

Health Sciences and Physical Education

The Department of Health Sciences & Physical Education (HSPE) is located in the Physical Education Complex at the south end of the campus. This facility includes two gymnasias, a suspended jogging track, a climbing wall, one high ropes course, four racquetball courts, two mirrored fitness studios, a 25 yard swimming pool and diving well, a fitness center, four tennis courts, a baseball field, a softball field, a soccer field, classrooms, the Department of HSPE's Human Performance Laboratory, and faculty/staff offices.

The goals of the Department are to provide students with:

1. An awareness of the role of health, physical education, recreation, athletics, and exercise sciences in schools and society;
2. The opportunity to acquire competencies that will enable them to be successful in varied educational and professional settings;
3. The opportunity to develop a satisfactory level of proficiency in many areas of the discipline; and
4. A basis and desire for continued professional growth following graduation.

The Department of Health Sciences and Physical Education offers a Bachelor of Arts in Physical Education K-12 Licensure, Bachelor of Science in Community Health, Master of Public Health, Master of Science in Exercise Science, Graduate Certificate in Public Health, Graduate Certificate in School Health, Minor in Health Promotion, and Minor in Exercise Science.

- Major in Physical Education PreK-12 Licensure (<http://catalog.neiu.edu/education/health-sciences-physical-education/physical-education-k-12-licensure/>)
- Major in Community Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/community-health/>)
- Minor in Health Promotion (<http://catalog.neiu.edu/education/health-sciences-physical-education/minor-health-education/>)
- Minor in Exercise Science (<http://catalog.neiu.edu/education/health-sciences-physical-education/minor-exercise-science/>)

Students considering a major or minor in the Department of Health Sciences and Physical Education should make an appointment with the program advisor and/or the Department Chair.

Students pursuing a degree in the Department of Health Sciences and Physical Education must maintain a 2.75 (on a 4.0 scale) grade point average in all major courses for admission and retention.

NOTE: For all undergraduate programs, students must receive a grade of "C" or above in all major courses. Students with a grade below a "C" will have the opportunity to repeat the course only once.

The Department of HSPE Professional Standards Committee reviews faculty recommendations for students requiring special attention and meets with the student to discuss and remedy any weaknesses.

Master of Science in Exercise Science (<http://catalog.neiu.edu/education/health-sciences-physical-education/master-science-exercise-science/>)

Master of Public Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/master-public-health/>)

Graduate Certificate in Public Health (<http://catalog.neiu.edu/education/health-sciences-physical-education/graduate-certificate-public-health/>)

School Health Graduate Certificate (<http://catalog.neiu.edu/education/health-sciences-physical-education/school-health-graduate-certificate/>)

James Ball, Ph.D., Professor, Department Chair

Jennifer Banas, Ed.D., Professor

Karen Hand, Ed.D., Associate Professor

Kim Maljak, Ph.D., Associate Professor

Moir E. Stuart, Ph.D., Professor

Isidore Udoh, Ph.D., Associate Professor

Julia Valley, Ph.D., Associate Professor

Exercise Science

EXSC-210. Group Exercise Instructor. 3 Hours.

In this course students will learn how to design resistance and cardiovascular training programs based on periodization principles that are specific to group exercise classes. Successful completion of this course will allow students to sit for the exam to become a Certified Group Exercise Instructor.

EXSC-215. Resistance & Cardiovascular Training For Health & Fitness. 3 Hours.

In this course students will learn how to design a resistance and cardiovascular training program based on periodization principles that are specific to an individual. Successful completion of this course will allow students to sit for the exam to become a Certified Personal Trainer.

EXSC-304. Testing And Prescription For Health And Fitness. 3 Hours.

This course focuses on the physiological rationale for health-related fitness tests (i.e., cardiorespiratory endurance, muscular strength/endurance, muscular flexibility, and body composition) and covers the procedures for utilizing the information collected from these tests. The course also provides laboratory and field experiences on how to conduct and evaluate health-related fitness tests.

Prerequisite: PEMT-306 with a minimum grade of C.

EXSC-315. Design Of Specific Exercise Programs. 3 Hours.

In this course students will learn how to design a resistance and cardiovascular training program based on periodization principles that are specific to an individual or sport. Successful completion of this course will allow students to sit for the exam to become a Certified Strength and Conditioning Specialist.

Prerequisite: EXSC-215 with a minimum grade of C.

EXSC-350. Independent Study Exercise Science. 3 Hours.

In this course the instructor will work with the student to develop classroom materials as well as field experiences that are directly related to the students' future career interests. This course is taken in the students' final semester and needs departmental approval to enroll in it.

Requirement: Departmental Approval.

EXSC-403. Research Methods In Exercise Science, Physical Education, Sport, And Recreation Settings. 3 Hours.

This course provides an introduction to the types of research methods and design utilized in exercise science, physical education, sport, and recreation settings. Students will learn how to read and interpret peer-reviewed literature and use that literature to develop a research proposal.

EXSC-404. Exercise Testing And Prescription. 3 Hours.

The laboratory component of the course provides instruction and experience in the performance of laboratory and field tests for the measurement of variables needed to evaluate the health-related fitness components (i.e., cardiorespiratory endurance, muscular strength/endurance, muscular flexibility, and body composition). The lecture component of the course focuses on the physiological rationale for these tests and covers the procedures for utilizing the information collected in laboratory and field testing. Specifically, students will be instructed on the evaluation the health-related fitness status of tested individuals and on the prescription of exercise training regimens for health-related fitness status alteration and physical performance enhancement. An equipment fee of \$125 is required.

EXSC-405. Applied Nutrition. 3 Hours.

The course provides instruction in macronutrient requirements at rest and during exercise, energy balance for body composition alteration or maintenance (i.e., obesity prevention), fluid and electrolyte balance during exercise, and the vitamin/mineral concerns associated with exercise and performance. Additionally, the course will consider the preventative role of nutrition in various disease states including cardiovascular disease, degenerative bone disease, and diabetes.

EXSC-413. Development And Management Of Physical Education, Recreation, And Sport Programs. 3 Hours.

The course provides instruction on the development and management of physical education, recreation, and sport programs in schools, universities, corporations, and recreational facilities. Specifically, an overview and the underlying principles of operating facilities, sales/marketing strategies, member/ staff recruitment, management practices, equipment purchase/ maintenance, health/ safety considerations, financial management, legal issues, and insurance considerations will be discussed.

EXSC-414. Program Development And Management In Health Promotion. 3 Hours.

The course provides instruction in the area of organizational development and management in the health promotion field. Specifically, the procedures for needs assessment, planning, implementation, resource identification/ allocation, marketing and evaluation for health promotion programs will be discussed.

EXSC-415. Exercise Management In Chronic Diseases And Disabilities. 3 Hours.

The course expands on the exercise testing and prescription information covered in EXSC-404 to include special population with chronic disease and/or disabilities. The course provides a pathophysiological overview of various cardiovascular, pulmonary, metabolic, immunological/hematological, orthopedic, neuromuscular, cognitive, emotional and sensory disorders. A major portion of the course deals with exercise management in people with these disease/ disabilities and, in particular, instruction on the special exercise testing and prescription considerations for these populations (e.g., abnormal exercise response potential, exercise interaction with commonly prescribed medication, etc.).

Prerequisite: EXSC-404 with a minimum grade of D.

EXSC-416. Practices In Cardiac Rehabilitation. 3 Hours.

The course provides the student with a concise and comprehensive overview of the research and currently accepted professional practice in the fields of heart disease primary prevention and cardiac rehabilitation. Specifically, the epidemiology, pathophysiology, diagnosis and treatment of heart disease will be discussed. Included in these discussions will be the diagnostic and prognostic use of exercise testing in cardiac patients. Additionally, a significant portion of the course will cover cardiovascular disease risk factor modification and the rehabilitation cardiac patients, including exercise prescription guidelines for this special population.

Prerequisite: EXSC-404 with a minimum grade of D.

EXSC-418. Current Topics In Exercise And Sport Science. 3 Hours.

The course provides students with the opportunity to explore the current research in the various areas that encompass the Exercise Sciences. Additionally, students are provided with a venue in which to discuss, with their peers and their professors, these topics salient to their professional growth and development. Understanding of these current topics is evaluated through the students' written reviews, oral presentations, and participation in class discussions of the presented reviews.

EXSC-419. Psychology Of Exercise & Health Behaviors. 3 Hours.

Research and psychological theories are examined in relation to Exercise and Physical activity behaviors across the lifespan; Psychological responses to exercise, sport and physical activity are examined in relation to behavior change and adherence. Students learn how to develop psychological interventions for increasing exercise participation and adherence.

EXSC-420. Prevention Of Chronic Disease Through Diet & Exercise. 3 Hours.

The course covers the molecular and cellular basis of prevention of chronic diseases. The emphasis is on the biological mechanisms of the causes of chronic diseases and on how dietary components and repeated stressful exercise alter the mechanisms of cause to reduce risk for these diseases. The major topics include: inflammation, obesity, metabolic syndrome and diabetes, atherosclerosis, and cancer.

EXSC-421. Motor Control And Learning. 3 Hours.

The course provides instruction in how humans control locomotion and how they learn/re-learn motor skills. Specifically, the course emphasizes the observable behavioral aspects of motor control/learning while detailing the neurophysiological and biomechanical processes that result in the aforementioned motor behaviors.

EXSC-422. Biomechanics. 3 Hours.

The course provides instruction in how the interaction between anatomy, physiology, and the laws of physics affect and control human movement and performance. Specifically, the biomechanics of work and energy, balance and movement control, force load and force production, and fatigue during exercise and performance will be discussed.

EXSC-427. Adapted Physical Education, Recreation, And Sport Programs. 3 Hours.

The course provides instruction on the history, current status, and future directions of adapted physical education, recreation, and sport programs within our society. The course will include discussions on the psychosocial and medical issues that must be considered when working with individuals with disabilities. Students will learn about existing sports, sport modifications, participation opportunities, and participation barriers for individuals with performance-altering impairments. Field work and visits to various agencies included in these programs.

EXSC-430. Internship. 3 Hours.

The course provides students the opportunity to gain practical exercise science (e.g., fitness, wellness, or human performance) career experience in corporate, commercial, institutional, community, educational, rehabilitative or research settings.

EXSC-431. Independent Study/Research. 3 Hours.

The course affords students the opportunity to conduct an independent experimental, descriptive, analytical or qualitative research project within the exercise sciences. The credit hours can also be used for faculty-monitored learning of advanced laboratory methodology not covered in the current curriculum. Planning of the proposed research project or independent study must be supervised and approved by an EXSC faculty member prior to course enrollment approval. Submission of a written report of the completed research project or independent study will be required for all students.

Prerequisite: EXSC-403 with a minimum grade of D.

EXSC-433. Rehabilitation And Performance Injuries. 3 Hours.

The course provides instruction in the prevention, management, and rehabilitation of performance injuries. The topics discussed include an overview of the prevention and care of injury, techniques for injury risk management, the pathology of injury, various injury management skills (e.g., psychosocial intervention, injury evaluation/emergency care, therapeutic modalities, and exercise rehabilitation), and an overview of the evaluation, care, and rehabilitation of various specific performance-related injuries.

EXSC-434. Physiology Of Aging And Physical Activity. 3 Hours.

The course provides instruction in the theories of the aging process and the age-related changes in the functioning of various physiological systems. Specifically, the age-related changes in bioenergetics, work capacity/ efficiency, cardiopulmonary function, muscular strength, endurance, motor control, motor performance, and psychosocial functioning, among other variables are discussed. Additionally, the potential role of physical activity and exercise in the alteration of these age-related changes, quality of life indices, functional capacity, and productivity in the elderly will be presented.

Prerequisite: EXSC-402 with a minimum grade of D.

EXSC-435. Theory & Methodology Of Coaching. 3 Hours.

The course provides instruction on the theories and methodologies of sport coaching. Specific emphasis will be placed on the planning, implementation and assessment aspects of coaching, including the philosophical foundations of coaching, technical and tactical coaching principles and player assessment strategies.

EXSC-442. Sports-Specific Exercise Training. 3 Hours.

This course integrates the cellular basis of performance enhancement with the components of fitness and of skill enhancement to develop an integrated and applied-science approach to exercise training for: the maximum-performance/moderate-skill sports of sprint & long-distance running, cycling, and swimming; the high-level fitness/high-skill sports of gymnastics, hockey, and soccer, and to the lower-level fitness/high-skill sports of basketball, football, and golf.

EXSC-444. Cellular Physiology Of Exercise. 3 Hours.

The course provides instruction in the bioenergetics of human movement. Specifically, cellular metabolism and its neuroendocrine control, at rest and in response to both acute and chronic exercise, will be discussed. Additionally, the processes and control of transcription, protein synthesis, and protein degradation will be covered.

EXSC-445. Cardiovascular & Respiratory Physiology Of Exercise. 3 Hours.

The course provides advanced instruction in the functioning of the respiratory, cardiovascular and skeletal muscular systems at rest and during exercise. Specifically, the course will provide instruction in pulmonary ventilation, myocardial functioning, circulatory response and skeletal muscle contraction, as well as neuroendocrine control of these processes, at rest and during exercise. Additionally, the exercise-specific application of these physiological processes will be discussed in reference to strength/endurance exercise training adaptations, neuro-muscular fatigue, ergogenic aids (i.e., human performance enhancement substances), gender-related performance differences, and youth exercise/performance.

EXSC-5901. Thesis Hours. 1 Hour.

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport Science degree, the course provides faculty guidance in the areas of research question development, research design, data analyses, data interpretation, written research presentation and oral research presentation.

EXSC-5902. Thesis Hours. 2 Hours.

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport Science degree, the course provides faculty guidance in the areas of research question development, research design, data analyses, data interpretation, written research presentation and oral research presentation.

EXSC-5903. Thesis Hours. 3 Hours.

For those students selecting the Thesis Option for the Master of Science in Exercise and Sport Science degree, the course provides faculty guidance in the areas of research question development, research design, data analyses, data interpretation, written research presentation and oral research presentation.

Health Science

HSCI-107. Health For Effective Living. 3 Hours.

Consideration of concepts related to the physical, mental and social dimensions underlying personal health. Emphasis upon motivation for intelligent self-direction of health behavior based upon current scientific facts.

HSCI-109. First Year Experience: Health And Wellness In Chicago. 3 Hours.

In this course the four foundations (Future planning, Academics, Self-discovery and Transitions) of the First-year Experience are interwoven with the field specific concepts of health, wellness, and the urban environment of Chicago. Students will learn basic skills and identify resources throughout the city to help them become successful students. Students will learn the importance of addressing issues related to health in the urban environment and the professions they might pursue to address these issues.

HSCI-200. Community Health. 3 Hours.

This course is an introduction to community health, public health, and health education that includes health services, environmental health, behavioral health, public policy, healthcare systems, occupational health and other subfields. Students will explore the concepts of advocacy and health disparities on local and global levels in the context of historical and contemporary events. Students will locate and interpret valid health information, practice assessment skills, develop educational interventions for priority populations, act as a resource person, and advocate for the profession and health of others. This will be accomplished through course discussions, assignments, and presentations.

HSCI-203. Fitness Education. 3 Hours.

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

HSCI-303. Human Sexuality And Sex Education. 3 Hours.

This course provides a foundation for educating others in the area of human sexuality. Students will acquire knowledge about anatomy, pregnancy, childbirth, contraception, sexually transmitted infections, and the consequences of inadequate sex education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs and apply health education, learning, and behavior principles to the design and development of sex education.

HSCI-307. Human Diseases. 3 Hours.

This course uses a multidisciplinary approach to discuss the etiology, the major underlying determinants, transmission, prevention, control, and treatment of communicable, chronic, and degenerative diseases. It examines the relationship between disease and political, social and economic development. Drawing upon the sciences, social sciences and humanities, students are introduced to the nature and determinants of communicable, non-communicable, and neglected tropical diseases; and they explore the factors shaping the distribution of disease, as reflected in local, national, and international health goals and research. They also will examine modern approaches disease prevention and health promotion priorities.

HSCI-309. Nutrition And Health. 3 Hours.

This course provides a foundation in nutrition through the examination of the connection between eating and personal health. It also discusses the biological, socioeconomic, cultural, environmental and psychological factors that impact dietary intake. Using a prevention framework, students will explore chronic diseases and intuitive eating. Emphasis will be placed on the relationships between dietary nourishment, health, and quality of life.

HSCI-312. Global And Environmental Health. 3 Hours.

This course will address the relationships between global health, environmental health, and political, social and economic development. Drawing upon the biological, social, and behavioral sciences, students will examine the determinants related to population health throughout the world. Understanding historical context and applying theoretical constructs are critical to this process. Local, national, and international goals, as well as current research, serve as both evidence and resources.

HSCI-314. Epidemiology And Human Diseases. 3 Hours.

Presents principles and practices related to the cause, prevention and control of disease. Emphasis is placed on understanding the occurrence and distribution of disease, incidence and prevalence rates and descriptive and analytic epidemiological studies. Additional emphasis is placed on the application of epidemiologic data to primary, secondary and tertiary prevention.

HSCI-315. Writing Intensive Program: Writing In The Health Sciences And Physical Education. 3 Hours.

This course is a writing intensive experience, offering students the opportunity to develop written communication skills in their profession. Topics include evaluating sources of information, conducting an annotated bibliography using library databases, citing references using APA format, ethical use of resources, utilizing a multi-step writing process, summarizing communications, building a persuasive argument, proposing a solution to a problem, and explaining a phenomenon. Exercises include developing press releases, memo, article critiques, newsletter articles, a grant application, resume, and cover letter in application for a job. Information sources include peer-reviewed and popular periodicals, videos, websites, textbook, and other appropriate media.

Prerequisite: ENGL-101 with a minimum grade of C.

HSCI-316. Health Disparities: Individual, Communities, And Systems. 3 Hours.

In this course, learners will examine how health disparities are defined and discuss the major underlying determinants of poor health and the relationship between health and key socio-demographic variables, including race, sex/gender, age, income, education, and immigrant status. It explores the factors shaping the distribution of poor health, locally and globally, and their connection with historical, social, environmental, economic, and political systems. It also considers the impact of global income inequality on health risks, availability and access to health resources. Learners will explore local and global efforts to narrow and eliminate inequalities via a variety of interventions.

HSCI-317. Age, Death, And Dying. 3 Hours.

This course will provide students with an interdisciplinary understanding of the human experiences of aging, death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues. Students will examine the way individuals, communities, and societies perceive and manage the elderly and the issues surrounding the end of life. The causes and effects of attitudes towards these subjects will be explored as well as how these perceptions relate to health behavior.

HSCI-318. Consumer Health. 3 Hours.

Prepares the student to make wise choices in the selection of health products and health services. Emphasis on proper utilization of the health care system and evaluation of products and services with regard to cost and impact on physical and mental health. Includes identification of reliable sources of health-related information, laws and agencies to protect the consumer.

HSCI-319. Substance Use And Abuse Education. 3 Hours.

This course provides a foundation for educating others in the area of substance use and abuse. Students will acquire knowledge about addiction and legal/illegal drug use and the consequences of inadequate drug education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs about substance usage and apply health education, learning, and behavior principles to the design and development of drug education.

HSCI-320. Cancer Health Policy. 3 Hours.

This course on cancer-related policy cross-examines topics related to cancer as a chronic degenerative disease from diverse disciplinary lenses including public health, biology, economics, and social science. Students will be exposed to various cancer-related issues under the guidance of an instructor and experts in the oncological, social sciences and health policy fields. This course will also explore socio-political issues that influence cancer related policy in United States and other countries.

HSCI-323. Mental And Emotional Health. 3 Hours.

This course will cover the principles of mental disorders and mental, emotional, and social well-being. Employing a socio-ecological approach, students will be introduced to the protective and risk factors that impact the mental well-being of themselves and society. By examining underlying causes, students will be better able to extrapolate the connections between experiences and outcomes. Also, students learn how to improve mental health through prevention and by ensuring access to appropriate, quality mental health services.

HSCI-340. Health Behavior Theory & Practice. 3 Hours.

This course is an introduction to the fundamental theories in behavior. Because theory and practice are driven by research, the course will also introduce students to examples of health promotion research. Students will analyze constructs that explain or predict behavior including intrapersonal capacity, interpersonal supports, and environmental contexts. They also will apply individual and community-based theories to the design of a community health intervention.

HSCI-350. Health Program Planning, Design & Development. 3 Hours.

This course is part one of a two-part course series in which students plan an evidence-based, community health program that addresses population needs. In this course, students will evaluate primary and secondary data to identify population needs and capacity for health programming. They will also develop the mission statement, goals, and objectives for a health program that addresses identified needs for a selected population. Finally, they will design a theory-driven health education intervention and impact evaluation. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to this course.

Prerequisite: College of Education Admission with a score of Y and HSCI-340 with a minimum grade of C.

HSCI-355. Organization & Administration Of School Health. 3 Hours.

This course introduces students to the connections between health and student learning and to the components of a coordinated school health approach. Students will explain the role of the school health coordinator, assess and advocate for school health needs, plan a school health initiative, and identify opportunities for professional growth. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

HSCI-357. Introduction To Health Care Management And Leadership. 3 Hours.

This course will provide a general introduction to leadership and management in the field of health care. Students will explore concepts, processes, and theoretical content considered necessary for persons who intend to practice in a health care administrative position. Emphasis is placed on the differences between leadership and management, profit and nonprofit, and health care and other commodities with ongoing attention to social, cultural, economic, and environmental accountability.

HSCI-360. Health Program Management & Evaluation. 3 Hours.

This course is part two of a two-part course series in which students plan an evidence-based, community health program that addresses population needs. In this course, students develop skills to manage a health program via fiscal, capital, and human resource planning. This includes identifying stakeholders and community partners. Also, students design a marketing plan to promote their program and advocate for a target audience. Additionally, they practice program evaluation and research design. Finally, students prepare a professional development plan. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to the course.

Prerequisite: HSCI-340 with a minimum grade of C or HSCI-350 with a minimum grade of C.

HSCI-364. Theories And Concepts Of School Health Education. 3 Hours.

This course introduces theories and concepts of health education. Students will explain the role of the health education teacher as a resource person and consider professional and ethical issues in health education. Students also will apply principles and procedures for planning, implementing, and evaluating school health education. This process includes utilizing best practices in instructional and assessment strategies to foster health literacy in the health education classroom. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

HSCI-365. Health Education For The High School. 3 Hours.

This course provides future and practicing educators the functional knowledge and skills needed to teach high school health education effectively. Developing a health education learning segment, that aligns with state and national standards, integrates technology to improve learning outcomes, and meets the needs of a diverse student population will form the focus of the course. Inquiry and theoretical approaches, collaboration, and reflective practice are employed.

HSCI-370. Field Experience: Community Health. 9 Hours.

The-200- hour community health field experience affords students the opportunity to integrate concepts and skills, learned in the curriculum, while immersed in a community and public health setting. A weekly seminar provides interns a forum to debrief field experiences, learn about the profession, and prepare for a job search. Completion of performance-based assessments aligned with public health competencies support the development of a professional portfolio.

Prerequisite: HLED-360 with a minimum grade of C.

HSCI-375. Health Promotion Field Experience. 3 Hours.

This course provides a 100-hour field experience for Community Health minors. Students meet weekly to share and debrief their field experiences, collectively solve instructional and site management problems, revisit research and theory regarding addressing the needs of a diverse learning audience, and learn about the health promotion profession. Observation, reflection, presenting, and assessment are critical activities in this course.

Physical Education

PEMA-105. Beginning Swimming. 1 Hour.

The course is designed for participants with little or no swimming ability or experience. Students will acquire basic swimming and water safety skills.

PEMA-110. Yoga For Beginners. 1 Hour.

The course is designed for participants with little or no yoga experience. Students will acquire basic yoga skills and practice yoga poses.

PEMA-115. Meditation For Stress, Anxiety, And Mental Clarity. 1 Hour.

In this course students will practice a range of meditative techniques ranging from guided meditation, mantra meditation, silent sitting and yoga nidra-deep dreamless yoga sleep. Each class will consist of practice and reflection. Outside class work will include select readings to assist students in understanding the benefits of meditation. Students will develop their own practice using a practice guidebook of their own making.

PEMA-152. Judo And Self-Defense. 1 Hour.

Examination and practical application of judo and self-defense techniques. Special emphasis on proper training methods, physical conditioning, teaching techniques, and rules and regulations in contests.

PEMA-161. Badminton. 1 Hour.

Introduction to basic skills: clear shots, serves, drop shots, smashes, offensive and defensive strategies. Rules, singles and doubles; tournaments.

PEMA-162. Bowling. 1 Hour.

Theory and practices; rules, regulations, skill practice, tournament play and handicapping and coaching.

PEMA-163. Golf. 1 Hour.

Instruction designed for beginning and experienced golfers in proper use of woods; long, middle, and short iron shots; putting, and specialty shots. Etiquette and rules of golf; visitation to driving range and golf course.

PEMA-166. Recreational Games. 1 Hour.

Choosing, teaching and organizing informal recreational activities, including non-traditional, creative activities, sedentary, competitive and cooperative play situations.

PEMA-172. Basketball. 1 Hour.

This course will cover the basic skills of basketball including dribbling, passing, and shooting as well as offensive and defensive strategies. Students will be introduced to small game play and team strategies. They will gain a basic understanding of basketball rules and officiating. Students will achieve proficiency in the fundamentals of basketball.

PEMA-203. Weight Training. 3 Hours.

Basic principles of weight training and its effects on the body; proper lifting and training technique, individualized programs for general fitness or athletics, isometrics and safety procedures.

PEMA-210. Lifeguard Certification American Red Cross. 2 Hours.

This course is designed to teach the skills required to become an American Red Cross Lifeguard. This will include swimming skills in order to perform lifeguarding skills, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillation (AED). Students who qualify may be certified as a Lifeguard. Student must pass a pre-course swimming skills test and meet all the requirements by the American Red Cross Lifeguard Course in order to be certified. This will include attendance at a minimum of 25 hours in class and passing the written and skills exams.

PEMA-215. Water Safety Instructor Certification American Red Cross. 2 Hours.

This course is designed for physical education students and other professionals who will be expected to teach aquatics. It includes progressive swimming instruction, observation, and participation in other aquatic activities and peer teaching. Students who qualify may be certified as Water Safety instructors (WSI). Students must pass a pre-course swimming skills test and meet all the requirements by the American Red Cross WSI in order to be certified. This will include attendance at a minimum of 32 hours in class.

PEMA-332. Fundamentals Of Yoga Philosophy And Practice. 3 Hours.

Introduction to the philosophy and practice of yoga. The philosophical view will be based on Pantanjali's yoga system. In addition, proper breathing techniques, nutrition, positive thinking, relaxation, concentration and stress management will be covered.

PEMA-334. Philosophy And Practice Of Yoga II. 3 Hours.

This course builds on PEMA-332: Fundamentals Of Yoga Philosophy And Practice. Through reading, discussion, and practice the following will be covered: anatomy and body systems in relation to advanced yoga asana, advanced yoga asana practice, overcoming obstacles to develop your own personal practice and teaching of advanced asana yoga, historical concepts of Western and Vedic ideas, and metaphors present in Eastern thinking.

Prerequisite: PEMA-332 with a minimum grade of C.

PEMT-109. First Year Experience: Chicago Body Works. 3 Hours.

This course will give students a comprehensive and practical view of the importance of fitness and nutrition in their daily lives. Students will be engaged in activities that they can participate in for life. They will learn the underlying fundamentals of a fit for life attitude. Each student will be provided with the knowledge and understanding of how to assess their current level of fitness and how to make improvements in the five health-related fitness component areas (cardiovascular fitness, body composition, flexibility, muscular strength and muscular endurance) through various physical and skill related activities. Also emphasized will be the importance and application of proper nutrition. A strong focus will be the multifaceted and diverse challenges faced by individuals committed to pursuing wellness in Chicago.

PEMT-109B. First Year Experience: Adventure In Chicago. 3 Hours.

This course is a hands-on experiential based approach to learning about and using cooperative learning, teams, challenge and adventure education, simulations and debriefing processes to create positive learning environments that promote engaged active learning. The course will focus on themes of self-knowledge, diversity, dealing with conflict, classroom dynamics, establishing effective learning environments, building peer and teacher-student trust and relationships that promote a "caring classroom".

PEMT-151. Fundamentals Of Rhythms. 3 Hours.

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

PEMT-201. Introduction To Principles And Methods In Physical Education. 3 Hours.

Principles, methods, aims and objectives of physical education; the place of physical education in the school curriculum; general and specific objectives; general techniques in teaching; principles of selecting content; progressions, building curricula to fit varying schools; lesson planning leadership, and squad organizations; co-operation with teachers, supervisors and administrators.

PEMT-203. Fitness Education. 3 Hours.

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

PEMT-231. Teaching Target, Net, And Wall Activities In Physical Education. 3 Hours.

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to target, net, and wall activity categories. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning target, net, and wall activity categories.

PEMT-235. Teaching Physical And Health Education Concepts For Classroom Teachers. 3 Hours.

This course will cover the fundamental principles and basic methodology of teaching physical and health education concepts for elementary classroom teachers. Students will be introduced to fundamental content knowledge and introductory teaching methodology. Students will achieve a broad understanding of quality physical and health education concepts and a variety of strategies to successfully implement them into active, developmentally appropriate lessons.

PEMT-242. Cooperative Learning In Adventure Education. 3 Hours.

This course is a hands-on experiential based approach to learning about and using cooperative learning, teams, challenge and adventure education, simulations and debriefing processes to create positive learning environments that promote engaged active learning. The course will focus on themes of self-knowledge, diversity, dealing with conflict, classroom dynamics, establishing effective learning environments, building peer and teacher-student trust and relationships that promote a "caring classroom".

PEMT-251. Fundamentals Of Rhythms. 3 Hours.

This course will cover basic locomotor movements, choreography skills (movements with music), and several genres of dance (i.e. ballet, jazz, and modern). Students will be introduced to a wide range of dance forms (social, cultural, and creative dance) and dance pedagogy. Students will achieve proficiency in a variety of fundamental dance skills and basic teaching strategies.

PEMT-276. Teaching Invasion, Striking, And Fielding Activities In Physical Education. 3 Hours.

A content course focused on movement skills and knowledge for students in grades 3-12 within activity categories aligned to National Standards and Grade Level Outcomes for K-12 Physical Education. Teacher candidates will develop common and specialized content knowledge related to invasion, striking, and fielding activities. In addition, teacher candidates will recognize and understand academic language and theory related to teaching and learning invasion, striking, and fielding activity categories.

PEMT-300. Adventure Education Programming. 3 Hours.

Course will focus on how to integrate an interdisciplinary adventure-based program into traditional school curricula. The following topics will be investigated: Philosophical knowledge of adventure education, liability and safety in program design and developing interdisciplinary education units.

PEMT-302. Kinesiology. 3 Hours.

A systematic approach to the analysis of the responses of the human organism to both internal and external forces. The human body as an instrument for solving environmental challenges in movement will be investigated from both qualitative and quantitative perspectives. Lecture and laboratory.

PEMT-303. Adapted Physical Education And Recreation. 3 Hours.

The purpose of PEMT-303 is to provide students with the knowledge and basic skills required to meet the professional and legal mandates pertaining to kinesiology for individuals with disabilities. This course encompasses all sub-specialties in the profession with particular emphasis on children and their physical and motor development in schools. The course provides lesson plan writing, practical teaching opportunities and experiences for each student enabling each learner to gain the following; understanding of the knowledge and skills for students with disabilities, and planning and teaching students with disabilities in K-12 setting.

PEMT-305. Functional And Structural Human Anatomy. 3 Hours.

This course will cover the fundamental functional and structural anatomical aspects of the human body. Students will be introduced to the skeletal, muscular, nervous, respiratory, cardiovascular, endocrine and reproductive systems. Students will achieve a broad understanding of the function and structure of these systems and how this knowledge can be applied in health and physical activity settings.

PEMT-306. Exercise Physiology. 3 Hours.

This course will cover a broad understanding of the metabolic processes and various physiological systems that underlie human movement. Students will be introduced to the specific adaptations that occur within the body as a result of various types of physical activity. Students will achieve a strong understanding of how physiological concepts, related to human movement, explain the impact of exercise and physical activity on the body. Additionally, students will be able to apply their knowledge of these systems to provide more effective exercise, sport and physical activity programs. Departmental approval required.

PEMT-307. Assessment In Physical Education. 3 Hours.

This course will cover the role of assessment in k-12 physical education programs. Students will be introduced to the development of assessments in the psychomotor, cognitive and affective learning domains. In addition they will learn basic statistics, introductory data manipulation, presentation, and analysis. Students will achieve an understanding of the basic principles of assessment, creation of developmentally appropriate assessments, and achieve proficiency in the manipulation, presentation, and interpretation of assessment data.

PEMT-308. Motor Skill Behavior. 3 Hours.

This course will cover the central theories of motor skill behavior, concepts of motor skill behavior, and their practical application in instructional settings. Students will be introduced to motor skill learning theories, concepts explaining central and sensory control of movement, childhood motor development, and factors influencing motor skill learning. Students will achieve a broad understanding of how to apply these theories and concepts in practitioner based settings such as teaching, coaching, clinical and therapeutic environments.

PEMT-309. Sport & Exercise Psychology. 3 Hours.

This course will cover the psychological theories and constructs that underlie performance in sport, exercise and physical activity settings. Students will be introduced to the foundational theories that explain individual and contextual factors that influence behavior in the physical realm. A theory to practice approach will be used to understand the psychology of sport and exercise behavior.

PEMT-310. Socio-Cultural Influences On Physical Activity. 3 Hours.

This course will cover the contemporary and historical perspectives on social and cultural issues that influence youth in physical activity settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how they influence physical activity. Students will achieve a broader understanding of how these issues influence physical activity and strategies to encourage participation.

PEMT-311. Introduction To The Theory And Methodology Of Coaching. 3 Hours.

This course will cover the basic theory, methodology, and principles of athletic coaching. Students will be introduced to sport and exercise science theory, instructional methodology, and pedagogical principles related to athletic coaching. Students will achieve a broad understanding of how theory and methodology underpin quality athletic coaching and the ability to apply these concepts in practice. Requires Departmental authorization/approval.

PEMT-341. Physical Education Curriculum Design. 3 Hours.

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will achieve an understanding of how to develop and apply these models in k-12 physical education settings.

Prerequisite: PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

PEMT-343. Foundations Of Physical Education In Early And Elementary Education. 3 Hours.

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education in PreK thru 6th grades. Students will be introduced to planning, pedagogy, behavior management, assessment, and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful elementary school physical educator. Additionally, students will be required to observe 20 hours in an elementary physical education setting.

Prerequisite: PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

PEMT-344. Foundations Of Physical Education For Middle & High Schools. 3 Hours.

This course will cover the basic pedagogical principles and methodologies for the design and implementation of physical education at the middle and high school levels. Students will be introduced to planning, pedagogy, behavior management, and assessment and evaluation of student performance. Students will achieve the theoretical knowledge (classroom) and the practical experiences (field experience) required to fulfill the professional responsibilities of a successful middle or high school physical educator. Additionally, students will be required to observe 20 hours in middle or high school physical education settings.

Prerequisite: PEMT-201 with a minimum grade of C and PEMT-203 with a minimum grade of C.

PEMT-351. Independent Study In Physical Education. 1 Hour.

Special project of the student's choosing relating to some facet of physical education.

PEMT-352. Independent Study In Physical Education. 2 Hours.

(See PEMT-351 for description.).

PEMT-353. Independent Study In Physical Education. 3 Hours.

(See PEMT-351 for description.).

PEMT-355. Physical Education Clinical Experience. 3 Hours.

In this course students will be introduced to authentic physical education classroom settings and the planning, implementation, and assessment processes that occur. Students will be required to complete a minimum of 100 hours of clinical observation (50 elementary, 50 secondary) during this course. This course also will cover basic components of the edTPA portfolio, including a review of planning, implementation, and assessment in physical education. Students will achieve a broad understanding of the edTPA process and the factors that influence quality physical education within the school setting. Departmental Authorization/Approval required.

PEMT-375. Student Teaching And Seminar In Physical Education. 12 Hours.

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

Prerequisite: PEMT-355 with a minimum grade of C.

PEMT-375B. Student Teaching And Seminar In Physical Education. 6 Hours.

This course requires sixteen weeks of full-day student teaching and practical teaching experience in a preK-12 physical education setting. Students enrolled in this course are supervised by a cooperating teacher and a university supervisor, who conducts a weekly seminar associated with student teaching.

Prerequisite: PEMT-355 with a minimum grade of C.

PEMT-400. Adventure Education. 3 Hours.

The course will focus on how to integrate an interdisciplinary adventure-based program into physical education and recreational settings. The course is an experiential based approach to learning that uses cooperative learning, team building, simulations, and debriefing processes to create positive learning environments that promote engaged active learning. Liability and safety measures to consider when designing and developing adventure education programs will be addressed as well.

PEMT-410. Socio/Cultural Influences On Physical Activity, Sport, And Recreation. 3 Hours.

This course will cover contemporary and historical perspectives on social and cultural issues that influence youth and adults in physical activity, sport, and recreation settings. Students will be introduced to issues including race, gender, sexuality, body image, and socioeconomic status and how these factors influence physical activity, sport, and recreation.

PEMT-440. Contemporary Curricula In Physical Education. 3 Hours.

This course will cover the design and implementation of current physical education curricular models. Students will be introduced to developmentally appropriate methodologies for lessons, units, and semester planning for a variety of models. Students will discuss the application of these curricula and how to implement them into their current physical education teaching setting.

PEMT-445. Contemporary Teaching Methods In Physical Education. 3 Hours.

This course will cover contemporary pedagogical principles and methodologies for the design and implementation of physical education at the elementary, middle, and high school levels. Students will discuss, apply, and implement the most current theoretical knowledge and practical experiences within physical education pedagogy.

Public Health

PH-400. Introduction To Public Health. 3 Hours.

In this course, students will be introduced to the profession and science of public health, inclusive of its history, philosophy, values, and roles. Students also will be introduced to the intersecting factors influencing human health and healthy equity including environmental, biological, genetic, behavioral, psychological, social, political, racism, and economic. With a particular focus on marginalized communities, students examine major trends of morbidity and mortality, explain the role of prevention, and compare the US's and other countries' health care systems. Instruction recognizes students' lived experiences and insights and integrates these into discussions and other exercises that promote critical thinking and analysis.

PH-405. Social And Behavioral Health Theory. 3 Hours.

This course will cover theories of social and behavioral health and their application to the assessment, implementation, and evaluation of public health initiatives. In this course students will learn how to implement health behavior interventions that use intrapersonal, interpersonal, and ecological/community theories and models to create positive health behavior changes within individuals, communities, and societies. The assessment, implementation, and evaluation of health behavior interventions will focus particularly on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

Requirement: Accepted to the MPH program or Program coordinator approval.

PH-410. Epidemiology. 3 Hours.

This course provides a foundation in the occurrence, distribution, and determinants of health, diseases, injuries, disability, and mortality in populations. Content includes epidemiological measurements and study designs, their key ethical issues, and their relationship to disease prevention, treatment, and control. Students examine the social, behavioral, and psychological determinants of vulnerability to disease among groups classified by race, ethnicity, sexuality, gender, socio-economic position, gender, age, ability, and location, as well as the intersections of these classifications. Students also practice strategies for designing and supporting public policies that appropriately and effectively promote health in the communities where they live.

PH-415. Biostatistics. 3 Hours.

This course provides an introduction to statistical methods with a focus on public health. Topics include collection, summarization, and analysis of data and the interpretation of and inferences from results. It will include analyses of data that demonstrate how bias affects marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will study current research articles to develop their ability to distinguish bias in data collection, data analysis, and resulting government policy. The course includes a project focusing on health disparities.

Requirement: Accepted to the MPH program or Program coordinator approval.

PH-420. Environmental Health. 3 Hours.

This course addresses topics in Environmental Health as they relate to public health. Students develop the knowledge to discuss topics such as air quality; water quality; food safety; risk assessment; indoor health; vector and pest management; and the management of chemical, biological, and physical environmental agents. The context will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. This will be accomplished through case analyses and with the goal to advocate for equity and justice in legislation and policy.

Requirement: Accepted to the MPH program or Program coordinator approval.

PH-425. Global Health. 3 Hours.

This course uses a multidisciplinary approach to discuss the major underlying determinants of poor health. Students will be introduced to the evolution of modern approaches, the setting of global health priorities, the functions and roles of global health systems, and an overview of current global health practices. Students will explore the factors shaping the global distribution of disease and their connection with issues of social, economic, and political development. Students will also consider the impacts of globalization, climate change, and other environmental factors on health risks and availability of health resources.

PH-430. Health Literacy & Health Communications. 3 Hours.

In this course, students critically examine the implications of health literacy on health and health outcomes and the role of health communication in helping individuals and populations to access, obtain, understand and act on health information. Students will develop skills in conducting a needs assessment; identifying communication goals, objectives, and strategies; designing and testing messages and materials; and developing an implementation and evaluation plan. Central to this process is the accurate measurement of literacy and sensitivity to marginalized communities, with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

PH-440. Health Disparities & Health Advocacy. 3 Hours.

This course provides students with the theoretical applications to conduct research and to identify the primordial, historical, and contemporary sources of health disparities in the United States and around the world. Content focuses on how health disparities are defined, their prevalence, why and among whom they exist, issues and methods of measurement, and approaches to addressing them. Students learn why scholars and practitioners describe health disparities as unnecessary, avoidable, and unfair. Using multidisciplinary, multisectoral, and culturally-appropriate approaches, students will develop advocacy strategies to target and eliminate health disparities.

PH-450. Health Care Program And Services Administration. 3 Hours.

This course is designed to develop skills in healthcare program and services administration, including organizational structures, management styles and challenges in public health and healthcare organizations. Students will practice how to successfully manage change, appropriately solve problems, and make ethical decisions with consideration for social determinants of health. Examples will focus on marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Achieving quality outcomes through planning, organizing, administering, managing, and evaluating public health policy is integral to this course.

PH-460. Design And Development Of Public Health Programs. 3 Hours.

This course develops public health program planning, management, and evaluation skills. Planning activities include conducting a needs assessment, setting goals and objectives, selecting intervention strategies, and building an implementation timeline. Management activities include preparing a budget and developing a marketing plan. Evaluation activities include establishing program performance standards and developing an evaluation plan. Emphasis will be placed on evidence-based approaches to reduce health disparities among marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location.

Prerequisite: PH-400 with a minimum grade of C.

PH-470. Research Methods In Public Health. 3 Hours.

This course will cover all aspects of conducting qualitative and quantitative research in the social sciences. Students will learn how to collect and interpret data in an ethical and diversity-sensitive manner. The assessment, implementation, and evaluation of research-related processes and outcomes will include discussion of the general public as well as marginalized communities with specific and ongoing attention to the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. Students will learn about the proper reporting of data, the accurate interpretation of findings, and the use of ethical inferential procedures.

Prerequisite: PH-400 with a minimum grade of C.

PH-480. Internship I. 3 Hours.

This course is a mentored learning experience that serves as a bridge between public health training and practice. During the internship, students complete a site-based project related to one or more core areas of public health and with a focus on marginalized communities and the intersections they experience including, but not limited to, race, ethnicity, sexuality, socio-economic position, gender, age, trauma, ability and location. In addition to the project, the course includes coaching meetings, ongoing self-assessment and reflection, synthesis of professional ethics, collaborative and peer-driven problem-solving, and case-based learning exercises that require critical analysis, systems-based thinking, and transformative approaches.

PH-485. Internship II. 3 Hours.

This course is an expansion of Internship I, a mentored learning experience that serves as a bridge between public health training and practice. This course includes additional field experience hours and professional development exercises and opportunities. Internship I and II can be taken in the same semester if it can be clearly established that the student has time for the extended commitment and that the field experience site and site supervisor have the capacity and interest to support this commitment. Department, program, and academic advisor approval are required.

PH-490. Capstone. 3 Hours.

This course is an individualized, mentored, culminating learning experience to support students in synthesizing and integrating their public health coursework. Guided by evidence-based approaches, students conduct mixed-method research to identify community health needs, assets, and resources. Students present their findings in ways that reveal a deep understanding of public health functions, an ecological perspective of health, and a capacity to be competent, reflective, collaborative, transformative, and ethical public health researchers, practitioners, and managers. Students also participate in a self-study project during which they examine and reflect on their career interests, personal values, and experiential capital.

PH-498. Public Health Independent Research Project. 3 Hours.

This course is for students majoring in public health who choose to fulfill graduation requirements via an approved Independent Study. Directed research, analysis, and presentation of a research paper on an important topic in public health are the focus of the course.

PH-503. Human Sexuality And Sex Education. 3 Hours.

This course provides a basic foundation in the area of human sexuality and sex education. In addition to acquiring knowledge in anatomy, pregnancy, childbirth, contraception, sexually transmitted infections, and relationships, students also will examine the evolutionary factors, historical foundations, and contemporary influences on human sexuality and sex education. Students will locate and interpret health data and information, evaluate policy, reflect on personal beliefs, develop educational interventions, and acquire the skills to act as a resource person and advocate for science-based instruction and policies.

PH-519. Substance Use And Abuse Education. 3 Hours.

This course is an introduction to substance use and abuse including the role of and effects on human behavior, the neurobiology and complexity of addiction, the impact on health and society, historical foundations and outcomes of substance use laws, and the influence of religion, politics, and other factors on substance use, abuse, and perceptions. Students will locate and interpret health data and information, evaluate policy, reflect on personal beliefs, develop educational interventions, and acquire the skills to act as a resource person.

PH-523. Mental Health Education And Promotion. 3 Hours.

This course develops knowledge and competencies related to mental health, education, and promotion. Learners gain insight into the factors that impact mental health across the lifespan, including historical, environmental, biological, genetic, behavioral, psychological, cultural, sociological, political, and economic. Learners administer a community-level mental health assessment, develop culturally and linguistically appropriate mental health curricula, evaluate mental health promotion interventions, and advocate for transformative mental health policies, programs, and services. They also conduct a self-care self-study, examine personal dispositions, and create personal and professional action plans. Cultural humility, ethical practices, and ecological approaches are emphasized throughout.

PH-555. Organization And Administration Of School Health. 3 Hours.

This course provides foundational content and builds skills related to the organization and administration of school health. Emphasis is placed on the factors that contribute to a healthy school environment and the social determinants that impact PK-12th grade students' motivation and ability to learn. Learners interpret data to identify school health needs; conduct a personal inventory; make plans to engage stakeholders in the formation of a school health council; select and use sources to advocate for school health; interpret and analyze school health policies; design and develop school health initiatives; and prepare to become a school health leader.

PH-564. Theories And Concepts Of School Health Education. 3 Hours.

This course provides foundational knowledge about effective school health education curricula, health behavior theories, health education standards, the whole child approach, risk and protective factors, and the multidimensionality of health. Students practice assessing learners' needs, applying principles of learning towards curriculum design, employing instructional strategies to engage learners, utilizing multiple methods of assessment, and cultivating an inclusive classroom environment. Students also analyze the role of the health education teacher as a resource person; consider professional and ethical issues in health education; and make plans for ongoing professional development.