

Honors courses are limited in enrollment to 20 students and usually are conducted in a discussion or seminar format. They emphasize critical thinking, the development of written and oral communication skills, direct contact with the faculty, and use of original texts or "hands-on," participatory experience. These courses are taught by outstanding faculty selected according to their department's standards of excellence. Course offerings vary somewhat and represent many academic departments and subject areas. Honors courses often fulfill General Education and many common major requirements.

At the junior and senior level students are offered a selection of Honors seminars. These seminars are open to students from all disciplines. The aim of these seminars is to assist students in applying different methods of inquiry and research, in using the insights of various disciplines, in integrating the students' knowledge, and in developing well-informed personal stances toward the material and issues studied.

In their senior year, students complete an Honors thesis or research project, assuming responsibility, together with a faculty mentor, for an original scholarly research or creative project. This project may coincide with a departmental requirement, and is intended to prepare students to fulfill roles of intellectual, moral, and cultural leadership as they realize their places in society.

Assessment of Personal and Academic Goals

A college education invites students to formulate goals and reflect on their progress toward attaining them. Davidson Honors College students are responsible for evaluating their aims and attainments from year to year in collaboration with an advisor. Entering students are asked to assess their abilities and resources and begin to formulate interests and aims in light of the student learning outcomes mentioned previously.

Requirements

Davidson Honors College students are required to complete a minimum of seven Honors courses, including HONR 121L and a senior Honors research project (which may be counted as one Honors course). An Honors section of Introduction to Humanities, LSH 151L or LSH 152L, may be counted as equivalent to HONR 121L. HONR 120, Introduction to Honors, also is required of all first-year students. As this is a one-credit course, it does not count toward the seven Honors courses required to graduate. Details are available in the Davidson Honors College office or on the DHC web site at www.dhc.umt.edu.

It also is recommended that all students include in their curriculum at least one course or independent study project that includes an experience of volunteer community service or study abroad.

To maintain good standing in the Davidson Honors College, students must take at least one Honors course per year and maintain an overall cumulative grade point average of 3.0 or above. Academic progress is reviewed each semester. Students whose grades are below the 3.0 standard are given an academic warning. A student whose cumulative grade point average falls below 3.0 is placed on academic probation and remains in this status until the cumulative grade point average rises to 3.0 or higher. Suspension from the Honors College occurs when the term grade point average of a student on probation is below 3.0. A suspended student may be reinstated when the cumulative grade point average rises to 3.0 or higher.

Graduation through the Davidson Honors College requires a cumulative grade point average of 3.0 or higher, and 3.4 in the major field. Upon successful completion of the requirements, students will receive their bachelor degrees as "University Scholars" in their respective majors and have this distinction noted on their diplomas. Graduation through the Davidson Honors College is not connected with the distinctions "with honors" and "with high honors" bestowed on the recommendation of major departments according to certain grade point averages and/or on the basis of exams or other means of assessment in the senior year.

Scholarships

The Davidson Honors College administers the Presidential Leadership Scholarships for incoming freshmen, and several other scholarship programs for currently enrolled students. For further information about these scholarship programs, contact the Honors College. Honors students and those transferring from other institutions are eligible for the general scholarship program. For further information, contact the Financial Aid Office.

Admission to the DHC

Students applying to the Davidson Honors College should show evidence of academic talent and motivation. Generally, a minimum high school GPA of 3.5 is expected, as well as an ACT score of 27 or higher, or SAT combined score of 1800. These criteria are not absolute, and highly motivated students are encouraged to apply.

Applications are particularly welcomed from older or non-traditional students and students from varied racial and ethnic backgrounds. College transfer students with a record of strong academic performance (GPA of 3.5 or higher) also are welcome to apply. The Davidson Honors College Application for Admission must be postmarked or submitted online . Note that all applicants to the Davidson Honors College also must complete a separate application for admission to the University of Montana-Missoula.

Presidential Leadership Scholarships

The Presidential Leadership Scholarships are the University of Montana's premier academic scholarships, recognizing outstanding talent, academic performance, leadership, and contribution to the community. These awards are renewable for four years, subject to satisfactory performance by the student. Each scholarship includes a full or partial tuition waiver, the value of which varies according to the amount of tuition each year.

Eligible candidates for the Presidential Leadership Scholarship must be recent high school graduates who have not previously enrolled as a regular college or university student. Recent finalists for the Presidential Leadership Scholarship posted an average of 3.98 GPA, SAT combined score of 2100, and ACT composite score of 32.

All Davidson Honors College applications for admission received by of each year will be considered for the Presidential Leadership Scholarship.

Contact:

The Davidson Honors College
University of Montana
Missoula, MT 59812
Phone: (406) 243-2541
e-mail: dhc@umontana.edu
web site: www.dhc.umt.edu

Department Faculty

Professors

Brock Tessman, Dean, Davidson Honors College

Course Descriptions

HONR 120 - Introduction to Honors

Credits: 1. Offered autumn. Interdisciplinary offerings by various faculty. Orientation to practical and theoretical issues facing students entering college. Course Attributes: Honors Course

HONR 121L - Ways of Knowing

Credits: 3. Offered autumn and spring. A critical assessment of contrasting epistemological stances expressed in various views of the divine, nature, society and the self. Course Attributes: Honors Course Literary & Artistic Stds Crse Writing Course-Intermediate

HONR 122E - Ways of Knowing II

Credits: 3. Offered spring. Prereq., HONR 121L or LSH 151L or LSH 152L. This course traces the major Western ethical traditions, examines the influence of those traditions in normative political theory, and provides dramatic illustrations of the moral life. Course Attributes: Ethical & Human Values Course Honors Course American and European

HONR 191 - Special Topics

Credits: 1 TO 6. (R-6) Experimental offerings of visiting professors, experimental offerings of new courses, or one time offerings of current topics. Course Attributes: Honors Course

HONR 192 - Independent Study

Credits: 1 TO 6. (R-6) Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student. Course Attributes: Honors Course

HONR 194 - Seminar

Credits: 1 TO 6. (R-6) A review and discussion of current research. Topics vary. Course Attributes: Honors Course

HONR 198 - Internship

Credits: 1 TO 6. Prereq., consent of instr. Practical application of classroom learning during placements off campus. A maximum of 6 credits of Internship (198, 298, 398, 498) may count toward graduation. Course Attributes: Honors Course Internship graduation limit 6

HONR 270 - Service Learning Seminar

Credits: 2. Offered Wintersession. This service learning course provides students with an in-depth, week-long community service experience in the West. Students participate in a seminar class prior to service and learn through active reflection and discussion. Students will explore aspects of citizenship and civic responsibility for addressing and solving social problems. Students explore aspects of citizenship and civic responsibility to address and solve social problems. Course Attributes: Honors Course

HONR 272 - Intro to Civic Leadership

Credits: 3. Offered spring. This service-learning course provides students with a broad overview of leadership development through engagement with campus and community organizations. Students will examine a variety of leadership models, analyze their own capacity for ethical leadership, and develop a personal leadership philosophy. Course Attributes: Honors Course

HONR 274 - Advocate Leadership Seminar

Credits: 2. Offered spring. Prereq., Consent of instr. Members of the university's Advocates are given responsibilities and opportunities generally reserved for paid professionals. This course teaches requisite leadership competencies, skills and articulation. Advocates develop situational decision-making and will be assessed through traditional letter grade and interactive skill evaluation. Course Attributes: Honors Course

HONR 291 - Special Topics

Credits: 1 TO 6. (R-6) Experimental offerings of visiting professors, experimental offerings of new courses, or one time offerings of current topics. Course Attributes: Honors Course

HONR 298 - Internship

Credits: 1 TO 6. (R-6) Prereq., consent of instr. Practical application of classroom learning during placements off campus. A maximum of 6 credits of Internship (198, 298, 398, 498) may count toward graduation. Course Attributes: Honors Course Internship graduation limit 6

HONR 320E - Research Portfolio Seminar

Credits: 3. Offered autumn and spring. Designed to assist undergraduate students with their independent research projects, this seminar enables students conducting research in separate disciplines to apply the intellectual strategies and to explore the ethical concerns common to research in most disciplines. Course Attributes: Ethical & Human Values Course Honors Course

HONR 370 - Pre-Law Seminar

Credits: 1. Offered spring or autumn. This course gives students specific information about the law school application process, the life of a law student, and various careers in the law. Students will have unique opportunities to interact with legal professionals and law school admission officers to explore their futures in law school and the legal profession.

HONR 372 - Global Health Issues

Credits: 2. Offered spring. This course examines the social, cultural, and political aspects of global health issues. Stressing principles of intercultural communication, we will examine the key determinants of public health in developing nations. We will enhance our understanding of the global dimensions of health and disease, the relative effectiveness of various health care initiatives, and the short- and long-term outcomes of diseases and health care interventions.

HONR 391 - Special Topics

Credits: 1 TO 6. (R-6) Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Course Attributes: Honors Course

HONR 392 - Independent Study

Credits: 1 TO 6. (R-6) Offered intermittently. Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student. Course Attributes: Honors Course

HONR 398 - Internship

Credits: 1 TO 6. Prereq., consent of instr. Practical application of classroom learning during placements off campus. A maximum of 6 credits of Internship (198, 298, 398, 498) may count toward graduation. Course Attributes: Honors Course Internship graduation limit 6

HONR 491 - Special Topics

Credits: 1 TO 6. (R-6) Experimental offerings of visiting professors, experimental offerings of new courses, or one time offerings of current topics. Course Attributes: Honors Course

HONR 492 - Independent Study

Credits: 1 TO 6. (R-6) Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student. Course Attributes: Honors Course

HONR 494 - Senior Seminar

Credits: 1 TO 6. (R-6) A review and discussion of current research. Topics vary.

HONR 495 - Practicum

Credits: 1 TO 6. (R-6) Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student.

HONR 498 - Internship

Credits: 1 TO 6. (R-6) Prereq., consent of instr. Practical application of classroom learning during placements off campus. A maximum of 6 credits of Internship (198, 298, 398, 498) may count toward graduation. Course Attributes: Honors Course Internship graduation limit 6

HONR 499 - Honors Thesis/Project

Credits: 1 TO 9. (R-9) Prereq., consent of thesis/project director and dean of Honors College. Preparation of a thesis or manuscript based on research for presentation and/or publication. Course Attributes: Honors Course

College of Education and Human Sciences

Roberta D. Evans, Dean
Susan Harper-Whalen, Associate Dean

The Phyllis J. Washington 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).

Mission: 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 Department of Communicative Sciences and Disorders prepares 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 Humanities 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 produces 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 community health, athletic training, exercise science, and health enhancement. 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 programs 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>

Communicative Science and Disorders Department

Amy Glaspey, Chair

The Bachelor of Arts Degree in Communicative Sciences and Disorders prepares students for graduate study in speech-language pathology, audiology, various education specialties, business, and health care as well as such fields as developmental and cognitive psychology. The Master of Science degree in Speech Language Pathology provides students with the foundational knowledge and clinical skills in the field of speech language pathology to work in medical and educational settings with clients across the life span.

College of ED & Human Sciences Catalog Year: 2015-2016

Degree Type: Bachelor of Arts Level: Major Subject: **Commun Sci & Disorders**

Total Credits: 67 Cumulative GPA Required: 2.0

Lower Division Core

Category Name: Lower Core Courses Rule: All courses listed are required

Criterion: C- Number of Credits 22

Course Listing

CSD 110	The Field of CSD	3
CSD 210	Speech & Lang Devel	3
CSD 221N	Fundamentals of Acoustics	3
CSD 222	Intro to Audiology	3
LING 270S	Intro to Ling	3
PSYX 100S	Intro to Psychology	4
PSYX 120	Research Methods I	3

Commentary:

Commentary: Upper Division Core

Category Name: Upper Core Courses Rule: All courses listed are required

Criterion: C- Number of Credits 27

Course Listing

BIOH 330	Anat & Phys Speech Mech	3
CSD 320	Phono Devel & Phonetics	3
CSD 345	Dev. Speech & Lng Dis	3
CSD 365	Acq. Speech & Lang Dis.	3
CSD 405	The Clinical Process	3
CSD 411	Neuroanatomy & Physiology	3
CSD 420	Speech Science	3
CSD 430	Senior Capstone	3
CSD 450	Intro to Aural Rehabilitation	3

Commentary:

Commentary: Major Electives

Category Name: Degree Electives

Rule: Must complete the following subcategories

Criterion: Number of Credits 18

Course Listing Commentary:

Subcategory Name: Biological Science Requirement Rule: Choose 1 of the listed courses

Criterion: C- Number of Credits 3

Course Listing

BIOB 101N Discover Biology 3

BIOB 160N Principles of Living Systems 4

Commentary:

Subcategory Name: Physical Science Requirement

Rule: 1 chemistry or physics course, which must be at the 100-level or above and a minimum of 3 credits

Criterion: C- Number of Credits 3

Course Listing

Commentary: Student may take another approved physical science course.

Subcategory Name: Statistics Requirement Rule: Choose 1 of the listed courses

Criterion: C- Number of Credits 3

Course Listing

PSYX 222 Psychological Statistics 3

SOCI 202 Social Statistics 3

STAT 216 Introduction to Statistics 4

Commentary:

Subcategory Name: Psychology Requirement Rule: Choose 1 of the listed courses

Criterion: C- Number of Credits 3

Course Listing

PSYX 230 Developmental Psychology 3

PSYX 233 Fund of Psychology of Aging 3

Commentary:

Subcategory Name: Modern and Classical Language Requirement Rule: Choose a sequence of 2 semesters

Criterion: C- Number of Credits 6

Course Listing

Commentary: Student must take a sequence (2 semesters) of a modern or classical language.

Counselor Education Department

John Sommers-Flanagan and Kirsten Murray, Co-Chair

The Counselor Education program educates students for employment in school (K-12 and higher education) and community mental health and human service settings. Counselors are practitioners, consultants, and coordinators who assist in problem solving, decision-making skills, personal growth and development, and individual, family school, and/or career issues. Counselors receive training in the eight core areas identified by the American Counseling Association Council for Accreditation of Counseling and Related Educational Programs: human growth and development, social and cultural foundations, the helping relationship, group theories and methods, career and lifestyle development, client assessment and evaluation, research and program evaluation, and professional orientation. We offer a School Counseling M.A., a Mental Health Counseling M.A., and an Interdisciplinary M.A. Each option requires additional specialty courses and comprehensive written and oral examinations focused on the

student's career track. The more advanced graduate degrees (Ed.S. and Ed.D.) develop depth, supervisory, and leadership skills in these areas.

The Department of Counselor Education is also the academic home for an interdisciplinary masters degree in Global Youth Development. Students in this program are prepared for humanitarian and advocacy work, focusing specifically on youth and family development across cultures. Requirements include one year of campus-based course work and an approved internship of at least two semesters duration working with youth and family concerns. GYD is a Peace Corps Master's International program, and the expectation therefore is that students will complete the Internship requirement by serving as U.S. Peace Corps Volunteers abroad. For further information and course listings, see: <http://coehs.umt.edu/departments/counseld/IYFD/default.php>

Graduate Programs: The M.A., Ed.S., and Ed.D. are offered in Counselor Education. An interdisciplinary M.A. is offered in Global Youth Development. Information regarding specific requirements and program options is available from the Phyllis J. Washington College of Education and Human Sciences. 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 Counseling: Applicants for this program should contact the Department for more specific admissions information. Requirements include official transcripts from all undergraduate and graduate institutions attended; three current letters of recommendation; and a letter of application stating academic and professional background, purpose in obtaining the degree, and thoughts about eventual employment and career direction. Applicants have the option to include GRE scores. Priority deadline is February 15th with complete applications reviewed after this date on a space available basis. Admission is competitive.

Certification Requirements: The Counselor Education, M.A., School Counseling option, leads to licensure at the Class IV level.

Curriculum and Instruction Department

Georgia Cobbs, Chair

The Department of Curriculum and Instruction offers the Bachelor of Arts degree in elementary education and teaching licensure in elementary education. The department also offers teaching licensure at both the secondary and K-12 levels for students who are earning or have already completed the baccalaureate degree (teaching major or teaching minor) in one of the following state-approved content areas: Art, Biology, Business Education, Chemistry, Earth Science, Economics, English, English as a Second Language, French, General Science Broadfield Major, Geography, German, Government, Health and Human Performance, History, Latin, Library Media, Mathematics, Music, Physics, Psychology, Reading, Russian, Social Studies Broadfield, Sociology, Spanish, Special Education, and Theatre. (See specific requirements for each in the following pages.) At the graduate level,

the department offers master and doctoral degrees in Curriculum and Instruction. Programs across all degree levels are organized to foster the development of learning communities and incorporate three essential themes: integration of ideas; cooperative endeavors; and respect for diversity and individual worth. The web address for the Department of Curriculum and Instruction is <http://coehs.umt.edu/departments/currinst/default.php>.

Graduate Programs

The department offers the Master of Education (M.Ed.) in curriculum and instruction. Students select from one of the following options: curriculum studies, early childhood education, library media services, literacy education, and special education. Students may earn the master's degree in combination with requirements for initial teacher licensure at the elementary and secondary levels. This option is further explained below. The department also offers the Doctor of Education (Ed.D.) in curriculum and instruction. Information about these graduate programs is available from the department office, UM Graduate Programs and Admissions Catalog, and online: <http://coehs.umt.edu/departments/currinst/masterofed/default.php>.

Teacher Preparation

Elementary Education

Individuals preparing to teach in elementary schools (license for grades K-8) complete a major in elementary education. Prior to their admission to the Teacher Education Program, usually at the end of the sophomore year, students are pre-education majors in the College of Education and Human Sciences. All pre-education and elementary education majors are advised by full-time advisors within the Department of Curriculum and Instruction.

Secondary licensure

Students preparing to teach at the middle or high school levels (license for grades 5-12) will declare a major in the subject area(s) they wish to teach, e.g., English, mathematics, or any other of the state-approved major content endorsement areas listed previously. They are advised within their major department(s) and, upon admission to the Teacher Education Program, they also are advised within the Department of Curriculum and Instruction regarding the requirements necessary to earn secondary licensure. All secondary licensure students seek admission to the Teacher Education Program, usually at the end of the sophomore year, and complete course work required for licensure in Curriculum and Instruction and in their major content area(s).

Applicants for Montana teaching licensure must: (1) satisfy all degree and licensure requirements as outlined below; and (2) be at least 18 years of age. Information about the Teacher Education Program is available in the department office and online at: <http://www.coehs.umt.edu/>

Master's Degree and Initial Licensure

Individuals who have completed a degree may elect to apply to the department's Graduate Program and combine the master's degree in curriculum and instruction (curriculum studies option) with licensure to teach. At the secondary licensure level, the combined program may be completed in a summer-autumn-spring-summer sequence provided the student previously has completed most of the content courses listed on the following pages by subject area. At the elementary licensure level, the program typically takes two academic years.

Assessment at Admission to the Undergraduate Teacher Education Program

Individuals seeking licensure to teach must apply for admission to the professional Teacher Education Program. Admission is limited to approximately 125 elementary and 125 secondary candidates per year. Deadlines for application are September 15 and February 15. Individuals are eligible for consideration for admission if they have:

- been admitted to the University of Montana;
- completed at least 30 semester credits;
- earned a minimum cumulative GPA (including all transfer credits) of 2.75;
- completed an English composition course (WRIT 101) with a grade of C- or better in each;
- demonstrated evidence of writing ability as in an application essay;
- documented appropriate experience in working with children or youth;
- secured supportive recommendations from two faculty members;
- presented results of a national fingerprint-based background check; and
- demonstrated appropriate professional behaviors and dispositions associated with success in the profession in a small group interview process.

The Teacher Education Program Admission Application packet includes a policy and procedures handbook and can be downloaded from the website: <http://coehs.umt.edu/departments/currinst/forms.php>.

Once admitted, licensure candidates must maintain a minimum GPA of 2.75 each semester to continue in the program. Candidates who interrupt their studies for more than two years are placed on inactive status and must apply for readmission to both the University and the Teacher Education Program.

Candidates seeking a K-12 endorsement in library media, literacy, or special education must have full admission to the Teacher Education Program or be a licensed teacher before applying to one of these specialized programs.

Degree-holding individuals are invited to submit transcripts for review to determine how previous course work applies. They may earn a second baccalaureate degree and/or a teaching license or they may combine elementary or secondary licensure with a master's degree. They should enroll with the Admissions Office as "post-baccalaureate" unless pursuing a graduate degree.

Admission Policy for Minority Students and Students with Disabilities

The Teacher Education Program is committed to providing opportunities for teacher preparation for members of groups that have been historically disadvantaged and subject to discrimination. The criteria for admission are the same for students with disabilities and for members of racial, ethnic and other minorities, as for other students; however, students who do not meet one or more of the criteria for admission are encouraged to describe in their applications any special circumstances, experiences, skills and/or special talents that may compensate for unmet criteria. The physical, social, economic, and cultural circumstances that may have influenced a student's ability to achieve minimum eligibility for admission will be considered. A special effort will be made to determine the student's abilities and potential to overcome disadvantage or discrimination and become a successful beginning teacher. Upon entry to the program, the candidate will be assigned to a faculty mentor. The candidate and mentor will design a course of study appropriate for the candidate's progression toward the degree and/or licensure.

Assessment at Application for Student Teaching

Candidates begin planning for student teaching two semesters prior to placement. Candidates are eligible to student teach if they have:

- full admission into the Teacher Education Program;
- a grade of C- or better in all required licensure courses;
- a minimum cumulative GPA of 2.75 (and 2.75 in each field of licensure);
- results of a current national fingerprint-based background check (candidates with misdemeanors or felonies may be subject to further review by the Field Experience Committee);
- a completed application to student teach and the consent of the Director of Field Experiences;
- for elementary education majors, student should be enrolled in the Professional Methods Block, and have completed all coursework in all previous levels.
- for secondary licensure candidates, all methods courses, two thirds of content course work, and approval by departments in the major/minor content area.

Consult the Teacher Education Policy Handbook for application deadlines and procedures. The Student Teaching Application is available on the [Field Experiences website](#).

Internships and practica in library media, reading, and special education do not substitute for the student teaching semester required for licensure in a subject field.

Assessment at Program Completion:

As active participants in this learning community, candidates are expected to assume roles as both learners and teachers in course work and clinical performance. Through personal disposition, classroom performance, and professional action, candidates who complete the Teacher Education Program at the University of Montana will be able to:

- demonstrate knowledge of the disciplines and subject matter related to curriculum;
- design interdisciplinary and discrete subject area instruction to achieve curriculum goals;
- use appropriate technologies and resources to enhance instruction and student performance;
- select and design appropriate, authentic means of assessing student learning and progress;
- implement instructional and behavioral management strategies to promote a safe and positive learning environment;
- engage students in learning activities that promote critical and creative thinking;
- design and organize learning environments to accommodate learners;
- communicate clearly, accurately and professionally with students and their families, colleagues, and community members;
- reflect on professional practices and demonstrate commitment to fairness and the ability of all to learn.

Indian Education for All

It is Montana's constitutional intent that the state's education system will recognize the distinct and unique cultural heritage of American Indians and will be committed in its education goals to the preservation of their cultural heritage. The intent of the legislature as expressed in MCA20-1-501, Indian Education for All, is that every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner. It is also intended that educational personnel provide means by which school personnel will gain an understanding for the American Indian people.

Candidates preparing for teaching licensure in all endorsement areas are required to complete a minimum of one course in Native American Studies. Candidates also may choose ANTY 323X (ANTH 323X), Indians of Montana, to meet this requirement. Throughout their programs of study candidates must demonstrate a) ability to integrate into their content areas knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana; b) knowledge of how students within different populations, including Montana American Indians, differ in their approaches to learning; and c) ability to create instructional opportunities that are adapted to diverse learners, including situations where concentrated generational poverty has affected student academic achievement.

College of ED & Human Sciences Catalog Year: 2015-2016

Degree Type: Bachelor of Arts Level: Major Subject: Education Option: **Elementary Education**

Total Credits: 116 Cumulative GPA Required: 2.75

Lower Division Core

Category Name: Language Arts Content Courses Rule: All courses are required.

Criterion: C- Number of Credits 9

Course Listing Commentary:

Subcategory Name: Literature

Rule: Complete one of the following.

Criterion: C- Number of Credits 3

LIT 110L Intro to Lit 3 F,S

LSH 151L IntrHumanities:Greek,Bible,Rom 0 To 4 F

LSH 152L Humanities Medieval to Modern 0 To 4 S

Commentary: Other literature courses may meet this requirement. Please consult with the Education Advisor for approval.

Subcategory Name: College Writing Rule: Complete the following course.

Criterion: C- Number of Credits 3

Course Listing

WRIT 101 College Writing I 3 F,S,SU Commentary: null

Subcategory Name: Children's Literature Rule: Complete the following course.

Criterion: C- Number of Credits 3

Course Listing

EDU 331 Lit & Literacy for Children 3 F,S Commentary:

Commentary: Lower Division Core

Category Name: Mathematics Content Courses Rule: Complete all of the following.

Criterion: C- Number of Credits 9

Course Listing

M 135 Mathematics for K-8 Teachers I 5 F,S

M 136

Commentary: Math for K-8 Teachers II 4 F,S

Commentary:

Lower Division Core

Category Name: Science Content Courses Rule: Complete all of the following.

Criterion: C- Number of Credits 10

Course Listing

SCI 225N General Physical/Chem Sci 5 F

SCI 226N General Earth/Life Science 5 S

Commentary: Other science courses may meet the requirements. Please consult with the Education Advisor.

Commentary:

Lower Division Core

Category Name: Social Studies Content Courses Rule: Complete all of the following.

Criterion: C- Number of Credits 16

Course Listing Commentary: null

Subcategory Name: Geography Rule: Complete one of the following.

Criterion: C- Number of Credits 3

Course Listing

GPHY 121S Human Geography 3 F,S

GPHY 141S Geography of World Regions 3 F,S

Commentary:

Subcategory Name: American History Rule: Complete one of the following.

Criterion: C- Number of Credits 4

Course Listing

HSTA 101H American History I 4 F

HSTA 102H American History II 4 S

Commentary: Other history courses may fulfill this requirement. Please consult with the Education Advisor.

Subcategory Name: Other Social Studies Courses Rule: Complete all of the following courses.

Criterion: C- Number of Credits 9

Course Listing

HSTA 255 Montana History 3 F

NASX 105H Intro Native Amer Studies 3

PSCI 210S Intro to American Government 3

Commentary: Other Native American Studies courses may fulfill the NASX 105H requirement. Please consult with the Education Advisor.

Commentary: Lower Division Core

Category Name: Health and Physical Education Rule: Complete all of the following.

Criterion: C- Number of Credits 6

Course Listing

HEE 302 Meth of Inst Strat in Elem PE 3 F,S,SU Commentary:

Commentary: Lower Division Core

Category Name: The Arts

Rule: Complete all of the following.

Criterion: C- Number of Credits 6

Course Listing

ARTZ 302A Elementary School Art 2 F,S,SU

MUSE 397 Methods: K-8 Music 2 F,S,SU

THTR 239 Creative Drama/Dance: K-8 2 F,S

Commentary:

Commentary: Upper Division Core

Category Name: Teacher Education Program Professional Licensure Courses Rule: All courses are required.

Criterion: C- Number of Credits 60

Course Listing Commentary:

Subcategory Name: Level 1

Rule: All courses must be completed concurrently.

Criterion: C- Number of Credits 13

Course Listing

EDU 222 Educational Psych Child Dev 3 F,S

EDU 338 Academic Interventions 3 F,S

EDU 395 Clinical Experience 1 F,S

EDU 397 Methods: Teaching & Assessing 3 F,S

Commentary: Students are required to complete EDU 397 Methods: Early Numeracy K-4 (3 credits) and EDU 397 Methods: PK-3 Early Reading (3 credits).

Subcategory Name: Level 2

Rule: All courses must be completed concurrently.

Criterion: C- Number of Credits 16

Course Listing

EDU 346 Exceptionalities 3 F,S

EDU 370 IntegTech into Educ 3 F,S

EDU 397 Methods: Teaching & Assessing 3 F,S

EDU 407E Ethics & Policy Issues 3 F,S

ENST 472 Gen Sci: Conserv Ed 3 F,S

Commentary: Students are required to complete EDU 397 Methods: PK-8 Language Arts (3 credits).

Subcategory Name: Level 3

Rule: All courses must be completed concurrently.

Criterion: C- Number of Credits 16

Course Listing

EDU 340 Classroom Management 3 F,S

EDU 497 Teaching and Assessing 0 To 4 F,S

Commentary: Students must complete EDU 495 Clinical Experience: Level 3 (1 credit).

Students must complete four EDU 497 methods courses, including 5-8 Mathematics (3 credits), K-8 Social Studies (3 credits), K-8 Science (3 credits), 4-8 Reading (3 credits).

Subcategory Name: Level 4

Rule: All courses must be completed concurrently.

Criterion: C- Number of Credits 15

Course Listing

EDU 494 Seminar:Refl Pract & App Rsrch 1 To 9 F,S

EDU 495 Student Teaching 1 To 14 F,S

Commentary: EDU 494 is completed for 1 credit and EDU 495 is completed for 14 credits.

Commentary: Degree Commentary

Admission to the Teacher Education Program is required to enroll in any EDU courses.

College of ED & Human Sciences

Catalog Year: 2015-2016

Degree Type: Teaching Licensure Level: Teaching Licensure Subject: **Secondary Certification**

Total Credits: 41 Cumulative GPA Required: 2.75

Lower Division Core

Category Name: Teacher Education Program Prerequisite

Rule: This course must be completed before applying to the Teacher Education Program Criterion: C-
Number of Credits 3

Course Listing

WRIT 101 College Writing I 3 F,S,SU Commentary:

Commentary: Lower Division Core

Category Name: Additional Licensure Requirements Rule: Complete all of the following courses.

Criterion: C- Number of Credits 6

Course Listing

HEE 233 Health Issues Child/Adol 3 F,S,SU

NASX 105H Intro Native Amer Studies 3 F,S

Commentary: Students may take any NASX course to fulfill this requirement. If you choose to take a course with a Native American focus outside of the Native American Studies Department, please consult with your C&I advisor for approval.

Commentary: Upper Division Core

Category Name: Education Coursework

Rule: Admission to the Teacher Education Program is required to enroll in the following courses.

Criterion: C- Number of Credits 15

Course Listing

EDU 221 Ed Psych & Measuremnt 3 F,S

EDU 345 Excptnlty & Clsrm Mgmt 3 F,S

EDU 481 Content Area Literacy 3 F,S

Commentary: Math and Business majors are not required to complete EDU 370. They meet the technology requirement through departmental requirements. Music majors do not complete EDU 370 nor EDU 481. They meet the technology and literacy requirements through departmental requirements. English majors do not complete EDU 481. They meet the literacy requirement through departmental requirements. All students must complete major and/or minor teaching methods courses specific to their content areas. These methods course requirements are listed within the requirements for each program of study.

Commentary: Upper Division Core

Category Name: Education Field Experiences

Rule: Admission to the Teacher Education Program is required to enroll in the following courses.

Criterion: Pass Number of Credits 2

Course Listing

EDU 202 Early Field Experience 1 F,S

EDU 395 Clinical Experience 1 F,S

Commentary: EDU 202 is a prerequisite to EDU 395. EDU 395 is taken concurrently with the content-specific methods course.

Commentary: Capstone

Category Name: Student Teaching Field Experience

Rule: All content, methods, and education courses must be completed prior to enrolling in the student teaching semester.

Criterion: C- Number of Credits 15

Course Listing

EDU 494 Seminar:Refl Pract & App Rsrch 1 To 9 F,S

EDU 495 Student Teaching 1 To 14 F,S

Commentary: An application is required to determine student teaching eligibility. See Teacher Education Services or the Office of Field Experiences for deadlines. The EDU 494 course is completed for 1 credit and the EDU 495 course is completed for 14 credits.

Degree Commentary: Teacher Education Program coursework is completed in addition to a teaching major and leads to secondary (5-12) or K-12 teaching licensure in that content area. Individuals must be admitted to the Teacher Education Program to enroll in any EDU courses. See the Curriculum and Instruction website for additional information regarding admission.

Educational Leadership Department

John Matt, 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., Administrative Licensure, and Ed.D. are offered in education administration and supervision. Information regarding specific requirements and program options is available from the Phyllis J. Washington College of Education and Human Sciences. For more information, please refer to the University of Montana Graduate Programs and Admissions Catalog. Graduate programs are accredited by The National Council for Accreditation of Teacher Education (NCATE) and The Montana Board of Public Education (BPE).

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 and administrative licensure programs lead to Montana Class 3 Administrative Licensure with either a K-12 Principal or Superintendent endorsement. Please note that in addition to the coursework and degree requirements, the State of Montana also requires licensed teaching, school counseling, or administrative experience for the Class 3 license.

Courses (Check master schedule for availability of all courses)

R- before the course description 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 Department

Scott Richter, Chair

Vision

*Health and Human Performance Professionals
Creating a Healthy, Progressive Global Community*

Mission

In pursuit of our vision, the Department of Health and Human Performance (HHP) prepares quality graduates to be ethical and competent entry level professionals in health and human performance related occupations or candidates for advanced study in related disciplines. 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 engages in professional education, scholarly activity, and meaningful public service. The department emphasizes mental, social, spiritual, and physical dimensions of health to promote healthy lifestyle choices and enhanced quality of life.

The Health and Human Performance Department has established the following goals in support of our vision and mission:

- **Promote** an understanding and appreciation for the scope of the profession
- **Enhance** student awareness of the departmental mission and goals
- **Coordinate** student development of the basic skills germane to effective practice as health and human performance professionals or successful pursuit of advanced studies
- **Cultivate** higher-order thinking skills that increase students' involvement and interest in their own learning, promoting a lifelong quest for knowledge
- **Nurture** cognition of the multiple dimensions of health (physical, intellectual, emotional, spiritual, social and environmental)
- **Advocate** respect for the uniqueness and dignity of others.

Undergraduate students major in Health & Human Performance (HHP). HHP majors choose from one of the following five options: Community Health and Prevention Sciences, Exercise Science Applied, Exercise Pre-Athletic Training, Exercise Science Pre-Professional, or Health Enhancement.

The **Community Health and Prevention Sciences option** prepares students with knowledge and skills related to assessing individual and community needs prior to planning, implementing, and evaluating programs designed to encourage healthy lifestyles and environments. Individuals who will be most successful in the community health option are those who are deeply interested in the interrelationship among all aspects of health (social, emotional, mental, spiritual and physical) and in the life and behavioral sciences. In addition, success in this field requires imagination and creativity in applying scientific knowledge to strategies for individual and community change through a wide range of educational, environmental and political approaches. Graduates of this program will be prepared to take the National Certification Exam for Health Education Specialists.

There are three options **Exercise Science**: Pre-Professional, Applied, and Pre-Athletic Training. The **Pre-Professional option** is for students planning to continue on in higher education and 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 such as medical school, physical therapy, physician's assistant, athletic training, occupational therapy or other medical programs. There are adequate elective in this program for most students to complete the required pre-requisite courses for graduate health science degrees. Successful graduates of this option should possess the knowledge and skills to qualify for the American College of Sports Medicine Certified Clinical Exercise Physiologist certification (requires additional clinical hours). The **Applied option** is designed to prepare students for jobs as strength and conditioning coaches, athletic coaches, personal trainers, elderly services providers, corporate wellness personnel and directors, fitness center directors and other fitness related jobs. Successful graduates of this track should possess the knowledge and skills to qualify for the American College of Sport Medicine-Certified Exercise Physiologist certification and/or National Strength and Conditioning Association Certified Strength and Conditioning Specialist. The **Pre-Athletic Training option** is designed for students interested in applying for the Master's in Athletic Training Program (see information below).

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 College of Education and Human Sciences, and successful completion of the course requirements, students will be eligible for a Montana K-12 teaching license. See Admission Policies below.

The **Master's in Athletic Training** Program prepares 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 competency in evidence based medicine, prevention and health promotion, clinical examination and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration and professional development and responsibility. Successful graduates should possess the knowledge and skills to qualify for the Board of Certification Examination.

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 the 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 behavior requisite for effective functioning as an advanced health and human performance professional.

Graduate options include Exercise Science, Community Health and Prevention Sciences, Athletic Training and a generalist degree in 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/): <http://www.umt.edu/grad/>

The [College of Education and Human Sciences Graduate website](http://coehs.umt.edu/departments/hhp/graduate_programs/default.php): http://coehs.umt.edu/departments/hhp/graduate_programs/default.php

Activity Classes

The HHP department also provides a large activity program (ACT classes numbered 100-287 and HHP 172-174) 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 toward a baccalaureate degree. For descriptions of the activity classes offered, refer to the website at http://coehs.umt.edu/departments/hhp/activity_classes/default.php.

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.

The University of Montana symbolic systems requirement is met by completing one of the following statistics courses and any pre-requisite courses: STAT 216 Introduction to Statistics, or PSYX 222 Psychological Statistics, or SOCI 202 Social Statistics, or WILD 240 Introduction to Biostatistics, or EDU 421 Statistical Procedures in Education. 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 College of Education must be made (refer to <http://coehs.umt.edu/departments/hhp/default.php>). 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, WRIT 101, and EDU 481. These courses must be taken as a traditional letter grade.

Admission Policies for the Masters in Athletic Training Degree Program

Athletic Training Program (ATP)

The University of Montana-Missoula offers an accelerated entry level Master's in Athletic Training program housed within the Health and Human Performance Department. The program meets the standards established by the Commission on Accreditation of Athletic Training Education (CAATE). The Master's in AT Program was granted CAATE accreditation in 2015. The ATP is a demanding curriculum which requires dedication and commitment. Upon completion there are a variety of professional career opportunities.

The University of Montana offers an accelerated Master's in Athletic Training Program. This program allows students to take three years of pre-requisite courses and general education requirements, followed by 2 years full time in a Master's in Athletic Training program, including summers. There are two ways in which a student may attain a Master's Degree in Athletic Training:

Option 1: A five-year program in which students earn a Bachelor of Science Degree in Health and Human Performance and a Master's Degree in Athletic Training.

Option 2: A two-year master's program designed for students who already have a baccalaureate degree. Upon completion of the Master's in Athletic Training Program, students will be eligible to sit for the Board of Certification (BOC) Exam.

*Both the Bachelor's degree and Master's degree will be officially awarded at the time of graduation.

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

Admission. Students who desire admission into the Master's in Athletic Training Program must submit a formal application. This application must be submitted by the deadline (February 1st) prior to your proposed admission into

the professional program. If the application deadline falls on a weekend, applications may be submitted the next business day by 5pm. Applications received after the deadline will be considered on a rolling admissions basis if available slots exist.

A review board consisting of the Athletic Training Program Director, Clinical Director, Preceptors, professional students and possibly other professionals, will evaluate each student applying for admission to the professional program. Formal notification of admission to the Master's program will be made in writing.

Candidates who are NOT admitted to the program will also receive written notification of this decision. Students may be selected as alternates and if a vacancy should become available prior to summer semester, these students will be informed. Not all qualified candidates may be admitted to the Master's program due to limited enrollment in clinical experiences.

For more information on applying to the professional program, please go to <http://coehs.umt.edu/umat/applications.php>.

ADMISSION REQUIREMENTS FOR PROFESSIONAL ATHLETIC TRAINING PROGRAM (ATP)

1. Students must apply and be accepted to the University of Montana's Graduate School <http://www.umt.edu/grad/Apply/Graduate%20Degree%20Admission.php>
2. Students must have a minimum GPA of 3.0 for all college coursework (a GPA below 3.0 may be considered)
3. Completed pre-requisite courses (students may be enrolled in pre-requisite courses at time of application)
4. Official transcript(s) of all college coursework

Professional-ATP

As a student in the Athletic Training Program at the University of Montana, students must meet the following retention standards:

- Enroll as a full-time student (unless approved by Program Director)
 - Maintain a cumulative grade point average of 3.0 or higher
 - Achieve no more than 2 "C" grades in graduate courses
 - Achieve satisfactory evaluations in each Clinical Phase before progressing
 - Successfully complete coursework in the sequence indicated by the program of study unless approved by Athletic Training Program Director
 - Abide by the Code of Ethics of the University and those established by the National Athletic Trainers' Association
- Students are expected to complete at least 20 hours every two weeks and a maximum of 60 hours in two weeks and that many of those hours may be during evenings and weekends. Students who fail to meet the retention criteria will be placed on probation in the Athletic Training Program for a maximum of two semesters. This may limit progress of course sequencing and clinical phases. If standards are not met by the end of the probationary period, the student will be dismissed from the Athletic Training Program. Students who are placed on probation may require remediation as deemed appropriate by the Program Director.

For further information on clinical education requirements, please visit the athletic training website.

Additional Costs Associated with ATP Program

There will be additional costs (above tuition and fees) for the clinical rotations. Program fee: There is an additional fee of \$925/semester in addition to regular tuition of fees. This fee will help cover the cost of lab equipment, accreditation costs, adjunct teaching, and software. Other costs may include, but are not limited to: Criminal Background Check (\$55), Initial NATA Membership Fee (\$60 approximately), Polo Shirts (\$30), and Medical Pack/Kit (\$30).

Transportation is needed for all off-campus clinical sites. Each student will have a minimum of one off-campus site.

General HHP 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) - Emergency Medical Responder
- National Safety Council Level - First Responder
- Wilderness First Responder
- American Heart Association - First Responder

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 ECP 120/121, 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 ECP 120/121 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; KIN 447, AHAT 342 and HEE 301. Exercise Science and Community Health and Prevention Sciences students are required to complete KIN 447 (Analytical and Communication Techniques) or AHAT 342 (Therapeutic Interventions), and Health Enhancement students are required to complete HEE 301 (Instructional Strategies in Secondary Physical Education).

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 Health Enhancement option.

College of ED & Human Sciences Catalog Year: 2015-2016

Degree Type: Bachelor of Science Level: Major Subject: **Health & Human Performance**

Option: **Community Health & Prevent Sci**

Total Credits: 106 Cumulative GPA Required: 2.0 Lower Division Core

Criterion: C-

Course Listing	Number of Credits	15		
ECP 120	Emergency Medical Respondr Lec	2	F,S	
ECP 121	Emergency Medical Respondr Lab	1	F,S	
HTH 110	Personal Health and Wellness	3	F,S	
KIN 201	Basic Exercise Prescription	3	F,S	
KIN 205	Foundations of HHP	3	F,S	
NUTR 221N	Basic Human Nutrition	3	F,S	

Commentary: Students should take ECP 120 and ECP 121 within two years of graduation in order to ensure current certification. Students may substitute outside Emergency Medical Responder Certification for these courses.

Commentary: Lower Division Core

Category Name: Outside Major Lower Division Required Courses Rule: All courses are required.

Criterion: C-

Course Listing	Number of Credits	39		
BIOH 201N	Human Anat Phys I (equiv 301)	4	F	
BIOH 202N	Human Anat and Phys I Lab	4	F	
BIOH 211N	Human Anat Phys II (equiv 311)	4	S	
BIOH 212N	Human Anat Phys II Lab	4	S	
BIOM 250N	Microbiology for Hlth Sciences	3	S	
CHMY 121N	Intro to General Chemistry	3	S	
COMX 111A	Intro to Public Speaking	3	F,S	
ENST 225	Community & Enviornment	3	F	
M 115	Probability and Linear Math	3	F,S	
PSYX 100S	Intro to Psychology	4	F,S	
STAT 216	Introduction to Statistics	4	F,S	
WGSS 263S	Women, Men, and Sexuality	3		
WRIT 101	College Writing I	3	F,S	
WRIT 121	Intro to Technical Writing	3		

Commentary: It is strongly recommended that students take either BIOH 112 OR BIOH 113 OR BIOB 160 as an elective course prior to taking Anatomy and Physiology. Students may take any other Statistics course pre-approved by their adviser in place of STAT 216 (PSYX 222, SOCI 202, WILD 240 or EDU 421). Students may substitute WRIT 201 for WRIT 121. Note: BIOH 201N and 202N are co-requisites completed for a total of 4 credits and BIOH 211N and 212N are co-requisites completed for a total of 4 credits.

Commentary:

Upper Division Core

Category Name: Upper Division Departmental Required Courses Rule: All courses are required.

Criterion: C-

Course Listing	Number of Credits	28-33		
CHTH 355	Theory Pract Comm Hlth Ed	3	F	
CHTH 445	Prgm Plan in Comm Health	3	S	
CHTH 485	Theories of Hlth Behav and Cou	3	S	
CHTH 498	Internship	2 To 6	F,S	
HTH 370	Peer Health Education	3	S	
HTH 395	Peer Health Practicum	1 To 3	F,S	
HTH 430	Hlth and Mind/Body/Spirit	3	F	
HTH 465	Leading Hlth, Hmn Perform Orgs	3	F,S	
HTH 475E	Leg Eth Issues Hlth Ex Pro	3	F,S	
KIN 447	Analytical & Comm Techniques	3	F,S	

Commentary:

Commentary: Upper Division Core

Category Name: Outside Major Upper Division Required Courses Rule: All courses are required.

Criterion: C- Number of Credits 6

Course Listing

ANTY 426	Culture, Health and Healing	3	F	
S W 423	Addiction Studies	3	S	

Upper Division Electives

Category Name: Elective Courses

Rule: Elective courses require adviser pre-approval.

Criterion: C- Number of Credits 18-24

Course Listing

Commentary: Electives require adviser consent. Students should take an appropriate number of Upper Division Electives to achieve 39 Upper Division Credits, per UM graduation requirements.

Degree Commentary:

College of ED & Human Sciences Catalog Year: 2015-2016

Level: Major Degree Type: Bachelor of Science Subject: **Health & Human Performance**

Option: **Health Enhancement**

Total Credits: 93 Cumulative GPA Required: 2.0

Lower Division Core

Category Name: Lower Division Departmental Required Courses Rule: All courses are required.

Criterion: C- Number of Credits 25

Course Listing

AHAT 210	Prev and Care Athletic Injur	2	F,S	
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AHAT 213	Prev and Care Athletic Injur L	1	F,S
ECP 120	Emergency Medical Respondr Lec	2	F,S
ECP 121	Emergency Medical Respondr Lab	1	F,S
HEE 203	Professional Activities I2	F	
HEE 204	Professional Activities II	2	S
HEE 233	Health Issues Child/Adol	3	F,S
HTH 110	Personal Health and Wellness	3	F,S
KIN 201	Basic Exercise Prescription	3	F,S
KIN 205	Foundations of HHP	3	F,S
NUTR 221N	Basic Human Nutrition	3	F,S

Commentary: Students should take ECP 120 and ECP 121 within two years of graduation in order to ensure current certification. Students may substitute outside Emergency Medical Responder Certification for these courses.

Commentary: Lower Division Core

Category Name: Outside Major Lower Division Required Courses Rule: All courses are required.

Criterion: C-

Course Listing	Number of Credits	39	
BIOH 201N	Human Anat Phys I (equiv 301)	4	F
BIOH 202N	Human Anat and Phys I Lab	4	F
BIOH 211N	Human Anat Phys II (equiv 311)	4	S
BIOH 212N	Human Anat Phys II Lab	4	S
BIOM 250N	Microbiology for Hlth Sciences	3	F,S
M 115	Probability and Linear Math	3	F,S
NASX 105H	Intro Native Amer Studies	3	F,S
PSYX 100S	Intro to Psychology	4	F,S
STAT 216	Introduction to Statistics	4	F,S
WRIT 101	College Writing I	3	F,S
WRIT 121	Intro to Technical Writing	3	

Commentary: Students may take any adviser approved Statistics course in place of STAT 216 (PSYX 222, SOCI 202, WILD 240, or EDU 421). Students may substitute WRIT 201 for WRIT 121.

Note: BIOH 201N and 202N are co-requisites completed for a total of 4 credits and BIOH 211N and 212N are co-requisites completed for a total of 4 credits.

Commentary: Upper Division Core

Category Name: Upper Division Departmental Required Courses Rule: All courses are required.

Criterion: C-

Course Listing	Number of Credits	26	
HEE 301	Meth of Secondary HE	3	S
HEE 302	Meth of Inst Strat in Elem PE	3	F,S
HEE 340	Methods of Health Education	3	FE
HTH 465	Leading Hlth, Hmn Perform Orgs	3	F,S