to the field of special education. Students are expected to be prepared to review research methods and conduct a research project.

G 523 Advance Methods in Early Childhood Special Education 3 cr. Offered spring and odd summers. Focuses on the relationship between assessment and individualized educational planning young children who qualify for Special Education services. A variety of assessments and assessment techniques will be taught, with a strong emphasis on the use of ecologically valid assessment tools. Emphasis on instructional techniques for young children will be covered with particular attention to the DEC recommended practices. A field experience is required.

G 524 Family and Diversity Issues for Exceptional Learners 3 cr. An overview of different approaches, current issues, and problems involved in working with and supporting families including families from diverse backgrounds. Emphasis is placed on how a child with disabilities affects and is affected by parents, siblings, the extended family, and the community. Strategies for effective communication for the purpose of information sharing and collaborative planning with families are provided.

G 525 Teaching Environmental Science 1-3 cr. (R-6) Offered spring even-numbered years. Prereq., consent of instr. Same as EVST 525. Identification and examination of potential solutions to environmental problems and their impact on society. Major emphasis on teaching methods as they apply to environmental science.

G 526 Transition and Community Supports 3 cr. Focus on issues and strategies for preparing adolescents and young adults with disabilities for the transition from school to future careers. These issues are discussed within the context of more global efforts to create school-to-career programs in school settings for all students.

G 527 Advanced Literacy Strategies in Content Areas 3 cr. Offered autumn; offered summer even-numbered years. Prereq., teaching experience. Advanced theories, models, instructional approaches for using reading/writing for learning in content fields. Emphasis on research, instructional practice, classroom assessment.

G 530 Socio-Cultural Foundations of Literacy 3 cr. Offered summer odd-numbered years. Survey of history and research related to literacy practices in schools/communities. Theories, models, politics of literacy in K-12/Adult education.

- G 533 Advanced Diagnosis and Correction of Reading and Writing 3 cr.** Offered summer even-numbered years. Based on the case study approach, emphasis on diagnosing and devising instructional strategies for students with reading/writing strengths and needs.
- G 540 Supervision and Teaching Language Arts 3 cr.** Offered summer even-numbered years. Prereq., teaching experience. Advanced theories and instructional approaches for teaching and assessing the facets of communication within an integrated elementary curriculum.
- G 541 Supervision and Teaching of Children's Literature and Critical Reading 3 cr.** Offered summer even-numbered years. Prereq., undergraduate course in children's literature. Literature-based study involving extensive critical reading and integrated curricular use of high quality nonfiction and classical, contemporary, and multi-cultural fiction, addressed to grades 1 through 8.
- G 542 Supervision and Teaching of Mathematics 3 cr.** Offered spring even-numbered years and summer odd-numbered years. Curriculum trends, instructional materials, research and supervisory techniques relevant to a modern school mathematics program.
- G 543 Supervision and Teaching of Reading 3 cr.** Offered summer odd-numbered years. Survey of theory and research related to developing and supervising reading instruction programs.
- G 544 Supervision and Teaching of Science 3 cr.** Offered intermittently. Prereq., Sci 225, 226 or equiv., teaching experience. Designing curricula based on the structure of knowledge, and analyzing existing science programs.
- G 545 Social Studies Education 3 cr.** Offered summer even-numbered years. Historical trends and curriculum issues related to social studies instruction. Emphasis on current research concerning social studies curriculum design, instructional practices, and use of resources.
- G 546 Supervision and Teaching of Young Adult Literature and Critical Reading 3 cr.** Offered intermittently. Extensive reading among classical, contemporary, and multicultural literature including novels, poetry, short stories, and drama; selection of high quality works, evaluation, and curricular utilization in grades 8 through 12.
- G 548 Supervision and Teaching in Environmental Education 3 cr.** Offered spring. Prereq., EVST 521 or C&I 521. Design, selection, and evaluation of materials for the teaching of environmental education.
- G 552 Models of Professional Development in Mathematics and Science 3 cr.** Offered spring even years on-line. Exploration of various models of professional development and the development of implementation plans for workshops and in-service professional development in science and mathematics.
- G 553 Information Searching, Retrieval and the Curriculum 3 cr.** Offered summer even-numbered years.. Search strategy, informed selection, and curricular utilization of general and subject reference and information sources; integration of research and media skills into the K-12 curriculum.
- G 555 Workshop Variable cr.** (R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest. Credit not allowed toward a graduate degree.
- G 556 Advanced Methods in Low Incidence Disabilities 3 cr.** Offered spring and odd summers. focus on research-based methods of instruction for students with low incidence disabilities in basic communication, mobility, sensory, and social skills, as well as academic skills (especially literacy and general education curricular access). An introduction to augmentative and alternative communication and life quality today and in the future. An introduction to augmentative and alternative communication (AAC) and assistive technology (AT) is also addressed. A field experience is required.
- G 557 Advanced Application of Literacy Models 6 cr.** Offered intermittently in summer. Prereq., C&I 433 or 533. Based on readers' literacy strengths and needs, practitioners diagnose, devise, and implement instructional strategies for students in grades K-12.
- G 560 School-wide Assessment and Instruction: Response to Intervention 3 cr.** Prereq., C&I 458. Offered spring and odd summers. Review of evidence-based assessment and instruction techniques in all basic academic areas. Advanced application of general outcome and curriculum-based measures and alignment of these assessments to interventions. Preparation in service as a leader for the implementation of school-wide prevention models. A practicum is required.
- G 570 Instructional Technology Foundations 3 cr.** Offered autumn even-numbered years. Same as EDLD 570. General introduction to the field, theory, and profession of instructional technology. Definition of instructional technology; history of the field.
- G 571 Planning, Preparing, and Assessing Educational Technology Media 3 cr.** Offered spring odd-numbered years. Same as EDLD 571. Principles and practices of instructional design for integration of educational technology. Emphasis on role of technology in contemporary teaching/learning/assessing theory and practice, including learning styles and multiple intelligences.
- G 580 Distance Learning Theory and Implementation 3 cr.** Offered summer odd-numbered years. Same as EDLD 580. Introduction to distance learning models and exploration of satellite and computer-mediated course development, implementation, and evaluation.
- G 581 Planning and Management for Technology in Education 3 cr.** Offered autumn odd-numbered years. Same as EDLD 581. Creating, implementing, maintaining, and evaluating technology plans for educational institutions, including budgets, facilities, and hardware planning.

G 582 Educational Technology: Trends and Issues 3 cr. Offered spring even-numbered years. Same as EDLD 582. Exploration of trends and issues in the use of educational technology in a variety of settings.

G 583 Strategic Planning for Technology 3 cr. Offered every term even-numbered years. Same as EDLD 583. Leadership and strategic planning processes for technology integration within schools.

G 584 Authentic Application in Instructional Design for Technology 3 cr. Offered summer even-numbered years. Same as EDLD 584. Development of practical competencies in such components of instructional technology as development, production, materials evaluation, and project management and implementation.

G 585 Unit Course in Business and Information Technology Education Variable cr. (R-6) Offered summer odd-numbered years. Each unit course will carry a special title designating topic covered that is related to improvement of instruction.

G 590 Supervised Internship 1-9 cr. (R-9) Offered autumn and spring.

G 594 Seminar Variable cr. (R-9) Offered autumn and spring. Prereq., consent of instr.

G 595 Special Topics Variable cr. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

G 596 Independent Study Variable cr. (R-6) Offered autumn and spring. Prereq., consent of instr.

G 597 Research Variable cr. (R-9) Offered every term. Prereq., consent of instr.

G 598 Internship Variable cr. (R-9) Offered every term. Prereq., consent of instr. Supervised field experience.

G 618 Educational Statistics 3 cr. Offered spring. Prereq., C&I 486 or equiv., or consent of instr. Same as EDLD 618. Advanced statistical methods and use of the mainframe computer and microcomputer for data analysis. Use of a recognized statistical package (e.g., SPSS-X) for research applications.

G 620 Qualitative Research 3 cr. Offered autumn. Prereq., C&I 520 or 618, or equiv. Same as EDLD 620. In-depth review of descriptive, experimental, historiographic, ethnographic, and other qualitative research methods, designs, and approaches. Includes the development of a research proposal.

G 625 Quantitative Research 3 cr. Offered spring. Prereq., C&I 520 and 486 or equiv. and coreq., C&I 618. Same as EDLD 625. Principles and techniques of quantitative research in educational settings. Students prepare a draft of a research proposal and experience an abbreviated dissertation proposal defense.

G 630 Special Topics in Literacy 1-3 cr. (R-3) Offered every term. Prereq., consent of instr. Should be taken in conjunction with or immediately prior to comprehensive examinations. In-depth coverage of selected topics in reading and writing related to current literacy issues and practices.

G 652 Issues in Curriculum and Instruction 3 cr. Offered autumn odd-numbered years. Prereq., C&I 501 or consent of instr. Curricular and instructional decision making and process, innovation and change, trends and reforms. Controversial issues in education and society related to K-12 curriculum and motivation.

G 694 Advanced Seminar in Curriculum and Instruction Variable cr. (R-9) Offered intermittently. Prereq., consent of instr.

G 697 Advanced Research in Curriculum and Instruction Variable cr. (R-9) Offered intermittently. Prereq., consent of instr.

G 699 Thesis/Dissertation Variable cr. (R-10) Offered every term.

Faculty

Professors

- Rhea Ashmore, Ed.D., The University of Montana, 1981
- Lisa M. Blank, Ph.D., Indiana University, 1997
- Georgia A. Cobbs, Ph.D., The Ohio State University, 1995
- Janice LaBonty, Ph.D., University of Nebraska, 1987
- Jean A. Luckowski, Ed.D., Oklahoma State University, 1983
- Marian J. McKenna, Ph.D., University of Colorado, 1987
- Richard van den Pol, Ph.D., Western Michigan University, 1981

Associate Professors

- Trent L. Atkins, Ph.D., University of Oregon, 2003

- Sarah M. Brewer, Ed.D., University of Central Florida, 1995
- Fletcher Brown, Ph.D., Miami University, 1994
- David R. Erickson, Ph.D., The Ohio State University, 1994
- Ann N. Garfinkle, Ph.D., University of Washington, 1999 (chair)
- Martin G. Horeisi, Ph.D. Idaho State University, 1999
- Darrell W. Stolle, Ed.D., University of Montana, 1998
- Sandra R. Williams, Ed.D., The University of Montana, 2000

Assistant Professors

- Morgen Alwell, Ph.D., Colorado State University, 2004
- Matthew Schertz, Ed.D., Montclair State University, 2004

Research Faculty

- Nancy Arnold, Ph.D., University of Northern Colorado, 1995
- Theodore Maloney, M.A., Goddard College, 1978
- Gail McGregor, Ed.D., The Johns Hopkins University, 1984
- Sarah Mulligan, M.Ed., University of Washington, 1981
- Susan Toth, M.A., University of Iowa, 1974
- R. Timm Vogelsberg, Ph.D., University of Illinois, 1979

Emeritus Professor

- Carolyn J. Lott, Ed.D., The University of Montana, 1985

College of Education and Human Sciences

Roberta D. Evans, Dean

Sharon Dinkel Uhlig, Associate Dean

The College of Education and Human Sciences is comprised of five academic departments—Communicative Sciences and Disorders, Counselor Education, Curriculum and Instruction, Educational Leadership, and Health and Human Performance. It is also the home for the Institute for Educational Research and Service (IERS). Its mission is as follows:

The College of Education and Human Sciences shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

The College of Education and Human Sciences coordinates The University of Montana Professional Education Unit, a unit comprised of initial teacher preparation at the elementary and secondary levels, and the advanced preparation of teachers, certified speech-language pathologists, educational leaders, school counselors, and school psychologists. The Communicative Sciences and Disorders Department prepares first professionals at the master's level in speech-language pathology. The Departments of Curriculum and Instruction, Educational Leadership and Counseling Education prepare professionals for careers in education with bachelor, master's, Education Specialist and Doctor of Education programs while the School Psychology Program, housed in the Psychology Department in the College of Arts and Sciences, prepares students for careers in education with its master's, education specialist, and doctoral degrees. These programs are organized to foster the development of learning communities and incorporate three basic themes: integration of knowledge and experience; cooperation among participants; and inclusiveness, caring, and respect for others. The Professional Education Unit at The University of Montana is accredited by the National Council for Accreditation of Teacher Education (NCATE), <http://www.ncate.org>.

The Communicative Sciences and Disorders, Counselor Education, and Health and Human Performance Departments all prepare professionals for careers in human service professions. Via its bachelor's degree in Communicative Disorders, the Communicative Sciences and Disorders Department prepares graduates qualified to work as clinical aides in speech-language pathology or audiology. Through its master's program in Speech-Language Pathology, the department will produce first professional students qualified to work as speech-language pathologists in schools and clinical settings. Students pursuing the Master of Arts in Counselor Education are prepared to work in a variety of community/agency settings. Upon completion of the program, graduates are prepared to sit for the Licensed Practical Counselor or Licensed Practical Clinical Counselor examination. Via its Bachelor and Master of Science degrees, the Department of Health and Human Performance prepares students in the areas of applied health science, athletic training, exercise science, exercise and performance psychology (on moratorium), health enhancement, and health promotion. The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education.

Central to its research and outreach efforts with P/K-12 schools, the College of Education and Human Sciences' Institute for Educational Research and Service (IERS) designs, evaluates, and disseminates programs that support the well-being of students and communities. Since 1957, IERS has collaborated with numerous local, state, national, and federal organizations to provide effective, data-driven research models that enhance the social development and academic achievement of all learners. Externally sponsored teaching, research, and service activities are central to IERS. In addition, the College of Education and Human Sciences supports a Preschool Laboratories, Preschool Program, Health and Human Performance Laboratory and Technology Resource Center. These centers offer

enhanced opportunities for student involvement and learning.

Specific program options within the College of Education and Human Sciences are described below and in the various departmental sections of this catalog. The Web address for the college is <http://www.coehs.umt.edu>

Department of Educational Leadership

John Lundt, Chairman, Educational Leadership

The **Educational Leadership** knowledge base emphasizes the realities of the workplace, blending practical tasks with the conceptual models of effective leadership. The model uses leadership assessment and problem-based learning throughout nine curricular strands: change/future, leadership, research community, communication, assessment/program evaluation, management, diversity, curriculum, and professionalism/socialization. Students at both degree levels experience integrated coursework, performance-based assessment, and exit interviews on completion of the degree programs.

Programs: The M.Ed., Ed.S., State Licensure, and Ed.D. are offered in education administration and supervision. Information regarding specific requirements and program options is available from the School of Education. For more information, please refer to The University of Montana Graduate Programs and Admissions Catalog. Graduate programs are accredited by NCATE and CACREP.

Admission to Educational Leadership: The Program Admissions Committee has established policies and standards for admission which include the GRE (verbal and quantitative); three letters of recommendation (one from an immediate supervisor); official transcripts for all undergraduate and graduate coursework; qualifying examination; and interviews (doctoral). Contact the Department for details.

Certification Requirements: Education Leadership degree programs lead to certification at the Class III level.

Courses (Check master schedule for availability of all courses)

U = for undergraduate credit only, UG = for undergraduate or graduate credit, G = for graduate credit. R after the credit indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Educational Leadership (EDLD)

U 295 Special Topics in Educational Leadership 3 cr. Offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

UG 495 Special Topics Variable cr. (R-9) Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

G 502 Philosophy of Education 3 cr. Same as C&I 502. Major philosophical schools of thought and leading proponents of each. Concepts of society, the educative process, and the role of education.

G 504 History of American Education 3 cr. Same as C&I 504. Exploration of the ideas, individuals, and events that have influenced the curriculum, pedagogy, and operation of the American public school, from colonial America to the present time.

G 512 Educational Futures 3 cr. Predicting and projecting the near and more distant future of education. The changing place and nature of education and leadership in tomorrow's society.

G 519 Measurement and Analysis of Educational Data 3 cr. Prereq., graduate standing. Explanation and practice in measurement and statistical analysis of educational data. Preparation in measurement and statistical analysis for educational research.

G 520 Educational Research 3 cr. Same as C&I and HHP 520. An understanding of basic quantitative and qualitative research methodology and terminology, particularly as they are used in studies presented in the professional literature.

G 540 Higher Education Finance 3 cr. Overview of how colleges and universities make financial and budgetary decisions; current trends in state and federal policy related to finance; contemporary problems in finance of education.

G 542 The College Student 3 cr. Survey of today's college student including discussion of demographics, student development theories, learning theories, and contemporary issues on college campuses related to college students.

G 544 The College Curriculum 3 cr. Historical and contemporary development of college and university curriculum. Includes overview of pedagogical strategies, assessment, evaluation, and curricular change.

G 546 Federal and State Higher Education Policy 3 cr. Overview of policies at the local, state, and national levels that affect the conduct of higher education; current trends in higher education policy; changes in educational policy; how policies affect different institutional types.

G 550 Foundations of Educational Leadership 3 cr. Basic functions of K-12 administration and supervision and how contemporary

views have evolved; models of leadership style and practice compared; responsibilities and relationships of school boards and chief school officers.

G 551 Foundations of Curriculum Leadership 3 cr. The history and theoretical bases of current K-12 curriculum and instructional leadership.

G 552 The Supervision and Evaluation of Public School Educators 3 cr. Conflicting views and models of supervision; supervision in relation to administration and evaluation. Development of instruments for the formative and summative evaluation of teaching and their use in simulated cases.

G 554 School Law 3 cr. Key Montana and national legislation regarding public education. Landmark cases of the U.S. Supreme Court and other federal, regional, and state courts as they affect the operation of public schools and the rights of school board members, administrators, teachers, students, and parents.

G 556 The Finance of Public Education 3 cr. Revenue sources for K-12 public schools; proper expenditures; Montana's foundation program and related legislation; major court cases and how they have affected ways of funding schools; developing effective school and district budgets.

G 559 School Public Relations for the Principal 3 cr. Investigation of the appropriate leadership and management roles of the modern school principal as they relate to public relations. Understanding of political theory as it relates to developing and maintaining relationships with internal and external publics.

G 567 K-12 Leadership 3 cr. Examination of the roles responsibilities, and relationships of educators relative to management and leadership considerations at all levels of the educational organization (elementary, middle, secondary, and central office).

G 568 K-12 Curriculum 3 cr. Major aspects of curriculum related to the duties and responsibilities of school administrators. Issues related to the development, review and evaluation o curriculum. Exploration of issues related to selected instructional models and practices; school improvement.

G 570 Instructional Technology Foundations 3 cr. Same as C&I 570. General introduction to the field, theory, and profession of instructional technology. Definition of instructional technology; history of the field.

G 571 Planning, Preparing, and Assessing Educational Technology Media 3 cr. Same as C&I 571. Principles and practices of instructional design for integration of educational technology. Emphasis on role of technology in contemporary teaching/learning/assessing theory and practice, including learning styles and multiple intelligences.

G 580 Distance Learning Theory and Implementation 3 cr. Same as C&I 580. Introduction to distance learning models and exploration of satellite and computer-mediated course development, implementation, and evaluation.

G 581 Planning and Management for Technology in Education 3 cr. Same as C&I 581. Creating, implementing, maintaining, and evaluating technology plans for educational institutions, including budgets, facilities, and hardware planning.

G 582 Educational Technology: Trends and Issues 3 cr. Same as C&I 582. Exploration of trends and issues in the use of educational technology in a variety of settings.

G 583 Strategic Planning for Technology 3 cr. Same as C&I 583. Leadership and strategic planning processes for technology integration within schools.

G 584 Authentic Application in Instructional Design for Technology 3 cr. Same as C&I 584. Development of practical competencies in such components of instructional technology as development, production, materials evaluation, and project management and implementation.

G 585 Fieldwork in Educational Administration and Supervision 2-3 cr. Fieldwork at the school level (when the student is not completing an internship), with the cooperation of the principal and under the guidance of a University of Montana professor.

G 594 Seminar Variable cr. (R-9) Group analysis of problems in specific areas of education.

G 595 Special Topics Variable cr. (R-9) Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

G 596 Independent Study Variable cr. (R-9) Consent of instructor.

G 597 Research Variable cr. (R-10) Consent of instructor.

G 598 Internship Variable cr. (R-10) Consent of instructor.

G 599 Professional Paper Variable cr. (R-9) Consent of instructor.

G 618 Educational Statistics 3 cr. Same as C&I 618. Advanced statistical methods and use of the mainframe computer and microcomputer for data analysis. Use of a recognized statistical package for research applications.

G 620 Qualitative Research 3 cr. Same as C&I 620. In-depth review of qualitative research methods, designs, and approaches. The development of a research proposal.

G 625 Quantitative Research 3 cr. Same as C&I 625. Principles and technique of quantitative research in educational settings. Students prepare a draft of a research proposal and experience an abbreviated dissertation proposal defense.

G 653 School Personnel Administration 3 cr. Administration of classified and certificated school employees; personnel-related laws, functions, and decisions; unions, bargaining contracts, grievances, etc.

G 656 The Economics of Public Education 3 cr. School finance from a national perspective; alternative budgeting and school-revenue models; equity considerations.

G 657 Facilities Planning and Other School Business Functions 3 cr. Working with architects, school personnel, and others on educationally and financially sound plans for new and remodeled facilities; the school business official's responsibilities regarding buildings and grounds, maintenance and custodial services, transportation, food services, and the administration of classified personnel.

G 658 School Public Relations–Superintendents 3 cr. Enhancing site- and district-level internal and external relations; conducting needs assessments, inservice workshops, and funding campaigns; improving administrators' writing, listening, and speaking skills; composing press releases and newsletters; working with the media.

G 660 Adult and Continuing Education 3 cr. Adult learning theory and the special needs and motivations of adult learners in postsecondary institutions; principles and practices of administering postsecondary continuing education programs.

G 662 History of Higher Education 3 cr. Survey of the historical roots of higher education from world and comparative perspectives; examination of the historic and contemporary missions, organizational structures, governance, and administration of various types of postsecondary and higher education institutions in America and abroad.

G 664 The Community College 3 cr. The organization and administration of American postsecondary education in two-year collegiate institutions; current trends in governance, finance, curriculum, faculty and students.

G 667 The American College Professor 3 cr. Investigation of the prevailing curriculum and instruction in American undergraduate and graduate education and consideration of reform reports.

G 668 College and University Administration 3 cr. Administration of college and university programs, departments, and schools; the roles of program director or coordinator, department chairperson, dean, vice president, provost, president, chancellor, and commissioner.

G 674 Internship in College Teaching 1 cr. Provides an opportunity for guided and supervised teaching at the college level and assistance to the aspiring college teacher in meeting the needs of a diverse student population; assistance provided in methods of teaching at the college level, theories of learning, use of technology, and evaluation and assessment techniques.

G 676 Internship in Higher Education Administration 1-3 cr. (R-6) Supervised and guided work in an administrative unit/department at the college/university level.

G 694 Advanced Seminar: Educational Administration and Supervision Variable cr.(R-9)

G 697 Advanced Research in Educational Administration and Supervision Variable cr. (R-9)

G 699 Professional Seminar/Dissertation Variable cr. (R-12)

Faculty

Professors

- Roberta D. Evans, Ed.D., The University of Nevada, Reno, 1988
- John C. Lundt, Ed.D., The University of Montana, 1988
- Donald L. Robson, Ph.D., Emeritus Michigan State University, 1976
- L. Dean Sorenson, Ph.D., Emeritus Washington State University, 1984

Associate Professors

- William P. McCaw, Ed.D., The University of Montana, 1999

Assistant Professors

- John Matt Ed.D., The University of Montana, 1999
- Francee O'Reilly Ed.D, Adjunct, The University of Montana, 2002

Department of Health and Human Performance

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- [Suggested Course of Study](#)
- [Courses](#)
- [Faculty](#)

Scott Richter, Chair

Within the liberal arts tradition of The University of Montana and the mission of the College of Education and Human Sciences, the Department of Health and Human Performance (HHP) engages in professional education, scholarly activity, and meaningful public service. The department emphasizes all dimensions of health and human movement to enhance the longevity and quality of life. The undergraduate curriculum in health and human performance at The University of Montana prepares graduates to be competent entry-level professionals in health and human performance-related occupations or candidates for advanced study in related disciplines. Development of the following is considered essential in achieving these outcomes:

1. A knowledge of the scope of the profession,
2. Basic and professional skills germane to effective practice as a health and human performance professional or successful pursuit of advanced studies,
3. Higher order thinking skills which increase the students' involvement in their own learning and promote a lifelong quest for knowledge,
4. Knowledge of the multiple dimensions of health, and possession of health promotion skills applicable in a variety of settings,
5. An understanding of the role played by health and human performance professionals, a sense of responsibility, personal attributes, and professional behaviors requisite for effective functioning within that role,
6. Application of skills acquired in laboratory classes to community testing.

HHP majors choose from one of the following options in the undergraduate curriculum: Exercise Science; Applied Health Science; and Health Enhancement. Students complete requirements for one or more of the options consistent with their professional aspirations.

Athletic Training is a major in the Health and Human Performance Department. The goal of the Athletic Training major is to prepare competent entry-level athletic trainers for employment in educational and clinical settings or post-graduate study. The Athletic Training curriculum is designed to help students develop proficiency in the acute care of injuries/illnesses, risk management and injury prevention, psychosocial intervention and referral, therapeutic exercise, pharmacology, pathology of injuries/illnesses, health care administration, general medical conditions and disabilities, assessment and evaluation/diagnosis, professional development and responsibilities, and nutritional aspects. Successful graduates should possess the knowledge and skills to qualify for the Board of Certification Examination.

The Exercise Science option is designed to provide students with an in-depth science background, and prepares students for post-baccalaureate study in exercise physiology and related health sciences. Successful graduates of this option should possess the knowledge and skills to qualify for the ACSM Exercise Specialist Certification.

The Applied Health Science option prepares students for professional certification and employment in two areas—exercise and fitness and/or community health education. Successful graduates of this option should possess the knowledge and skills to qualify for:

1. American College of Sports Medicine Health/Fitness Instructor's Certification;
2. National Strength and Conditioning Association Certified Strength and Conditioning Specialist certification, or equivalent; and/or
3. Certification as a Health Education Specialist. Students should be prepared to assess health needs, plan, implement and evaluate health promotion activities in a variety of settings.

The Health Enhancement option prepares students to use a variety of educational strategies designed to facilitate the adoption of healthy behaviors in k-12 students. Upon acceptance into the School of Education and successful completion of the course requirements students will be eligible for a Montana K-12 teaching license. See admission Policies below.

The graduate curriculum in Health and Human Performance at The University of Montana prepares post-graduates to become effective health and human performance professionals or competitive candidates for advanced study in related disciplines through a comprehensive program of study and guided research. Development of the following is considered essential in achieving a graduate degree:

1. Oral and written communication skills,
2. An understanding of current research literature in one's chosen specialization and to promote independent pursuit of learning beyond the confines of curricular requirements,
3. Appropriate technological skills,
4. Ability to design, conduct, and report research in a scholarly fashion,
5. Personal characteristics, sense of responsibility, and professional behaviors requisite for effective functioning as an advanced health and human performance professional.

Graduate options include Exercise Science, Health Promotion, and Health and Human Performance. For more information regarding the department's graduate program, refer to either The University of Montana Graduate Programs and Admissions catalog (<http://www.umt.edu/grad/programs/default.htm>) or The College of Education and Human Sciences Graduate website (www.soe.umt.edu/hhp/hhp_mater/default.shtm).

The HHP department also provides a large activity program (HHP classes numbered 100-179) which includes instruction in a wide variety of individual, team, recreational, and fitness activities. Goals of this program include helping students:

1. Develop and maintain long-term health-related fitness,
2. Develop motor performance skills that facilitate regular and continuous participation in physical activity, and
3. Develop the adult "inner athlete" who continually strives to reach optimal potential through involvement in challenging endeavors.

Any University of Montana student may elect to apply up to four credits from HHP 100-179 toward a baccalaureate degree. For descriptions of the activity classes offered, refer to the website at <http://www.soe.umt.edu/hhp/> and select Health & Human Performance Activity Classes (H2PAC).

Special Degree Requirements

Refer to graduation requirements listed previously in the catalog. See index.

Students must fulfill the requirements listed below. All HHP majors must earn a minimum grade of a C- in all required courses, including prerequisites, except for special cases of higher requirements in Athletic Training and Health Enhancement noted below. In-department and out-of-department courses specifically listed in this catalog as requirements for Health and Human Performance majors must be taken for a traditional letter grade.

Athletic training students must earn a grade of C (2.00) in all required courses, including prerequisite courses. Courses specifically listed in the catalog, as requirements for the athletic training major (Athletic Training Education Program) must be taken for a traditional letter grade. This includes in-department and out-of-department courses. Students in the athletic training program who receive less than C (2.00) on any required courses will be placed on program suspension and may not be allowed to continue any sequential courses until they retake the course and receive at least a C. If a student receives less than a C (2.00) after repeating a course, the student may be dismissed from the program.

The University of Montana symbolic systems requirement is met by completing one of the following statistics courses and any pre-requisite courses: STAT 216 (MATH 241) Introduction to Statistics or PSYX 222 (PSYC 220) Psychological Statistics or SOCI 202 (SOC 202) Social Statistics or WBIO 240 Intro to Biostatistics or HHP/C&I 486. All options must meet this requirement.

Admission Policies for Health Enhancement Option

The Health Enhancement option is designed for individuals who wish to teach in K-12 school systems. Application for admission to the School of Education must be made (refer to <http://www.soe.umt.edu/hhp>). Applications are accepted twice a year; however, the number of students admitted into the program is limited. Application is made no sooner than after the completion of 30 hours of course work. A cumulative GPA of 2.75 is necessary for application.

To successfully complete the program in Health Enhancement, a student must receive a grade of C (2.00) or above in every course in the following areas: teaching major, professional education courses, a drug abuse course, PSYX 100S (PSYC 100), WRIT 101 (ENEX 101), and C&I 427. (These courses must be taken as a traditional letter grade).

Admission Policies for the Athletic Training Major

Athletic Training Education Program (ATEP)

The University of Montana offers a Bachelor of Science in Athletic Training. The Athletic Training Education Program (ATEP) is the only undergraduate curriculum in the State of Montana accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The ATEP is a demanding curriculum which requires dedication and commitment. Upon completion there are a variety of professional career opportunities.

Following are the requirements for application, admission, and retention of the Athletic Training Education Program (ATEP). Academic advisors are available to assist students with this interesting and challenging professional program.

Admission. Students who desire admission into the ATEP must submit a formal application to the curriculum director. Prior to applying, students must complete all pre-professional requirements (3 semesters), see (http://www.soe.umt.edu/hhp/athletic_training/) for details. The application deadline is October 1. The application packet is available from the HHP department or the ATEP office with the approval of the ATEP director.

Each application for admission to the professional ATEP is reviewed by a Selection Committee consisting of the ATEP curriculum director, the clinical director, clinical instructors, and other professionals. Formal notification of admission to the professional ATEP is sent to each candidate prior to the preregistration period for spring semester.

Some candidates may not be admitted to the professional ATEP due to the limited number of clinical openings or lacking other specific qualifications/requirements.

Interview Requirements. The following selection criteria must be met to be considered for an interview:

1. Obtain a minimum overall GPA of 2.75. All pre-professional ATEP course requirements must have no grade lower than "C".
2. Submission of a written "Statement of Purpose" attached to the application form. Applicants must address the following:
 - o reason for applying to this professional concentration
 - o perception of the profession
 - o future expectations upon completion of the professional ATEP
 - o past experience in athletic training
 - o any other areas or comments considered appropriate
3. Submission of three professional letters of recommendation.
4. Completion of 70 hours of clinical observation in athletic training and Level 1 modules and clinical proficiencies. See the Pre-ATEP Policy & Procedure Manual. (http://www.soe.umt.edu/hhp/athletic_training/) or contact the Program Director for this information.
5. Completion of blood-borne pathogen requirements. See website http://www.soe.umt.edu/hhp/athletic_training/.
6. Completion of the prerequisite courses (see above website or contact the curriculum director prior to application to the Professional ATEP).
7. Meet established technical standards and pass a pre-program physical examination by the team physician (please contact the program director).
8. Completion of a successful Criminal Background Check (see Curriculum Director for details).

Note: Transfer students will be required to complete all the pre-professional requirements and also submit an application as required in the admissions policies.

Professional ATEP.

The ATEP is divided into a pre-professional program lasting approximately three semesters (1.5 years) and a professional program during the final five semesters (2.5 years). The professional program requires 5 semesters of clinical education and sequential courses; therefore, students usually enter the program during spring semester after application and acceptance into the professional program.

Upon admission into the professional program, the following requirements must be met:

1. Become a student member of the National Athletic Trainers' Association, Inc.
2. Liability insurance provided by the University of Montana for all ATEP professional students.
3. Accumulate a minimum of 1,000 hours of clinical practicum within a two year period. No more than one-half (500) of this minimum (1,000) can be credited per academic year; the hours must be equally distributed each semester (250 per semester).
4. Demonstrate progressive improvement as an athletic training student throughout the didactic and clinical educational process, per CAATE guidelines and The University of Montana-Missoula's ATEP requirements.
5. Complete the required proper sequence (see four year plan).
6. Send for a Board of Certification (BOC) examination application.
7. Maintain current appropriate First Responder and CPR cards (see the HHP First Aid Requirements <http://www.umt.edu/catalog/hhp.htm>).
8. Maintain a 2.75 overall GPA and receive no lower than a "C" in any professional course.
9. Complete a Hepatitis B immunization before initiating clinical education.
10. Meet established technical standards and pass a preprogram physical examination by the team physician.

General Program Requirements

First Aid and CPR Exit Certifications

All Health and Human Performance students are required to have the appropriate certification in first aid/emergency care and CPR at graduation. The following certifications will meet this competency:

Any one of the following current first aid/emergency care certifications:

- American Academy of Orthopedic Surgeons (AAOS)
- National Safety Council Level - First Responder
- Wilderness First Responder
- First Responder - American Heart Association

Plus one of the following CPR certifications:

- American Heart Association (Health Care Provider)
- American Red Cross (Professional Rescuer)

Or Certification as an Emergency Medical Technician

Health and Human Performance students may use available elective credits to take HHP 288/289, First Responder and CPR, to meet this

competency, or they may elect to fulfill the competency through one of the department approved agencies. Academic credit for HHP 288/289 **will not** be awarded for certifications earned at off-campus approved agencies other than the Health and Human Performance Department at The University of Montana.

Upper-division Writing Expectation

The HHP Department offers three upper-division writing courses to fulfill the General Education writing requirements; HHP 450W, HHP 472 and HHP 301. Exercise Science and Applied Health Science students are required to complete HHP 450W (Analytical and Communication Techniques), Athletic Training students are required to complete HHP 372W (Rehabilitation of Athletic Injuries) and Health Enhancement Students are required to complete HHP 301 (Instructional Strategies in Secondary Physical Education).

Options Undergraduate students must complete requirements for a minimum of one of the options listed below. The typical student may take more than four years to complete these requirements, especially in the Athletic Training major and the Health Enhancement option.

Athletic Training Major (required courses). Within Department (70-71 cr.): 181, 184, 226, 240, 241, 242, First Aid/CPR competency, 288-289 or appropriate course, 334, 340, 341, 342, 343, 344, 345, 366, 367, 368, 369, 372, 373, 377, 378, 384, 401, 402, 411, 412, 446, 465, 475E, 478, 479, 485, 2 crs. of electives exclusive of 100-179. (Students may take HHP 288 to meet the First Aid/CPR competency; please see catalog or advisor for the other options to meet the competency). Out of Department (32 cr.): WRIT 101 (ENEX 101); COMM 111A; CHMY 121N, 123N (CHEM 151N, 152N); BIOL 106N, SCN 201N, 202N or BIOL 312-313; PSYX 100S (PSYC 100S); WRIT 222 (FOR 220); PHAR 110N; one of the following statistics courses: STAT 216 (MATH 241) Psychological Statistics, SOCI 202 (SOC 202) Social Statistics, WBIO 240 (Intro to Biostatistics) or C&I/HHP 486. Complete HHP 472 (Rehabilitation of Athletic Injuries) for Upper Division Writing requirement.

Exercise Science Option (required courses). Within Department (45-48 cr.): 181, 184, 226, 236N, 288-289 or competency, 368, 369, 377, 378, 384, 446, 450, 475E, 483, 482 or 484, 499. Upper division electives: (6 crs. including at least 3 HHP crs): Courses appropriate to your study focus in agreement with your advisor. Out of Department (51-52 crs.): COMM 111A; CHMY 121N, 123N, 124N (CHEM 151N, 152N, 154N); SCN 201N, 202N or BIOL 312, 313; WRIT 222 (FOR 220); M 122 or M 151 (MATH 112 or 121); PHYS 111N/113N; PSYX 100S (PSYC 100S); one of the following statistics courses: STAT 216 (MATH 241), PSYX 222 (PSYC 220), SOCI 202 (SOC 202), WBIO 240 or C&I/HHP 486; 11 crs. of electives from biology, biochemistry, mathematics, physics, psychology upon consent of advisor. Complete HHP 450 Analytical and Communication Techniques for the Upper Division Writing requirement.

Applied Health Science Option (required courses). Within Department (35-38 crs.): 181, 184, 226, 236N, 288-289 or appropriate certification, 330, 377, 378, 450, 465, 475E, 483, 484, 4 crs. of 498. Out of Department (31-35 crs.): COMM 111A; CHMY 121N (CHEM 151N); BIOL 106N; BIOL 121N or SCI 350; SCI 201N- 202N or BIOL 312, BIOL 313 ; M 115 (MATH 117); WRIT 222 (FOR 220); PSYX 100S (PSYC 100S); CS 171; one of the following statistics courses: STAT 216 (MATH 241), PSYX 222 (PSYC 220), SOCI 202 (SOC 202), WBIO 240, or C&I/HHP 486. In addition, students must complete an additional 24 credits, including at least 18 from the list below. The remaining 6 credits can be obtained from courses not on the list with the prior approval of advisor. HHP 368, 369, 370, 371, 384, 415, 425, 446, 482, 485, 486; ACTG 201 (ACCT 201); ANTH 388, 444; BIOL 265N; CHMY 123N (CHEM 152N); EVST 225; MKTG 360; PSYX 270S, 352 (PSYC 260S, 372W); SW 423, 455S (note: at least 16 of the 24 credits must be at the 300 level or higher and students may not count more than 60 HHP credits toward graduation). Complete HHP 450 Analytical and Communication Techniques for the Upper Division Writing requirement.

Health Enhancement Option (required courses). Within Department (51-54 crs.): 181, 184, 224, 225, 226, 233, 236N, 240, 241, 288-289 or appropriate certification, 301, 339, 361, 368, 369, 377, 378, 384, 450, 465, 466, 475E. Out of Department (71-73 crs.): COMM 111A; CHMY 121N (CHEM 151N), SCN 201N-202N; ;BIOL 106N; BIOL 121N or SC 350; M 115 (MATH 117) PSYX 100S (PSYC 100S), PSYX 230S (PSYC 240S); C&I 200, 301 or 302, 303, 306, 407E, 410, 427, 481, 482, 494; STAT 216 (MATH 241), PSYX 222 (PSYC 220), SOCI 202 (SOC 202), WBIO 240; NAS requirement. Complete HHP 301 (Instructional Strategies in Secondary Physical Education) for Upper Division Writing requirement.

Suggested Course of Study

Pre-Professional Athletic Training Major:

| First Year | A | S |
|--|----|----|
| WRIT 101 (ENEX 101) College Writing I | 3 | - |
| CHMY 121N (CHEM 151N) Intro to General Chemistry | 3 | - |
| HHP 226 Basic Exercise Prescription | 3 | - |
| HHP 181 Foundations of Health and Human Performance | 3 | - |
| HHP 184 Personal Health and Wellness | 3 | - |
| COMM 111A Introduction to Public Speaking | - | 3 |
| CHMY 123N (CHEM 152N) Introduction to Organic and Biochemistry | - | 3 |
| M 115 (MATH 117) Probability and Linear Math | - | 3 |
| BIOL 106N Elementary Medical Microbiology | - | 3 |
| General Education Requirements | - | 3 |
| Total | 15 | 15 |

Second Year-1st Semester

| | |
|---|------|
| SCN 201N Anatomy and Physiology I | 4 - |
| WRIT 222 (FOR 220) Technical Writing | 2 - |
| PSYX 100S (PSYC 100S) Introduction to Psychology | 4 - |
| HHP 240 Prevention and Care of Athletic Injuries | 2 - |
| HHP 241 Prevention and Care of Athletic Injuries Laboratory | 1 - |
| General Education | 3 - |
| Total | 16 - |

Suggested course of Study

Professional Athletic Training Major:

Second Year-2nd Semester

| | |
|------------------------------------|------|
| SCN 202N Anatomy and Physiology II | - 4 |
| HHP 242 Clinical Observation in AT | - 1 |
| PHAR 110N Use and Abuse of Drugs | - 3 |
| General Education | - 6 |
| Total | - 14 |

Third Year

| | |
|---|-------|
| HHP 334 Techniques in AT | 1 - |
| HHP 340 Practicum in Athletic Training I | 3 - |
| HHP 366 Measurement and Modalities | 2 - |
| HHP 367 Measurement and Modalities Laboratory | 1 - |
| HHP 368 Applied Anatomy and Kinesiology | 3 - |
| HHP 369 Applied Anatomy and Kinesiology Laboratory | 1 - |
| HHP 342 Advanced Techniques of Athletic Training | 2 - |
| HHP 343 Advanced Techniques of Athletic Training Laboratory | 1 - |
| HHP 341 Practicum in Athletic Training II | - 3 |
| HHP 344 Assessment of LEXT | - 2 |
| HHP 345 Assessment of LEXT Lab | - 1 |
| HHP 465 Mgmt in HHP Professions | - 3 |
| HHP 372 Rehabilitation of Athletic Injury | - 2 |
| HHP 373 Rehabilitation of Athletic Injury Lab | - 1 |
| HHP 384 Motor Control and Learning | - 3 |
| Total | 14 15 |

Fourth Year

| | |
|--|-------|
| HHP 377 Physiology of Exercise | 3 - |
| HHP 378 Physiology of Exercise Laboratory | 1 - |
| HHP 401 Evaluation of Athletic Injuries | 2 - |
| HHP 402 Evaluation of Athletic Injuries Laboratory | 1 - |
| HHP 411 Advanced Practicum in Athletic Training I | 3 - |
| HHP 446 Nutrition for Sport | 3 - |
| HHP 485 Theories Health Behavior Counseling | 3 - |
| HHP 412 Advanced Pract. In Athletic Training II | - 3 |
| HHP 475E Legal & Ethical Issues in Health and Exercise Professions | - 3 |
| HHP 478 Athletic Training Admin & Policy | - 2 |
| HHP 479 Sports Medicine | - 2 |
| General Education | - 3 |
| Electives | - 2 |
| Total | 16 15 |

Other suggested courses: HHP 288-289 First Responder/Emergency Care and CPR- 3 cr., or competency. Statistics Course to meet symbolic systems requirement - 4cr.

Exercise Science Option

| First Year | A | S |
|---|----------|----------|
| COMM 111A Introduction to Public Speaking | 3 | - |
| WRIT 101 (ENEX 101) College Writing I | 3 | - |
| HHP 181 Foundations of Health and Human Performance | 3 | - |
| HHP 184 Personal Health and Wellness | 3 | - |
| PSYX 100S (PSYC 100S) Introduction to Psychology | 4 | - |
| CHMY 121N (CHEM 151N) Into to General Chemistry | - | 3 |
| HHP 226 Basic Exercise Prescription | - | 3 |
| M 122 (MATH 112) or 151 (MATH 121) College Trigonometry or Pre-calculus | - | 3-4 |
| General Educations Requirements | - | 6 |
| Total | 16 | 15-16 |

| Second Year | A | S |
|---|----------|----------|
| SCN 201N/BIOL 312 Anatomy and Physiology I | 4 | - |
| WRIT 222 Technical Writing | 2 | - |
| HHP 236 Nutrition | 3 | - |
| Elective - Lower division Science or Math | 3 | - |
| General Education Requirements | 3 | - |
| SCN 202N/BIOL 313 Anatomy and Physiology II | - | 4 |
| STAT 216 Statistics (or other as on page one) | - | 4 |
| Elective Lower division Science or Math | - | 3 |
| General Education Requirements | - | 3 |
| Total | 15 | 14 |

| Third Year | A | S |
|--|----------|----------|
| CHMY 123N Organic and Biological Chemistry | 3 | - |
| CHMY 124N Organic and Biological Chemistry Lab | 2 | - |
| HHP 446 Nutrition for Sport | 3 | - |
| HHP 368 Applied Anatomy and Kinesiology | 3 | - |
| HHP 369 Applied Anatomy and Kinesiology Lab | 1 | - |
| Electives | 3 | - |
| HHP 377 Physiology of Exercise | - | 3 |
| HHP 378 Physiology of Exercise Lab | - | 1 |
| PHYS 111N General Physics I | - | 5 |
| Upper division Science or HHP | - | 3 |
| Electives | - | 3 |
| Total | 15 | 15 |

| Fourth Year | A | S |
|--|----------|----------|
| HHP 384 Motor Control and Learning | 3 | - |
| HHP 450 Analytical and Communications Techniques | 3 | - |
| HHP 483 Exercise, Disease and Aging | 3 | - |
| HHP 482 or 484 ECG Assessment or Exercise, Disease and Aging Lab | 1 | - |
| HHP 499 Senior Project | 3 | - |
| Lower or Upper division Science or Math | 3 | - |
| HHP 288 First Responder/CPR | 2 | - |
| HHP 289 First Responder/CPR Lab | - | 1 |
| HHP 475E Legal and Ethical Issues in Health and Exercise Professions | - | 2 |
| Upper division Science or HHP Electives | - | 3 |
| Lower or Upper division Science or Math Electives | - | 3 |
| General Electives | - | 3 |
| Total | 16 | 15 |

Applied Health Science Option:

| First Year | A | S |
|--|----------|----------|
| COMM 111A Introduction to Public Speaking | 3 | - |
| WRIT 101 (ENEX 101) College Writing I | 3 | - |
| PSYX 100S (PSYC 100S) Introduction to Psychology | 4 | - |

| | | |
|--|----|----|
| HHP 181 Foundations of HHP | 3 | - |
| HHP 184 Personal Health and Wellness | 3 | - |
| CHMY 121N (CHEM 151N) Intro to General Chemistry | - | 3 |
| HHP 226 Basic Exercise Prescription | - | 3 |
| M 115 (MATH 117) Probability and Linear Math | - | 3 |
| BIOL 106N Elementary Medical Microbiology | - | 3 |
| General Education | - | 3 |
| Total | 16 | 15 |

Second Year

| | | |
|--|----|----|
| SCN 201N Anatomy and Physiology I | 4 | - |
| CAPP 171 Communicating Via Computers | 3 | - |
| WRIT 222 (FOR 220) Technical Writing | 2 | - |
| HHP 236N Nutrition | 3 | - |
| Elective Core Courses (STAT 216 Suggested) | 3 | - |
| SCN 202N Anatomy and Physiology II | - | 4 |
| General Education Requirements | - | 9 |
| Total | 15 | 16 |

Third Year

| | | |
|---|----|----|
| HHP 465 Leading Health and Performance Organizations | 3 | - |
| HHP 377 Physiology of Exercise | 3 | - |
| HHP 378 Physiology of Exercise Laboratory | 1 | - |
| HHP 450 Analytical & Communications Techniques | 3 | - |
| Elective Core Courses | 3 | - |
| General Education Requirements | 3 | 3 |
| Elective Core Courses | - | 6 |
| HHP 330 Overview of Health Education and Health Promotion | - | 3 |
| HHP 475E Legal and Ethical Issues in Exercise Professions | - | 3 |
| Total | 16 | 15 |

Fourth Year

| | | |
|---|-------|----|
| BIOL 121 or SCN 350 | 2-3 | - |
| HHP 483 Exercise, Disease and Aging | 3 | - |
| HHP 484 Exercise, Disease and Aging Laboratory | 1 | - |
| HHP 288 1st Aid/Emergency Care and CPR | (2) | - |
| HHP 289 1st Aid/Emergency Care and CPR Laboratory | (1) | - |
| Electives (if HHP 288/289 competency is met) | (3) | - |
| Elective Core Courses | 6 | - |
| HHP 498 Internship | - | 4 |
| General Education Requirements | - | 3 |
| Elective Core Courses | - | 7 |
| Total | 15-16 | 14 |

Health Enhancement Option:

First Year

| | A | S |
|--|---|--------|
| WRIT 101 (ENEX 101) College Writing I | 3 | - |
| HHP 181 Foundations of HHP | 3 | - |
| M 115 (MATH 117) Probability and Linear Math | 3 | - |
| PSYX 100S (PYSC 100S) Intro to Psychology | 4 | - |
| HHP 224 Professional Activities-Outdoor Rec | 2 | - |
| CHMY 121N General and Inorganic Chemistry | - | 3 |
| BIOL 121 or SCI 350 Environmental Science | - | 2 or 3 |
| COMM 111A Intro to Public Speaking | - | 3 |
| BIOL 106 Elementary Medical Microbiology | - | 3 |
| HHP 184 Personal Health and Wellness | - | 3 |
| HHP 225 Professional Activities - Individual/Teal/Dual | - | 2 |
| General Education | - | 2 |

Total 15 18-19

Second Year

| | |
|--|-------|
| HHP 226 Basic Exercise Prescription | 3 - |
| HHP 233 Health Issues/Child & Adolescent | 3 - |
| SCN 201N Anatomy and Physiology I | 4 - |
| HHP 361 Assessment in PE and Health | 3 - |
| General Education Requirements | 3 - |
| C&I 200 exploring Teaching/Field Experience | - 2 |
| C&I 301 or 302 Field Experience - Mid-level or Secondary | - 1 |
| NAS - See special requirement | - 3 |
| PSYX 230S Developmental Psychology | - 3 |
| SCN 202N Anatomy and Physiology | - 4 |
| General Education Requirements | - 3 |
| Total | 18 16 |

Third Year

| | |
|--|-------|
| C&I 427 Literacy Strategies in Content Area | 3 - |
| HHP 236N Nutrition | 3 - |
| HHP 339 Strategies in Elementary Physical Education | 3 - |
| HHP 377 Physiology of Exercise | 3 - |
| HHP 378 Physiology of Exercise Lab | 1 - |
| HHP 475E Legal and Ethical Issues in Health and Exercise Professions | 3 - |
| STAT 216 (MATH 241) Statistics | 4 - |
| HHP 240-2421 Prevention and Care Athletic Injuries | - 3 |
| C&I 306 Inst Media/Computer Apps | - 3 |
| HHP 301 Strategies Secondary School Physical Education | - 3 |
| HHP 384 Motor Control and Learning | - 3 |
| HHP 368 Applied Anatomy and Kinesiology | - 3 |
| HHP 369 Applied Anatomy and Kinesiology Lab | - 1 |
| HHP 466 Strategies in K-12 Health Education | - 3 |
| Total | 20 19 |

Fourth Year

| | |
|--|-------|
| C&I 303 Education Psychology and Measurement | 3 - |
| C&I 407E Ethics and Policy Issues | 3 - |
| C&I 410 Exceptionality/Classroom Management | 3 - |
| HHP 288 1st Aid/Emergency Care and CPR | 2 - |
| HHP 289 1st Aid/Emergency Care and CPR Lab | 1 - |
| HHP 465 Leading HHP Organizations | 3 - |
| C&I 494 Professional Portfolio | - 1 |
| C&I 481 Student Teaching Primary | - 7 |
| C&I 482 Student Teaching Secondary | - 7 |
| Total | 15 18 |

Courses

U = undergraduate credit only, UG = for undergraduate or graduate credit, G = for graduate credit. R after the credit indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Health and Human Performance (HHP)

U 100-179 Health and Human Performance Activity Classes 1 cr. Offered every term. Students may include up to but not more than 4 credits earned in HHP 100-179 activity courses in the total number of credits required for graduation. Students graded Credit/No Credit based on participation and a strict attendance policy. For a complete list of all classes offered go to the HHP Activity Program website at <http://www.soe.umt.edu/hhp/h2pac/default.htm>

U 181 Foundations of Health and Human Performance 3 cr. Offered autumn and spring. An overview of the foundational principles comprising the field of HHP with special emphasis on the historical and philosophical foundation, and the evolution of the unity of mind/body concept. Includes an overview of program options, analysis of future directions, and career choices.

U 184 Personal Health and Wellness 3 cr. Offered autumn and spring. Focus on health principles and their relevance in contemporary

society, the evaluation and application of scientific advances to hypothetical lifestyles, and on contemporary problems in life.

U 189 Basic First Aid and CPR 1 cr. Offered spring. Instruction will cover CPR, use of an automated external defibrillator (AED) and relief of foreign-body airway obstruction (FBAO). The First Aid component will cover general principles as well as medical, injury and environmental emergencies. Students will receive AHA Heartsaver CPR and First Aid certification. This class does not meet First Aid requirements for HHP majors.

U 195 Special Topics Variable cr. (R-6) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

U 200-223 Professional Activities for Majors and Minors 1 cr. Offered intermittently. All students required to meet proficiency entrance standards set by instructor. (200) Swim Skills/Aquatic Fitness, (209) Soccer, (215) Tennis, (223) Special Activities.

U 224 Professional Activities: Outdoor Recreation 2 cr. Offered autumn. The instruction of basic skills for selected outdoor and recreational type activities. Technical procedures, drills, and approaches to the teaching. Demonstration and instruction skills developed. HHP majors only. Active participation required.

U 225 Professional Activities: Traditional Individual/Dual/Team Sports 2 cr. Offered spring. The instruction of basic skills for selected individual, dual, and team sports and activities. Technical procedures, drills, and approaches to the teaching. Demonstration and instruction skills developed. HHP majors only. Active participation required.

U 226 Theory and Practice of Basic Exercise Prescription for Aerobic and Resistance Training 3 cr. Offered every term. Theory, principles, and practice of exercise prescription for aerobic and resistance exercise programs for health, fitness and performance. Students must register for the lecture and a linked lab.

U 233 Health Issues of Children and Adolescents 3 cr. Offered every term. Overview of current health issues affecting children and adolescents. Focus is on educational and preventive measures that can be implemented by teachers and schools through comprehensive school health education programs.

U 236N Nutrition 3 cr. Offered autumn and spring. The principles of science as applied to current concepts and controversies in the field of human nutrition.

U 238 Lifeguarding New Method 2 cr. Offered autumn and spring. Prereq., Swim II or equiv. skills. Skill development needed for the safe participation in various aquatic activities including the ability of self-recovered rescue of others. Provides the necessary knowledge and skills to serve as a pool lifeguard.

U 240 Prevention and Care of Athletic Injuries Lecture 2 cr. Offered autumn. Coreq., HHP 241. Development of knowledge of prevention, assessment, treatment, rehabilitation, emergency care of athletic injuries.

U 241 Prevention and Care of Athletic Injuries Laboratory 1 cr. Coreq., HHP 240. Offered autumn. Development of practical skills in prevention, assessment, treatment, rehabilitation, and emergency care of athletic injuries.

U 242 Clinical Orientation in Athletic Training 1 cr. Offered spring. Prereq. or coreq., HHP 240, 241. Orientation to clinical education in the university, high school, clinic, and non-traditional athletic training settings.

U 249 Wilderness First Responder 2 cr. Offered intermittently. Instruction in the prevention, recognition, and treatment of backcountry illness and injury. Successful students receive an Aerie Wilderness First Responder certification and an American Heart Association Heartsaver CPR certification. This course meets HHP department First Aid requirement but does not meet the CPR requirement.

U 250 Ski Instructor's Preparation 2 cr. Offered spring. Prereq., consent of instr. Open to all students with advanced to expert skiing skills. Techniques of teaching skiing including: skill concepts and contemporary skiing movements; teaching cycle; movement analysis; personal skiing improvement. Prepares student for certification with (PSIA) Professional Ski Instructors of America.

U251 Snowboard Instructor Preparation 2 cr. Offered spring. Prereq., consent of instr. Open to students with advanced to expert riding skills. Techniques of teaching snowboarding including: skill concepts and contemporary snowboarding movements; teaching cycle; movement analysis; personal riding improvement. Prepares student for certification with (ASSI) American Association of Snowboard Instructors.

U 270 Principles of Optimal Performance 2 cr. Offered autumn and spring. Prereq., consent of instr. Introduction of optimal performance techniques and strategies for enhancing skills in goal-setting, imagery, confidence, teamwork, concentration, self-esteem, managing adversity, motivation, and leadership, and general life skills.

U 288 First Responder, Emergency Care and CPR Lecture 2 cr. Offered every term. Coreq., HHP 289. Development of knowledge of emergency care and CPR/AED techniques. In conjunction with HHP 289 provides certifications by the American Academy of Orthopedic Surgeons and the American Heart Association upon successful completion.

U 289 First Responder, Emergency Care and CPR Laboratory 1 cr. Offered every term. Coreq., HHP 288. Development of knowledge of emergency care and CPR/AED techniques. In conjunction with HHP 288 provides certification by the American Academy of Orthopedic

Surgeons and the American Heart Association upon successful completion.

U 295 Special Topics Variable cr. (R-6) Offered intermittently. Offerings of visiting professors, new courses, or current topics.

U 296 Independent Study Variable cr. (R-6) Offered every term. Prereq., consent of advisor and instr.

U 301 Instructional Strategies in Secondary School Physical Education 3 cr. Offered spring. Coreq., C&I 301 or 302. Application of educational theory in planning, analyzing, and presenting learning experiences to typical and atypical populations in secondary school physical education for students in grades 7-12. Active participation required.

UG 317 Coaching Clinic 1-2 cr. (R-4) Offered intermittently. Covers a variety of activities to include coaching theories, competitive coaching strategies, training methods and techniques. Covers requirements for the bronze level of the American Sport Education Program (ASEP).

U 330 Overview of Health Education and Health Promotion 3 cr. Offered spring. Prereq., HHP 181. History, philosophy, and theory related to health education and health promotion. Includes the application of health promotion strategies to wellness programs and community health programs.

U 331 Wilderness Emergency Technician 3 cr. Offered intermittently. EMT-Basic curriculum with significantly more detail concerning care for patients in remote settings. Students must be 18 year old and never been convicted of a felony to qualify for certification. This course meets HHP department First Aid and CPR graduation requirements.

U 334 Athletic Training Techniques 1 cr. Prereq., HHP 242. Integration into athletic training practice emphasizing risk management, emergency procedures, acute care and athlete care in the preseason.

U 337 Aquatic Certifications 1-2 cr. (R-4) Offered spring. Prereq., HHP 238 or equivalent certifications. Offered on a rotating basis. Training for Water Safety Instructor, Lifeguard Training Instructor, or Adapted Aquatics Instructor. Red Cross Instructor's Certificate awarded upon successful completion of requirements.

U 339 Instructional Strategies in Elementary Physical Education 3 cr. Offered every term. Prereq., HHP 184 or 233 and junior standing; coreq., C&I 301 or 302. Application of educational theory in planning, analyzing, and presenting learning experiences to typical and atypical populations in elementary school physical education for children in grades K-6. Active participation required.

U 340 Practicum in Athletic Training I 3 cr. Offered autumn. Prereq., admission into the athletic training education program. Introduction to basic clinical experience working in a CAATE approved setting.

U 341 Practicum in Athletic Training II 3 cr. Offered spring. Prereq., HHP 340. Basic clinical experience working in a CAATE approved setting.

U 342 Assessment of the Lower Extremities 2 cr. Offered autumn. Prereq., HHP 242, 334. The study and practice of techniques used when assessing athletic injuries to the lower extremities and lumbar spine.

U 343 Assessment of the Lower Extremities Lab 1 cr. Offered autumn. Prereq., HHP 242, 334. The practice of techniques used when assessing athletic injuries to the lower extremities and lumbar spine.

U 344 Assessment of the Upper Extremities 2 cr. Offered spring. Prereq., HHP 342, 343. Coreq., HHP 345. The study and practice of techniques used when assessing athletic injuries to the upper extremities, head and cervical spine.

U 345 Assessment of the Upper Extremities Lab 1 cr. Offered spring. Prereq., HHP 342, 343. Coreq., HHP 344. The practice of techniques used when assessing athletic injuries to the upper extremities, head and cervical spine.

UG 361 Assessment in Physical and Health Education 3 cr. Offered autumn. Prereq., math course numbered above 100 and CS 171. Orientation to testing and measuring, the administrative use of tests, elementary statistical techniques and procedures.

U 366 Therapeutic Modalities 2 cr. Offered autumn. Coreq., HHP 342, 343, 367, 368, 369 or consent of instr. Physiology, indications, contraindications, and the application of therapeutic modalities for athletic injuries.

U 367 Therapeutic Modalities Laboratory 1 cr. Offered autumn. Coreq., HHP 342, 343, 366, 368, 369 or consent of instr. Physiology, indications, contraindications, and the application of therapeutic modalities for athletic injuries.

U 368 Applied Anatomy and Kinesiology 3 cr. Offered autumn. Prereq., SCN 201N, 202N or equiv.; coreq., HHP 369. Anatomy and kinesiology of the neuromusculoskeletal system and body cavities in relation to movement and function.

U 369 Applied Anatomy and Kinesiology Laboratory 1 cr. Offered autumn. Prereq., SCN 201N, 202N or equiv.; coreq., HHP 368. Anatomy and kinesiology of the neuromusculoskeletal system and body cavities in relation to movement and function.

U 370 Peer Health Education 3 cr. Offered spring. Introduction to peer health education strategies and techniques. Instruction in the areas

of wellness, drug and alcohol abuse prevention, and sexual assault prevention. Students develop and implement a peer health program focused on prevention of major health problems among college students.

U 371 Peer Health Education Practicum 1-3 cr. (R-6) Offered autumn and spring. Prereq., HHP 370. Practical experience in planning, coordinating, and implementing health education activities for the campus community. Students address topics related to wellness, drug and alcohol prevention, or sexual assault awareness.

U 372 Rehabilitation of Athletic Injuries 2 cr. Offered spring. Prereq., WRIT 222 (FOR 220) or equiv., HHP 366, 367, 368, 369. Theories and application methods of comprehensive therapeutic rehabilitation programs for athletic injuries. Substantial reading and writing component.

U 373 Rehabilitation of Athletic Injuries Laboratory 1 cr. Offered spring. Prereq., HHP 366, 367, 368, 369; coreq., HHP 372W. Laboratory sessions examining principles of biomechanics and their application to athletic injury. Utilization of various practical applications of rehabilitation techniques and equipment used for reconditioning of incapacitating athletic injury.

UG 377 Physiology of Exercise 3 cr. Offered every term. Prereq., BIOL 313 or SCN 202N, HHP 226; coreq., HHP 378. Investigation of the physiological changes and the significance of these changes as they occur during physical work, activity and exercise. Focus on basic energy, musculoskeletal, nervous, cardiovascular and respiratory systems as they relate to aerobic and anaerobic exercise. Emphasis will be placed on the response of these systems to both acute exercise, and the adaptations to chronic exercise. Credit not allowed toward graduate degree in the exercise science option in Health and Human Performance.

UG 378 Physiology of Exercise Laboratory 1 cr. Offered autumn and spring. Prereq., BIOL 313 or SCN 202N; coreq., HHP 377. Laboratory session examining the physiological effect of the physical work, activity and exercise on the functions of the human body. Credit not allowed toward graduate degree in the exercise science option in Health and Human Performance.

U 384 Motor Control and Learning 3 cr. Offered autumn and spring. Application of research in motor learning with emphasis on developmental and psychological factors related to motor skill acquisition and autonomous motor performance.

U 395 Special Topics Variable cr. (R-6) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

U 401 Assessment of the Thorax and Medical Conditions in the Athlete 2 cr. Offered autumn. Prereq., HHP 344, 345 or consent of instr.; coreq., HHP 402. Recognition and assessment techniques of thorax, abdomen and general medical conditions in sports.

U 402 Assessment of the Thorax and Medical Conditions in the Athlete Lab 1 cr. Offered autumn. Prereq., HHP 344, 345, or consent of instr; coreq., HHP 401. Laboratory sessions to develop recognition and assessment techniques of thorax, abdomen and general medical conditions in sports.

UG 411 Advanced Practicum in Athletic Training I 3 cr. Offered autumn. Prereq., HHP 341. Advanced clinical experience in CAATE approved setting. Each student manages injuries of a specific sport and performs administrative duties.

UG 412 Advanced Practicum in Athletic Training II 3 cr. Offered spring. Prereq., HHP 411. Advanced clinical experience in CAATE approved setting. Each student manages injuries of a specific sport and performs administrative duties.

UG 415 Health and the Mind/Body/Spirit Relationship 3 cr. 3 cr. Offered spring even-numbered years. Prereq., Junior standing. Overview of how the mind/body/spirit relationship affects health. Examination of current research exploring how thoughts, emotions, attitudes, and beliefs influence and mediate health outcome. Exploration of the theoretical applications of mind/body/spirit in health and healing used in contemporary society.

UG 425 Relaxation and Self Enhancement 3 cr. Offered autumn and spring. Prereq., junior status. The study of psychosomatic and somatopsychic techniques for relaxation and self-enhancing strategies.

UG 430 Health Aspects of Aging 3 cr. Offered spring. Same as HS and SW 430. Overview of the health aspects of aging in the United States including biological theories of aging, normal physiological changes associated with aging systems, common pathological problems associated with aging, cultural and ethnic differences in the health of elders, health promotion and healthy aging, and the health care continuum of care for older persons.

UG 440 Instructor First Aid and CPR 1 cr. Offered summer. Prereq., HHP 288, 289 or equiv. Provides knowledge and certification to teach the skills of CPR for victims of all ages, use of automated external defibrillator (AED), relief of foreign body airway obstruction (FBAO) and first aid procedures. Upon successful completion of this course students will receive certifications to teach American Heart Association and American Academy of Orthopedic Surgeons and CPR courses at all levels.

UG 446 Nutrition for Sport 3 cr. Offered autumn and spring. Prereq., HHP 377 and junior standing. Nutritional parameters of athletic performance including intervention planning, energy production, the energy nutrients, vitamins and minerals, principles of balanced diets, timing and composition of intakes, hydration, weight management strategies, and nutritional needs for special situations.

U 448 Teaching Anatomy and Physiology 2 cr. (R-4) Offered every term. Prereq., student must have received at least a "B" in Human Anatomy and Physiology and consent of instructor. Students assist in preparation and grading of demonstrations and laboratory

assignments, and provide laboratory instruction of undergraduate students enrolled in SCN 201/202. Students are given advanced instruction in principles of human anatomy and physiology.

U 449 Teaching Health and Human Performance 2cr (R-4) Offered every term. Prereq., consent of instructor. Students assist in the preparation and grading of demonstrations and laboratory assignments, and laboratory instruction of undergraduate students enrolled in HHP laboratory courses. Students are given advanced instruction in principles of the HHP course.

UG 450 Analytical and Communication Techniques 3 cr. Offered every term. Prereq., WRIT 101 (ENEX 101) or equiv. Analysis and communicative critique of literature, cinema, and other forms of popular media with “sport is life in miniature” as a predominant theme. Substantial reading, speaking and writing component. Emphasis on maintaining or improving communication skills.

UG 455 Workshop Variable cr. (R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest. Credit not allowed toward a graduate degree.

UG 465 Leading Health and Human Performance Organizations 3 cr. Offered every term. Prereq., HHP 181 and junior standing. Leadership, management, organizational structure assertiveness, conflict management, public relations, decision-making, budget management, and a broad overview of human resource management, all as they relate to health and human performance settings.

UG 466 Strategies in K-12 Health Education 3 cr. Offered autumn even-numbered years. Prereq., admission to the teacher education program. Focus on developing and implementing strategies to teach K-12 health education.

UG 470 Foundations in Sport and Exercise Psychology 3 cr. Offered autumn. Prereq., upper-division or graduate status. Introduction to professional practices, ethics, and employment opportunities in applied sport psychology. Additional course content is focused on individual and team motivation, team cohesion and leadership, youth sport applications, and health and wellness applications.

UG 475E Legal and Ethical Issues in the Health and Exercise Professions 3 cr. Offered autumn and spring. Prereq., upper-division or graduate status. Legal and ethical bases for litigation in the health and exercise professions, with emphasis on tort, contract, and civil rights issues.

U 478 Athletic Training Organization and Administration 2 cr. Offered spring. Prereq., HHP 465. Exploration of the aspects of athletic training organization and administration. Topics include program management, personnel management, insurance, risk management, ethics, organization of pre-participation physical examinations, leadership styles, budget planning, equipment/inventory management and athletic training facility design.

UG 479 Sports Medicine 2 cr. Offered spring. Prereq., HHP 377 and HHP 368. The etiology and management of sports related injuries/illnesses. Includes: therapeutic use of drugs, pre-participation screening techniques, ergogenic aids, the aging athlete, the sports medicine team concept and current medical treatment of sports injuries.

UG 482 Electrocardiogram Assessment 1 cr. Offered autumn. Prereq. HHP 377,378. Laboratory sessions combined with class sessions to understand electrocardiology and the assessment of electrocardiograms, both at rest and during exercise.

UG 483 Exercise, Disease and Aging 3 cr. Offered autumn and spring. Prereq., HHP 337, 378; Coreq. HHP 484. Focus on guidelines for exercise testing and prescription for individuals with chronic disease including heart disease, diabetes, hypertension, arthritis, osteoporosis, elderly and pulmonary disease. Class requires 25 assigned hours of service learning. Covers material necessary for ACSM clinical certification exam when combined with HHP 226, 377, 378, 482 and 484.

UG 484 Exercise, Disease and Aging Laboratory 1 cr. Offered autumn and spring.. Prereq., HHP 377, 378. Coreq., HHP 483. Laboratory sessions focus on practical exercise testing and prescription for individuals with chronic disease including coronary heart disease, diabetes, hypertension, arthritis, osteoporosis, elderly and pulmonary disease; basic ECG testing and analysis. Covers material necessary for ACSM clinical certification exam when combined with HHP 226, 377, 378, 482 and 483.

UG 485 Theories of Health Behavior and Counseling 3 cr. Offered autumn. Exploration of the helping role as it relates to health behavior, health assessment, problem-solving and referral skills. Application of theories to facilitation of healthy behavior changes.

UG 486 Statistical Procedures in Education 3 cr. Offered autumn even-numbered years.. Prereq., M 115 (MATH 117) or equiv. or consent of instr. Same as C&I 486. Concepts and procedures characterizing both descriptive and inferential statistics. Awareness of common statistical errors.

U 493 Omnibus 1-3 cr. (R-6) Offered every term. Prereq., consent of instr. Independent work under the University omnibus option. See index.

UG 494 Seminar 1-3 cr. (R-6) Prereq., consent of instr. Offered intermittently.

UG 495 Special Topics Variable cr. (R-6) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

U 496 Independent Study 1-3 cr. (R-6) Offered every term. Prereq., consent of instr.

U 497 Research 1-3 cr. (R-6) Offered every term. Prereq., consent of instr.

U 498 Internship 1-4 cr. (R-4) Offered every term. Prereq., minimum junior standing. Supervised field experiences with private businesses, public agencies, or institutions. A maximum of 6 credits of Internship (198, 298, 398, 498) may count toward graduation.

U 499 Senior Project 3 cr. Offered autumn. Prereq., HHP senior standing. Theory and practical experience in research design, data collection, results analysis and report writing. Students will generally assist with ongoing research as well as attend formal classroom presentations and discussions. Students with a well developed research idea may be allowed to undertake independent research in addition to the formal classroom sessions.

G 520 Educational Research 3 cr. Offered every term. Same as C&I and EDLD 520. An understanding of basic quantitative and qualitative research methodology and terminology, particularly as they are used in studies presented in the professional literature.

G 522 Cognitive-Behavioral Interventions in Performance Psychology 3 cr. Offered intermittently. Prereq., HHP 470 or equiv. Focus is on cognitive-behavioral interventions specific to enhancing human performance in a variety of individual and group settings. Strategies introduced based on research from health psychology, sport psychology, exercise psychology, clinical and counseling psychology

G 523 Case Studies in Performance Psychology 2 cr. Offered intermittently. Prereq., consent of instr. Cognitive-behavioral performance psychology interventions in actual and hypothetical case study applications. Successful and unsuccessful approaches from sport psychology and sport counseling are reviewed as cases in progress; alternative outcomes discussed.

G 524 Ethics and Human Performance 3 cr. Offered spring, even numbered years. A critical examination of ethical issues as they relate to physical education, sport, fitness, and other areas of human performance.

G 529 Advanced Physiology of Exercise I 3 cr. Offered autumn odd-numbered years. Prereq., HHP 377, 378 or equiv. Advanced study of the effect of work, activity and exercise on human biochemistry, metabolism, endocrinology and muscle function.

G 530 Advanced Physiology of Exercise II 3 cr. Offered autumn even-numbered years. Prereq., HHP 377, 378 or equiv. Advanced study of system physiology (circulatory, respiratory and renal function) and environmental factors applied to physical work, activity and exercise

G 531 Laboratory Procedures in Exercise Science 2 cr. Offered spring. Introduction to common laboratory tools associated with clinical and health assessment techniques, research measures, and data collection.

G 540 Health Promotion Strategies 3 cr. Offered autumn even-numbered years. Exploration of the role of the health professional in the development and implementation of educational, organizational, economic, and/or environmental strategies that promote individual and community health.

G 541 Program Development in the Health Professions 3 cr. Offered spring odd-numbered years. Overview of the issues, approaches, and techniques professionals utilize in the planning and development of health education and health promotion programs.

G 545 Advanced Nutrition and Chronic Disease 2 cr. Offered spring odd-numbered years. Instruction will investigate the relationship between nutrition and selected chronic diseases with special emphasis on understanding the research methodology and dissemination of study outcomes reported in the literature for nutrient-disease interactions.

G 594 Seminar 1-3 cr. (R-6) Offered spring. Prereq., consent of instr.

G 595 Special Topics Variable cr. (R-6) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

G 596 Independent Study Variable cr. (R-6) Offered every term. Prereq., consent of instr.

G 597 Research Variable cr. (R-6) Offered every term. Prereq., HHP 486, 520.

G 598 Internship Variable cr. (R-4) Offered every term. Prereq., HHP 520, consent of instr. Supervised field work in public and private agencies and institutions. Must demonstrate competency in First Aid/Emergency Care and CPR.

G 599 Professional Paper Variable cr. (R-3) Offered every term. Prereq., HHP 486, 520.

G 699 Thesis Variable cr. (R-6) Offered every term.

Faculty

Professors

- Gene Burns, Ed.D., The University of Montana, 1988
- Laura Dybdal, Ph.D., University of New Mexico, 1996
- Steven Gaskill, Ph.D., University of Minnesota, 1998

- Arthur W. Miller, Ph.D., University of New Mexico, 1981
- Brent Ruby, Ph.D., University of New Mexico, 1994
- K. Ann Sondag, Ph.D., Southern Illinois, Carbondale, 1988
- Thomas R. Whiddon, Ed.D., The University of Montana, 1975 (Chair)
- Sharon Dinkel Uhlig, Ed.D., University of Utah, 1982

Associate Professors

- Blakely Brown, Ph.D., R.D., University of Minnesota, 2000
- Charles Dumke, Ph.D., University of Wisconsin, 2000
- Scott Richter, Ed.M., Oregon State University, 1982 (Chair, Program Director, Athletic Training)

Assistant Professors

- Dennis T. Murphy, M.S., University of Arizona, 1976 (Head Athletic Trainer)
- Charles Palmer, Ed.D., University of Montana, 2002
- Valerie Rich, Ph.D., ATC, CSCS, University of South Florida, 2006

Instructors

- Adrienne M. Corti, M.S., The University of Montana, 1989
- Stephanie Domitrovich, M.S., The University of Montana
- Linda Green, B.S., Florida State University, 1976
- Karla Judge, M.S., ATC, Idaho State University 1991
- Ellen Parchen, B.S., West Chester University, 1994
- J. C. Weida, M.S., ATC, The University of Montana, 1995

Emeritus Professors

- Kathleen Miller, Ph.D., University of Iowa, 1971
- Gary Nygaard, EdD., University of Oregon, 1971
- Brian J. Sharkey, Ph.D., University of Maryland, 1965

Emeritus Associate Professors

- George Cross, M.S., Indiana University, 1956
- Mavis M. Lorenz, M.S., University of Washington, Seattle, 1954

Office for Student Success

The Office for Student Success embodies The University's commitment to students' academic success. Its programs, offices, and resources form a comprehensive academic support network that assists students as they find their ideal path and pursue a degree.

The Office for Student Success programs can guide a student through his or her academic transition to college, helping to clarify career goals and explore majors, and provide tutoring so students can meet the challenges of college study.

Undergraduate Advising Center

The Undergraduate Advising Center provides advising for Undeclared students, as well as freshmen Business, Pre-Psychology, Pre-Communication Studies and Pre-Nursing students. Professional and peer assistants provide important information and counseling about scheduling classes, selecting a major, taking advantage of opportunities on and off campus, dealing with academic problems, and finding essential academic and social support services. In addition, the programs listed below are offered, primarily for entering students.

Four Bear Four-Year Graduation Plan

Four Bear (the 4-year graduation plan) is designed for students committed to eight consecutive semesters of full-time study at The University of Montana. It gives the student registration priority beginning his or her first registration period after signing the Four Bear contract and pays incidental and mandatory fees past the planned graduation time provided the student has met all conditions. If a student is not meeting the conditions as set forth in the Four Bear contract, he or she is dropped from the program, but no other penalties are incurred. [Pharmacy is an exclusion to the four-year plan; students are given five or six years to complete this degree.] Most department sections in the catalog include a suggested four-year course of study to complete a major. Four-Bear students must meet with their advisors in order to customize a plan to fit individual circumstances and academic goals. Additional information is available from the Four-Bear Coordinator, Lommasson 269.

Courses

U=for undergraduate credit only, UG=for undergraduate or graduate credit, G=for graduate credit. R after the credit indicates the courses

may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Undergraduate Advising Center (UNC)

U 101 Freshman Seminar I 2 cr. Offered autumn. Introduction to academic life: readings in current social and ethical topics, extensive practice in listening and composition skills, applied research skills, individual and group presentations, and individual academic advising.

U 102 Freshman Seminar II 2 cr. Offered spring. Development of critical reading, writing, and speaking skills, best academic practices, other college survival issues. Intended for at-risk students who exhibit high academic potential.

U 180 Freshman Interest Group Seminar 1 cr. Offered autumn. Coreq., enrollment in a Freshman Interest Group. Discussion section for Freshman Interest Group in which the theme of the FIG is articulated in interdisciplinary terms.

U 194 Seminar Variable cr. (R-6) Offered autumn. **U 195 Special topics 1-6 cr. (R-6)** Offered autumn and spring. Restricted to freshmen. Topics variable. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

U 196 Independent Study 1-2 cr. (R-2) Offered intermittently. **U 198 Internship Variable cr. (R-6)** Offered intermittently. Prereq., consent of director. Extended classroom experience which provides practical application of classroom learning during placements off campus. Prior approval must be obtained from the faculty supervisor and the Internship Services office. A maximum of 6 credits of Internship (198, 298, 398, 498) may count toward graduation.

U 270 Critical Writing II 2 cr. Offered autumn and spring. Planning and composition of written documents for academic and professional purposes; writing thesis statements, developing supporting arguments, crafting cohesive paragraphs, and choosing appropriate language.

U 380 FIG Leader Training Seminar 2 cr. Offered spring. Prereq., consent of director of FIG program. Training seminar for seminar leaders in the Freshman Interest Group program.



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Please click the Fees or Financial Aid links to the left for detailed information.