

# College of Arts and Sciences

## School of Education, Teaching and Health

---

### **B.A. in Elementary Education**

---

#### **Admission to Candidacy in Teacher Education**

Undergraduates seeking teacher certification in elementary education should contact an advisor in the School of Education, Teaching and Health as early as possible. Admission to the university and declaration of a major does not constitute admission to candidacy in teacher education, which is based on academic and related performance criteria.

To be admitted to candidacy, students must earn a passing score (as set by the District of Columbia teacher licensing agency) on the PRAXIS I: Pre-Professional Skills Test (PPST); earn an average grade of 2.70 or higher in EDU-205 Schools and Society and EDU-320 Psychology of Education, pass EDU-321 Field Experience: Observation and Analysis, receive satisfactory recommendations from faculty, and have an overall cumulative grade point average of 2.70 or higher. The Teacher Education Committee reviews student applications. Decisions regarding admission to candidacy are made by this committee based on academic performance and references.

#### **Liberal Arts and Science Requirements for Teacher Certification: Elementary**

To qualify for teacher certification, students must have completed all of the requirements from the specific curricular areas listed below. Some requirements may overlap with the university General Education requirements. Consult a School of Education, Teaching and Health advisor for more information.

- Literature: 3 credit hours in addition to LIT-102
- The Arts: 3 credit hours
- Health: 3 credit hours
- U.S. history: 3 credit hours
- Social science: 3 credit hours
- Biological science: 3 credit hours
- Physical science: 3 credit hours

*Note:* biological or physical science must include a lab.

#### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

#### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

*Note:* Students must consult with an advisor from the School of Education, Teaching and Health as early as possible to discuss the coordination of General Education requirements with certification requirements.

#### **Major Requirements**

- 74 credit hours with grades of C or better, including 15 to 17 credit hours in a concentration
- An overall cumulative grade point average of 2.70 or higher
- All students must complete the Praxis II Exam prior to graduation.

#### **Course Requirements**

- EDU-205 Schools and Society 4:2 (3)
- EDU-250 Mathematics for Elementary School Teachers I (3)
- EDU-251 Mathematics for Elementary School Teachers II (3)
- EDU-319 Children's Literature: Multicultural and International Approaches (3)
- EDU-320 Psychology of Education (3)
- EDU-321 Field Experience: Observation and Analysis (1)
- EDU-330 Instructional Strategies and Teaching Methods (3)
- EDU-362 Classroom Management (3)
- EDU-371 Foundations of Reading Instruction (3)
- EDU-492 Service Learning in Teacher Education (1)
- EDU-519 The Uses of Technology in Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3)
- or*
- EDU-545 Overview of all Exceptionalities: The Arts in Special Education (3)
- EDU-552 Teaching Mathematics in Elementary Education (3)
- EDU-553 Teaching Language Arts in Elementary Education (3)
- EDU-554 Teaching Social Studies in Elementary Education (3)
- EDU-555 Teaching Reading in Elementary Education (3)
- EDU-556 Teaching Science in Elementary Education (3)
- EDU-499 Student Teaching (12)

#### **Concentration**

- 15–17 credit hours in one of the following concentrations in Art, Biology, History, Literature, Mathematics, or Music; or with approval, students may complete a minor in place of the concentration:

**Art (15 credit hours)**

- ARTS-100 Art: The Studio Experience 1:1 (3)
- One course from the following:  
ARTH-105 Art: The Historical Experience 1:1 (3)  
ARTH-210 Modern Art: Nineteenth and Twentieth Centuries 1:2 (3)
- Three courses from the following:  
ARTS-205 The Artist's Perspective: Drawing 1:2 (3)  
ARTS-210 The Artist's Perspective: Painting 1:2 (3)  
ARTS-215 The Artist's Perspective: Sculpture 1:2 (3)  
ARTS-320 Painting Studio (3)  
ARTS-340 Sculpture Studio (3)  
ARTS-360 Drawing Studio (3)  
ARTS-363 Relief Printmaking Studio (3)  
ARTS-364 Intaglio Studio (3)

**Biology (17 credit hours)**

- BIO-110 General Biology I 5:1 (4)
- BIO-210 General Biology II 5:2 (4)
- Three courses from the following:  
BIO-200 Structure and Function of the Human Body 5:2 (3)  
BIO-220 The Case for Evolution 5:2 (3)  
ENVS-240 Oceanography 5:2 (3)  
ENVS-250 Living in the Environment 5:2 (3)  
BIO-xxx 300-level or above course, with advisor's approval

**History (15 credit hours)**

- HIST-205 American Encounters: 1492–1865 2:2 (3)
- HIST-215 Social Forces that Shaped America 2:2 (3)
- One course from the following:  
HIST-100 Historians and the Living Past 2:1 (3)  
HIST-110 Renaissance and Revolutions: Europe, 1400-1815 (3)  
HIST-120 Imperialism and Revolution 3:1 (3)  
HIST-210 Ethnicity in America 4:2 (3)  
HIST-220 Women in America 4:2 (3)  
HIST-225 Russia and the Origins of Contemporary Eurasia 3:2 (3)  
HIST-235 The West in Crisis, 1900-1945 2:2 (3)  
HIST-250 Civilization and Modernization: Asia 3:2 (3)
- One approved HIST-2xx course (3)
- One approved HIST-3xx course (3)

**Literature (15 credit hours)**

- LIT-120 Interpreting Literature 1:1 (3)  
*or*  
LIT-105 The Literary Imagination 1:1 (3)

- Two courses from the following:  
LIT-125 Great Books that Shaped the Western World 2:1 (3)  
LIT-210 Survey of American Literature I (3)  
LIT-211 Survey of American Literature II (3)  
LIT-220 Survey of British Literature I (3)  
LIT-221 Survey of British Literature II (3)

- One course from the following:  
LIT-225 The African Writer 1:2 (3)  
LIT-235 African-American Literature 2:2 (3)  
LIT-240 Asian American Literature 2:2 (3)  
LIT-245 The Experience of Poetry 1:2 (3)  
LIT-265 Literature and Society in Victorian England 2:2 (3)  
LIT-270 Transformations of Shakespeare 1:2 (3)

- One approved LIT-3xx course (3)

**Mathematics (17 credit hours)**

- Two courses at the 200-level to include:  
MATH-211 Applied Calculus I (4) *and*  
MATH-212 Applied Calculus II (3)  
*or*  
MATH-221 Calculus I (4) *and*  
MATH-222 Calculus II (4)
- Three approved courses at the 300-level or above

**Music (16 credit hours)**

- PERF-124 Harmony I (3)
- PERF-227 Musicianship I (3)
- MUS-100 Class Instrumental Study: Piano (1)  
MUS-101 Class Vocal Study (1)
- MUS-122 Private Instrumental or Vocal Study (2) (four semesters for a total of 8 credit hours)

**University Honors Program**

All University Honors students must complete at least 12 credit hours of advanced-level (300-level and above) Honors courses including a 3 to 6 credit hour Honors Senior Capstone Project. Students may graduate with University Honors in the major if they complete at least 12 advanced-level Honors courses including the Senior Capstone Project in the department. Each department has three levels of University Honors requirements: Level I Options (100-200-level Honors classes); Level II Options (300-level and above Honors classes); and Level III Options (Honors Senior Capstone). The department Honors coordinator advises students in the University Honors Program regarding departmental options. For more information, go to [www.american.edu/academic.depts/honors/](http://www.american.edu/academic.depts/honors/).

## Secondary Education

### Admission to Candidacy in Teacher Education

The undergraduate program in Secondary Education is designed for students who wish to obtain teaching credentials in secondary education while completing their majors in the humanities, arts, natural and social sciences. To do so, students complete a second major in Secondary Education designed to meet certification requirements in the District of Columbia and make them eligible for certification in over 40 states. Students should consult with the director of Teacher Education to coordinate their general and subject-area certification requirements with other university and major requirements.

Undergraduates seeking teacher certification in secondary education should contact an advisor in the School of Education, Teaching and Health as early as possible. Admission to the university and declaration of a major does not constitute admission to candidacy in teacher education, which is based on academic and related performance criteria. To be admitted to candidacy, students must earn a passing score (as set by the District of Columbia teacher licensing agency) on the PRAXIS I: Pre-Professional Skills Test (PPST); earn an average grade of 2.70 or higher in EDU-205 Schools and Society and EDU-320 Psychology of Education, pass EDU-321 Field Experience: Observation and Analysis, receive satisfactory recommendations from faculty, and have an overall cumulative grade point average of 2.70 or higher. Secondary Education majors must also have a 3.00 grade point average in their primary major. The Teacher Education Committee reviews student applications and makes decisions regarding admission to candidacy.

### Liberal Arts and Science Requirements for Teacher Certification: Secondary

To qualify for teacher certification, students must complete subject-area certification standards and U.S. History. These requirements may overlap with General Education requirements.

### Major Requirements

- 37 credit hours with grades of C or better
- Completion of the major requirements with a cumulative grade point average of 3.00 in one of the following: American Studies; Art History; Anthropology; Biology; CLEG (Communication, Legal Institutions, Economics and Government); Chemistry; Economics; Environmental Studies; French Studies; Foreign Language and Communication Media; Justice; German Studies; Graphic Design; Health Promotion, History; International Studies; Language and Area Studies; Law and Society; Literature; Mathematics; Multimedia; Music; Statistics; Studio Art;

Performing Arts: Theatre; Performing Arts: Music Theatre; Physics; Political Science; Spanish Studies; or Sociology.

- An overall grade point average of 2.70 with 3.00 or higher in their primary major.
- All students must complete the Praxis II Exam prior to graduation.

### Course Requirements

- EDU-205 Schools and Society 4:2 (3)
- EDU-320 Psychology of Education (3)
- EDU-321 Field Experience: Observation and Analysis (1)  
*Note:* EDU-205, EDU-320, and EDU-321 must be taken prior to application for admission to the Teacher Education Program.
- EDU-362 Classroom Management (3)
- EDU-492 Service Learning in Teacher Education (1)
- EDU-499 Student Teaching (12)
- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other methods courses offered by arts and sciences departments and approved by the SETH advisor)
- EDU-541 Foundations of Special Education for Exceptional Children (3) *or*  
EDU-545 Overview of all Exceptionalities: The Arts in Special Education (3)
- EDU-xxx elective (2–3) as approved by SETH advisor

### University Honors Program

All University Honors students must complete at least 12 credit hours of advanced-level (300-level and above) Honors courses including a 3 to 6 credit hour Honors Senior Capstone Project. Students may graduate with University Honors in the major if they complete at least 12 advanced-level Honors courses including the Senior Capstone Project in the department. Each department has three levels of University Honors requirements: Level I Options (100-200-level Honors classes); Level II Options (300-level and above Honors classes); and Level III Options (Honors Senior Capstone). The department Honors coordinator advises students in the University Honors Program regarding departmental options. For more information, go to [www.american.edu/academic.depts/honors/](http://www.american.edu/academic.depts/honors/).

## **Minor in Education Studies**

---

- 21 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### **Course Requirements**

- EDU-205 Schools and Society 4:2 (3)
  - EDU-320 Psychology of Education (3)
  - 6 credit hours from the following:
    - EDU-285 Education for International Development 3:2 (3)
    - EDU-319 Children's Literature: Multicultural and International Approaches (3)
    - PSYC-300 Memory and Cognition (3)
  - 9 credit hours from the following:
    - ANTH-544 Topics in Public Anthropology: Anthropology of Education (3)
    - EDU-490 Independent Study Project in Education (1-6) (permission of the SETH advisor required)
    - EDU-491 Internship in Education (3-9) (permission of the SETH advisor required)
    - EDU-519 The Uses of Technology in Education (3)
    - EDU-541 Foundations of Special Education for Exceptional Children (3) *or*
    - EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
    - TESL-522 Language Acquisition (3)
    - TESL-528 Bilingual Education (3)
- Other courses may be substituted with permission of the SETH advisor.

## **Minor in Special Education**

---

- 18 credit hours with grades of C or better and at least 12 credit hours unique to the minor

### **Course Requirements**

- EDU-205 Schools and Society 4:2 (3)
- EDU-320 Psychology of Education (3)
- EDU-502 Methods of Managing Pupils with Behavior Disorders (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3)  
*or*  
EDU-545 Overview of all Exceptionalities: The Arts in Special Education (3)
- 6 credit hours from EDU-490 Independent Study in Education (1–6) or EDU-491 Internship in Education (3–9)  
Other courses may be substituted with permission of the SETH advisor.

## **Accelerated Bachelor's Degree and Master's in Education Program**

---

Students receive a B.A. or a B.S. in a bachelor's degree program and the Master of Arts in Teaching (M.A.T.) or the M.A. in Special Education: Learning Disabilities.

### **Admission to the Program**

Students should apply to the master's program in the second semester of their junior year. Applicants must have a grade point average of 3.00 or higher in major and minor courses and must satisfactorily complete the following:

- EDU-541 Foundations of Special Education for Exceptional Children (3)  
*or*  
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-521 Foundations of Education (3) (for the M.A.T)  
*or*  
EDU-502 Methods of Managing Pupils with Behavior Disorders (3) (for the M.A. in Special Education: Learning Disabilities)

### **Requirements**

- All requirements for the B.A. or B.S. in the student's major  
Undergraduate students may apply up to 9 credit hours from approved graduate-level courses, including EDU-502 or EDU-521, and EDU-541 or EDU-545 to satisfy the requirements of both degrees.
- All requirements for the M.A.T. or M.A. in Special Education: Learning Disabilities, including a minimum of 18 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **M.A. in International Training and Education**

---

### **Admission to the Program**

In addition to meeting university requirements for graduate study, preference is given to applicants who have a minimum of six months intercultural and/or international experience as either a student or professional. Applicants must earn a satisfactory score on the Graduate Record Examination (GRE). Applicants are also required to submit two letters of recommendation from persons able to evaluate the applicant's potential for graduate study in international training and education and their intercultural experience. Applicants in foreign countries who are unable to take the GRE should contact the School of Education, Teaching and Health prior to applying for admission to make alternative arrangements. All students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL).

### **Degree Requirements**

- 36 credit hours of approved graduate work including 18 credit hours of core courses, 15 credit hours in an area of concentration, and 3 credit hours of research methodology. Students with extensive volunteer experience in development and training organizations such as the Peace Corps, VISTA, Americorp, etc., can earn up to 6 credit hours toward their degree. Students will be charged tuition for these credit hours.
- Comprehensive examination requirement is satisfied by successful completion of EDU-685 Proseminar: International Training and Education.

### **Course Requirements**

#### **Core (15 credit hours)**

- EDU-598 Comparative and International Education (3)
- EDU-612 Equity and Educational Opportunity (3)
- EDU-618 Human Growth and Development across the Life Span (3)
- EDU-642 Training Program Design (3)
- EDU-685 Proseminar: International Training and Education (3)

#### **Social Science Research Methodology Requirement (3 credit hours)**

- EDU-610 Methods of Inquiry: Utilizing Information Effectively (2)
- EDU-621 Topics in Social Science Research Action Research (1)

Another graduate research methods course may be substituted with approval of the SETH dean

#### **Area of Concentration (18 credit hours)**

- 18 credit hours in one of the following areas or in an individually-designed program, in consultation with an advisor

#### *International Development Education*

- EDU-648 Education and Development: Sector Analysis (3)
- EDU-649 Nonformal Education and Development (3)
- 12 additional approved graduate credit hours

#### *International Education Exchange*

- EDU-614 International Education Exchange: Policies and Practices (3)
- EDU-647 Global and Multicultural Education (3)
- 12 additional approved graduate credit hours

#### *Global Education*

- EDU-619 Children's Literature: Multicultural and International Approaches (3)
- EDU-624 Language, Schooling, and Nation-Building (3)
- 12 additional approved graduate credit hours

#### *Global Health*

- HFIT-575 Global Health (3)
- HFIT-585 Global Health Policy (3)
- 12 additional approved graduate credit hours

## **M.A. in Special Education: Learning Disabilities**

---

### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record General Examination. To be admitted students must earn a passing score on the PRAXIS I: Pre-Professional Skills Test (PPST) as set by the District of Columbia.

### **Degree Requirements**

- 36 credit hours of approved graduate work  
Option to waive course work: Students with the appropriate prior study or professional experience in the field of education may be permitted to waive up to 6 credit hours of course work without replacement. The waiving of credit hours and the specific courses to be waived are determined and approved by the advisor and the SETH dean upon admission to a master's program. In addition, one of the following may be required: an assessment provided by an educational institution or organization which has criteria and evaluation procedures approved by the School of Education, Teaching and Health; or a portfolio developed in a one-credit independent study offered by SETH and submitted for evaluation and approval to the advisor and SETH dean.
- Comprehensive examination
- All students must complete the Praxis II Exam prior to graduation.

#### **Course Requirements**

- EDU-502 Methods of Managing Pupils with Behavior Disorders (3)
- EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)  
*or*  
EDU-541 Foundations of Special Education for Exceptional Children (3)
- EDU-605 Methods of Psychoeducational Assessment for Learning Disabilities and Emotional Disturbance (3)
- EDU-606 Theories and Methods of Diagnostic and Remedial Mathematics (3)
- EDU-607 Research Seminar in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3) (or an elective approved by the student's advisor)
- EDU-644 Language Development and Remediation (3)
- EDU-645 Learning Disabilities I (3)
- EDU-646 Learning Disabilities II (3)
- EDU-671 Foundations of Reading: Diagnosis and Remediation (3)
- EDU-792 In-Service Training Project (6)

## **Master of Arts in Teaching (M.A.T.)**

---

The Master of Arts in Teaching is designed for the student with no previous background or preparation in education who wishes to acquire teaching certification in early childhood, elementary, or secondary education, or English for speakers of other languages. Students interested in international training and development may seek secondary certification in an appropriate content area.

### **Admission to the Program**

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record General Examination. To be admitted students must earn a passing score on the PRAXIS I: Pre-Professional Skills Test (PPST) as set by the District of Columbia.

For secondary education certification, students must have a bachelor's degree or 33 credit hours in the subject area they are seeking licensure, such as art, biology, chemistry, dance, drama, English, French, German, health, mathematics, music, Physical education, physics, social studies, Spanish, or theatre.

Students seeking certification in English for speakers of other languages must be proficient in English. It is strongly recommended that native speakers of English have some background in at least one other language. International students are expected to demonstrate competence equivalent to a score of 600 or better on the Test of English as a Foreign Language (TOEFL) in order to be endorsed for certification.

### **Degree Requirements**

- 39 credit hours of approved graduate work, including 33 hours of course work and 6 hours of student teaching with required seminar.  
Students' undergraduate transcripts will be evaluated individually; based on this evaluation, students may be required to take additional course work to meet certification requirements.  
Option to waive course work: Students with the appropriate prior study or professional experience in the field of education may be permitted to waive up to 6 credit hours of course work without replacement. The waiving of credit hours and the specific courses to be waived are determined and approved by the advisor and the SETH dean upon admission to a master's program. In addition, one of the following may be required: an assessment provided by an educational institution or organization which has criteria and evaluation procedures approved by the School of Education, Teaching and Health; or a portfolio developed in a one-credit independent study offered by SETH and submitted for evaluation and approval to the advisor and SETH dean.
- Comprehensive examination
- Students submit an electronic professional portfolio
- Completion of the Praxis II Exam prior to graduation

### Course Requirements

All course work must be approved by the director of the M.A.T. program. Evaluation of field performance may involve videotaping of classroom teaching.

#### Core (9 credit hours)

- EDU-521 Foundations of Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3)  
*or*  
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)  
*or*  
EDU-618 Human Growth and Development across the Life Span (3)

#### Student Teaching (6 credit hours)

- EDU-699 Student Teaching with required seminar (6)
- #### Early Childhood Education (24 credit hours)
- EDU-609 Effective Teaching for Diverse Learners (3)
  - EDU-619 Children's Literature: Multicultural and International Approaches (3)
  - EDU-621 Topics in Social Science Research (1) (three topics for a total of 3 credits)
  - EDU-623 Topics in Literacy Education (3): Literacy, Technology, Media, and the Arts in Early Childhood Education
  - EDU-623 Topics in Literacy Education (3): Theoretical Models and Methods for Early Childhood Education across the Curriculum
  - EDU-625 Advocacy and Leadership in Early Childhood Education (3)
  - 6 credit hours from the following:  
ANTH-635 Race, Gender and Social Justice (3)  
EDU-628 Topics in Early Childhood Education (3): Play and Learning  
EDU-647 Global and Multicultural Education (3)  
SOCY-553 Multiculturalism (3)  
TESL-527 Cultural Issues in the ESL/EFL Classroom (3)

#### Elementary Education (24 credit hours)

- EDU-519 Uses of Technology in Education (3)
- EDU-601 Teaching Reading in the Elementary School (3)
- EDU-602 Teaching Language Arts in the Elementary School (3)
- EDU-603 Teaching Mathematics in the Elementary School (3)
- EDU-604 Teaching Science in the Elementary School (3)
- EDU-608 Teaching Social Studies in the Elementary School (3)
- EDU-609 Effective Teaching for Diverse Learners (3)

- EDU-619 Children's Literature: Multicultural and International Approaches (3)

#### Secondary Education (24 credit hours)

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other approved methods courses)
- EDU-662 Classroom Management (3)
- Four elective courses (12 credit hours), normally with half taken in the academic discipline of the designated teaching area, and the other courses taken within the School of Education, Teaching and Health.

#### English for Speakers of Other Languages (24 credit hours)

- TESL-500 Principles of Linguistics (3)
- TESL-501 English Language Teaching I (3)
- TESL-502 English Language Teaching II (3)
- TESL-503 Structure of English (3)
- TESL-523 Second Language Acquisition (3)
- TESL-524 Reading and Writing in the ESL/EFL Classroom (3)
- TESL-527 Cultural Issues in the ESL/EFL Classroom (3)
- TESL-531 Language Assessment (3)

#### International Training and Development (24 credit hours)

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3)
- EDU-642 Training Program Design (3)
- EDU-647 Global and Multicultural Education (3)
- EDU-662 Classroom Management (3)
- SIS-637 International Development (3)
- SIS-642 Cross-Cultural Communication (3)

#### Ongoing Assessment of Academic and Professional Performance

Students must be admitted to the M.A.T. program before enrolling in methods courses (EDU-601–609, EDU-522/EDU-540, or TESL-501/502). To enroll in EDU-699 Student Teaching, students must receive a positive evaluation from the Teacher Education Committee based on established criteria, a grade of B- or better in EDU-521 Foundations of Education and EDU-620 Theories of Educational Psychology and Human Development, and grades of B or better in methods courses. Students must also earn a passing score (as set by the District of Columbia teacher licensing agency) on the PRAXIS I: Pre-Professional Skills Test (PPST).

## **Master of Arts in Teaching (M.A.T.) and M.A. in International Peace and Conflict Resolution**

---

Graduates receive an M.A. in International Peace and Conflict Resolution from the School of International Service and the M.A.T. in secondary education from the School of Education, Teaching and Health.

### **Admission to the Program**

Applicants must hold an accredited bachelor's degree with a cumulative grade point average of at least a B+ (3.30 or higher on a 4.00 scale) and should have had at least 24 credit hours of social science course work relevant to international studies. Students who do not meet these minimum requirements, if otherwise admissible, are assigned additional course work specified at the time of admission.

Students must apply to both the School of International Service (SIS) and the School of Education, Teaching and Health (SETH) in the College of Arts and Sciences. Admission to either of the participating teaching units in no way implies admission to the other unit. For more information on admissions requirements, contact the SIS Graduate Admissions Office at 202-885-1646 or the SETH Teacher Education Office at 202-885-3720.

All applicants are required to submit results of the aptitude section of the Graduate Record Examination (GRE). International applicants whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL). The minimum TOEFL score for full consideration is 600. All applicants must submit two letters of reference evaluating undergraduate academic performance and suitability for graduate study in international affairs and education.

For secondary education certification, students must have a bachelor's degree or 33 credit hours in the subject area they are seeking licensure. It is anticipated that students who complete the M.A. in International Peace and Conflict Resolution will have sufficient background to meet certification requirements in social studies. However, students who meet requirements for other subject areas will also be considered. Students will be notified at the time of admission concerning additional course work required for state certification.

### **Degree Requirements**

- 57 credit hours of approved graduate course work with a cumulative grade point average of 3.00

Students must complete the 9 credit hours in the education core courses, 12 credit hours in secondary education, 6 credit hours of student teaching, and at least 12 of the 15 credit hours in peace and conflict resolution to receive the M.A.T.

Students must complete 15 credit hours in peace and conflict resolution, 3 credit hours in economics, 6 credit hours in methodology, 6 credit hours in research and writing, and the 9 credit hours in the education core to receive the M.A. in International Peace and Conflict Resolution.

In addition to intensive course work and student teaching placements, students are also required to participate in an educational internship program. These field placements are carefully supervised and coordinated to meet state certification requirements.

- Proficiency in a modern foreign language
- Comprehensive examination in international peace and conflict resolution
- Comprehensive examination for M.A.T.

### **Course Requirements**

#### **Education Core (9 credit hours)**

- EDU-521 Foundations of Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3) *or*  
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)

#### **Secondary Education Track (12 credit hours)**

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other approved methods courses)
- EDU-662 Classroom Management (3)

#### **Student Teaching (6 credit hours)**

- EDU-699 Student Teaching (6)

#### **Peace and Conflict Resolution (15 credit hours)**

- SIS-605 Theory of Cooperative Global Politics (3)
- SIS-607 Peace Paradigms (3)
- SIS-609 Conflict Analysis and Resolution: Theory and Practice (3)
- SIS-610 Theory of Conflict, Violence and War (3)
- SIS-611 International Negotiation (3)

#### **Economics (3 credit hours)**

- ECON-603 Introduction to Economic Theory (3)

#### **Methodology (6 credit hours)**

- SIS-600 Quantitative Analysis in International Affairs (3)
- SIS-612 Research Seminar in Peace and Conflict Resolution (3) *or*  
other approved methods course

#### **Research and Writing Requirement (6 credit hours)**

- SIS-691 Internship (3)
- SIS-795 Master's Research Requirement (3) (substantial research paper (SRP))

## **Graduate Certificate in Teaching**

This teacher certification program is designed for students with bachelor's degrees in the arts, sciences, or humanities and several years of responsible work experience. Students complete the program and must pass certification (licensure) in the District of Columbia and through such certification are eligible for reciprocal certification in over 40 states. Some states may require additional courses or examinations. The certificate program may be taken in early childhood education, elementary, secondary, or English for Speakers of Other Language (ESOL) teaching.

### **Admission to the Program**

Applications must include transcripts of all college work, AARTS transcripts or equivalent, a cumulative grade point average of 3.00 (on a 4.00 scale) in the last 60 credit hours of undergraduate work and in all graduate work, a statement of purpose, and two letters of recommendations. Admission to the certificate program constitutes admission to the Teacher Education Program. To be admitted students must earn a passing score on the PRAXIS I: Pre-Professional Skills Test (PPST) as set by the District of Columbia.

### **Certificate Requirements**

- 24–30 credit hours of approved graduate work, including 6 credit hours of student teaching, with grades of C or better, and at least 9–12 credit hours at the 600-level or above  
For secondary certification, specific course work in the subject area to be taught may be needed to meet requirements for certification
- Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 6 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.
- Students submit an electronic professional portfolio and complete the PRAXIS II exam prior to being awarded the certificate.

### **Course Requirements**

All course work must be approved by the director of Teacher Education. Evaluation of field performance may involve videotaping of classroom teaching.

### **Core (15 credit hours)**

- EDU-521 Foundations of Education (3)
- EDU-541 Foundations of Special Education for Exceptional Children (3) *or*  
EDU-545 Overview of All Exceptionalities: The Arts in Special Education (3)
- EDU-620 Theories of Educational Psychology and Human Development (3)  
*or*  
EDU-618
- EDU-699 Student Teaching (6)

### **Early Childhood Education (18 credit hours)**

- EDU-609 Effective Teaching for Diverse Learners (3)
- EDU-621 Topics in Social Science Research (1) (three topics for a total of 3 credits)
- EDU-623 Topics in Literacy Education (3):  
Literacy, Technology, Media, and the Arts in Early Childhood Education
- EDU-623 Topics in Literacy Education (3):  
Theoretical Models and Methods for Early Childhood Education across the Curriculum
- EDU-625 Advocacy and Leadership in Early Childhood Education (3)
- EDU-628 Topics in Early Childhood Education (3)
- EDU-625 Advocacy and Leadership in Early Childhood Education (3)

### **Elementary (18 credit hours)**

- EDU-601 Teaching Reading in the Elementary School (3)
- EDU-602 Teaching Language Arts in the Elementary School (3)
- EDU-603 Teaching Mathematics in the Elementary School (3)
- EDU-604 Teaching Science in the Elementary School (3)
- EDU-608 Teaching Social Studies in the Elementary School (3)
- EDU-609 Effective Teaching for Diverse Learners (3)

### **Secondary Education (12 credit hours)**

- EDU-520 Reading, Writing, and Literature across the Curriculum (3)
- EDU-522 Principles of Effective Methods and Instruction (3)
- EDU-540 Methods and Materials in Secondary Education (3) (or other approved methods courses)
- EDU-662 Classroom Management (3)

**English for Speakers of Other Languages (ESOL)  
(15 credit hours)**

- TESL-500 Principles of Linguistics (3)
- TESL-501 English Language Teaching I (3)
- TESL-523 Second Language Acquisition (3)  
*or*  
TESL-527 Cultural Issues in the ESL/EFL Classroom (3)
- TESL-524 Reading and Writing in the ESL/EFL  
Classroom (3)
- TESL-531 Language Assessment (3)

**Ongoing Assessment of Academic and Professional  
Performance**

To remain in the Teacher Education Program, certificate students must maintain a cumulative grade point average of

3.00; receive satisfactory evaluations in field and methods placements; obtain a satisfactory evaluation from the Teacher Education Committee based upon academic, professional, and performance criteria established by the committee; and meet specific course grade requirements. Students must also earn a passing score (as set by the District of Columbia teacher licensing agency) on the PRAXIS I: Pre-Professional Skills Test (PPST).

**Admission to the M.A.T.**

Students in the certificate program seeking admission to the M.A.T. degree program will be considered after satisfactory completion of up to 18 credit hours of course work. A maximum of 21 credit hours earned in nondegree status in a completed certificate program may be applied to a graduate degree program.

## Master of Education in Curriculum and Instruction

---

The Master of Education (M.Ed.) in Curriculum and Instruction is designed for students with a background in educational theory and practice. The program follows the National Council for the Accreditation of Teacher Education (NCATE) guidelines for advanced programs and provides an opportunity for students to earn National Board for the Professional Teaching Standards (NBPTS) certification. Students select a focus within the program including literacy, global literacy, educational leadership, and educational technology. The literacy focus prepares practicing teachers to become literacy specialists by providing a thorough grounding in theory, principles, and practices of literacy education as well as a critical understanding of key contemporary issues in relation to the teaching and learning of literacy and language. Global literacy provides practicing teachers the opportunity to incorporate global perspectives on literacy teaching and learning into their existing curricula and pedagogies. Educational leadership prepares teachers to develop effective professional development programs, provide mentoring and instruction for new teachers, and develop assessment and evaluation programs for schools and other educational organizations. The technology focus with specializations in mathematics or science is designed for teacher leaders with particular interest in integrating technology into the curriculum, specifically how math and science instruction is presented in schools and other educational organizations.

### Admission to the Program

In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Graduate Record Examination (GRE). The GRE is required for applicants whose highest earned degree is a baccalaureate and for students who have completed a master's degree with less than a 3.5 GPA, and may be required for those with master's degrees and GPAs above 3.5.

### Degree Requirements

- 36 credit hours of approved graduate work  
Up to 6 credit hours may be transferred from work completed at other institutions and approved by the program director at time of admission
- A program of study approved by the program director and the dean of the school must be submitted by the end of the first semester of enrollment in the program
- Comprehensive examination requirement satisfied through specified course work: 3 credit hours of EDU-629 or EDU-691

### Course Requirements

#### Core

- EDU-525 Principles of Educational Assessment and Evaluation (3)
- EDU-609 Effective Teaching for Diverse Learners (3)
- EDU-683 Curriculum Design for the Classroom (3)
- EDU-687 Analysis of Instruction and Supervision (3)

#### Comprehensive Examination (3 credit hours)

- EDU-629 National Board for Professional Teaching Standards Preparation (1-3) (for a total of three credits)  
*or*  
EDU-691 Internship (3) in an area of focus

#### Social Science Methodology (3 credit hours)

- EDU-610 Methods of Inquiry: Utilizing Information Effectively (2)
- EDU-621 Topics in Social Science Research (1)

#### Area of Focus (18 credit hours)

##### Literacy

- EDU-619 Children's Literature: A Critical Literacy Approach (3)
- EDU-622 Language and Literacy Learning (3)
- EDU-623 Topics in Literacy Education (3)
- EDU-644 Language Development and Remediation (3)  
*or*  
EDU-671 Foundations of Reading: Diagnosis and Remediation (3)
- 6 credit hours from the following:  
ANTH-537 Topics in Language and Culture (3)  
ANTH-635 Race, Gender and Social Justice (3)  
ANTH-637 Discourse, Narrative, and Text (3)  
EDU-565 Gender and Cultural Diversity in School (3)  
EDU-623 Topics in Literacy Education (3)  
EDU-644 Language Development and Remediation (3)  
*or*  
EDU-671 Foundations of Reading: Diagnosis and Remediation (3)  
EDU-647 Global and Multicultural Education (3)  
SOCY-553 Multiculturalism (3)  
TESL-527 Cultural Issues in the ESL/EFL Classroom (3)

##### Global Literacy

- EDU-622 Language and Literacy Learning (3)
- EDU-623 Topics in Literacy Education (3)
- EDU-624 Language, Schooling, and Nation-Building (3)
- EDU-647 Global and Multicultural Education (3)

- 6 credit hours from the following:  
 ANTH-635 Race, Gender and Social Justice (3)  
 EDU-627 Literacy Education Skills Institutes (1)  
 EDU-792 In-Service Training Project: Internship in Education (3–9)  
 SIS-546 Race, Ethnicity and Cultural Identity (3)  
 SOCY-553 Multiculturalism (3)

#### *Educational Leadership*

- EDU-631 Fundamentals of Management in Educational Organizations (3)
- EDU-632 Case Studies in Educational Management (3)
- EDU-633 Financing Educational Systems (3)
- EDU-634 Education and Public Policy (3)
- EDU-639 Effective Leadership Skills (3)
- EDU-666 Legal Issues in Education (3)

#### *Educational Technology*

- EDU-519 The Uses of Technology in Education (3)
- EDU-560 Advanced Technology in Education (3)
- 6 credit hours from the following:  
 COMM-652 Web Studio (3)  
 CSC-510 Legal Issues in Computing (3)  
 CSC-535 User Interface Analysis and Design (3)  
 CSC-589 Topics in Computer Science (3)
- 6 credit hours from the following:  
 BIO-550 Developmental Biology (3) *and*  
 BIO-551 Developmental Biology Laboratory (1)  
 CSC-589 Topics in Computer Science (3)  
 EDU-603 Teaching Mathematics in the Elementary School (3)  
 EDU-604 Teaching Science in the Elementary School (3)  
 EDU-606 Theories and Methods in Diagnostic and Prescriptive Mathematics (3)  
 ENVS-580 Environmental Science I: A Quantitative Approach (3)  
 MATH-580 Topics in Mathematics (3)  
 MATH-585 Mathematics Education (3)  
 Science content area elective

## **Graduate Certificate in Curriculum and Instruction**

---

The curriculum and instruction certificate program is designed for students with an interest in expanding their teaching or supervision skills, but who are not currently pursuing a master's degree. Students select a focus including literacy, global literacy, educational leadership, and educational technology.

### **Admission to the Program**

Applications must include transcripts of all undergraduate and graduate course work, a cumulative grade point average of 3.00 (on a 4.00 scale) in the last 60 credit hours of undergraduate work and in all graduate work, a statement of purpose, and two letters of recommendation.

### **Certificate Requirements**

- 18 credit hours of approved graduate work with grades of B- or better, and at least 9 credit hours at the 600-level or above  
 Grades below B- in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 6 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

#### *Literacy (18 credit hours)*

- EDU-619 Children's Literature: A Critical Literacy Approach (3)
- EDU-622 Language and Literacy Learning (3)
- EDU-623 Topics in Literacy Education (3)
- EDU-644 Language Development and Remediation (3)  
*or*  
 EDU-671 Foundations of Reading: Diagnosis and Remediation (3)
- 6 credit hours from the following:  
 ANTH-537 Topics in Language and Culture (3)  
 ANTH-635 Race, Gender and Social Justice (3)  
 ANTH-637 Discourse, Narrative, and Text (3)  
 EDU-565 Gender and Cultural Diversity in School (3)  
 EDU-623 Topics in Literacy Education (3)  
 EDU-644 Language Development and Remediation (3)  
*or*  
 EDU-671 Foundations of Reading: Diagnosis and Remediation (3)  
 EDU-647 Global and Multicultural Education (3)  
 SOCY-553 Multiculturalism (3)  
 TESL-527 Cultural Issues in the ESL/EFL Classroom (3)

*Global Literacy (18 credit hours)*

- EDU-622 Language and Literacy Learning (3)
- EDU-623 Topics in Literacy Education (3)
- EDU-624 Language, Schooling, and Nation-Building (3)
- EDU-647 Global and Multicultural Education (3)
- 6 credit hours from the following:
  - ANTH-635 Race, Gender and Social Justice (3)
  - EDU-627 Literacy Education Skills Institutes (1)
  - EDU-792 In-Service Training Project: Internship in Education (3–9)
  - SIS-546 Race, Ethnicity and Cultural Identity (3)
  - SOCY-553 Multiculturalism (3)

*Educational Leadership (18 credit hours)*

- EDU-631 Fundamentals of Management in Educational Organizations (3)
- EDU-632 Case Studies in Educational Management (3)
- EDU-633 Financing Educational Systems (3)
- EDU-634 Education and Public Policy (3)
- EDU-639 Effective Leadership Skills (3)
- EDU-666 Legal Issues in Education (3)

*Educational Technology (18 credit hours)*

- EDU-519 The Uses of Technology in Education (3)
- EDU-560 Advanced Technology in Education (3)
- 6 credit hours from the following:
  - COMM-652 Web Studio (3)
  - CSC-510 Legal Issues in Computing (3)
  - CSC-535 User Interface Analysis and Design (3)
  - CSC-589 Topics in Computer Science (3)
- 6 credit hours from the following:
  - BIO-550 Developmental Biology (3) *and*
  - BIO-551 Developmental Biology Laboratory (1)
  - CSC-589 Topics in Computer Science (3)
  - EDU-603 Teaching Mathematics in the Elementary School (3)
  - EDU-604 Teaching Science in the Elementary School (3)
  - EDU-606 Theories and Methods in Diagnostic and Prescriptive Mathematics (3)
  - ENVS-580 Environmental Science I: A Quantitative Approach (3)
  - MATH-580 Topics in Mathematics (3)
  - MATH-585 Mathematics Education (3)
  - Science content area elective

## **B.S. in Health Promotion**

The B.S. in Health Promotion provides rigorous academic preparation in scientific and clinical knowledge of exercise physiology, human physiological chemistry, programming, health psychology, and nutrition, as well as organizational/human resource management. The program includes course work from the Departments of Biology, Chemistry, Psychology, and the Kogod School of Business. Experiential learning opportunities are available at federal government agencies and many organizations dealing with health, education, managed care, and physical fitness to meet the internship/cooperative education requirement of the program. This curriculum prepares students for a health promotion position in a corporate, community, commercial, or school environment, or for graduate work in health-related fields.

### **Admission to the Program**

Formal admission to the major requires a grade point average of 2.70 (on a 4.00 scale) after the freshman year and departmental approval. In addition to the university requirements for transfer admission, applicants should have maintained a minimum grade point average of 2.70 (on a 4.00 scale). Students with a grade point average between 2.50 and 2.70 may be formally admitted to the major after completion of 15 credit hours with a minimum grade point average of 3.00.

### **University Requirements**

- A total of 120 credit hours
- 6 credit hours of college writing
- 3 credit hours of college mathematics or the equivalent by examination

### **General Education Requirements**

- A total of ten courses, consisting of one foundation course and one second-level course in an approved sequence from each of the five curricular areas
- No more than 6 credit hours may be taken in the same discipline

### **Major Requirements**

- 59 credit hours with grades of C or better

### **Course Requirements**

- BIO-200 Structure and Function of the Human Body 5:2 (3)

- CHEM-100 The Molecular World 5:1 (4)
- CHEM-506 Human Physiological Chemistry (3)
- HFIT-200 Lifetime Health and Fitness (3)
- HFIT-205 Current Concepts in Nutrition 5:2 (3)
- HFIT-240 Introduction to Health Promotion (3)
- HFIT-245 Gender, Culture, and Health 4:2 (3)
- HFIT-250 Strategies in Stress Reduction (3)
- HFIT-325 Exercise Physiology (3)
- HFIT-335 Health Promotion Program Planning (3)
- HFIT-410 Health Promotion Evaluation (3)
- HFIT-488 Senior Seminar (3)
- HFIT-491 Internship in Health Promotion (6) *or*  
HFIT-392 Cooperative Education Field Experience (6)
- HFIT-540 Health Communication (3)
- MGMT-353 Principles of Organizational Theory,  
Behavior and Management (3)
- PSYC-105 Psychology: Understanding  
Human Behavior 4:1 (3)
- PSYC-333 Health Psychology (3)
- STAT-202 Basic Statistics (4)

### **University Honors Program**

Students in the University Honors Program have the opportunity to graduate with University Honors in the major. All University Honors students must complete at least 12 credit hours of advanced-level (300-level and above) Honors courses including a 3 to 6 credit hour Honors Senior Capstone Project. Students may graduate with University Honors in the major if they complete at least 12 advanced-level Honors courses including the Senior Capstone Project in the department. Each department has three levels of University Honors requirements: Level I Options (100-200-level Honors classes); Level II Options (300-level and above Honors classes); and Level III Options (Honors Senior Capstone). The department Honors coordinator advises students in the University Honors Program regarding departmental options. For more information, go to [www.american.edu/academic.depts/honors/](http://www.american.edu/academic.depts/honors/).

### **Minor in Health Promotion**

- 24 credit hours with grades of C or better and at least 12 credit hours unique to the minor

#### **Course Requirements**

- HFIT-205 Current Concepts in Nutrition 5:2 (3)
- HFIT-200 Lifetime Health and Fitness (3)
- HFIT-240 Introduction to Health Promotion (3)
- HFIT-325 Exercise Physiology (3)
- HFIT-335 Health Promotion Program Planning (3)
- 9 credit hours from the following, approved by a department advisor:
  - HFIT-250 Strategies in Stress Reduction (3)
  - HFIT-270 First Aid, CPR and Medical Emergencies (3)
  - HFIT-323 Issues in Women's Health (3)
  - HFIT-410 Health Promotion Evaluation (3)
  - HFIT-540 Health Communication (3)
  - HFIT-565 Quantitative Assessment (3)

### **Combined B.S. in Health Promotion and M.S. in Health Promotion Management**

This program allows qualified students to earn both a B.S. in Health Promotion and an M.S. in Health Promotion Management.

#### **Admission to the Program**

Undergraduates whose overall grade point average is 3.00 or higher will be considered for the combined program. Students should discuss their interest in the program with the academic advisor for the B.S. in Health Promotion program before submitting a formal application. The application for admission to the M.S. in Health Promotion Management program should be completed before the fall semester of their senior year.

#### **Course Requirements**

- All requirements for the B.S. in Health Promotion  
Undergraduate students may apply 9 credit hours of approved 500-level course work including CHEM-506 Human Physiological Chemistry, HFIT-540 Health Communication, and another HFIT-5xx course requirement for the M.S. to satisfy the requirements of both degrees.
- All requirements for the M.S. in Health Promotion Management, including a minimum of 24 credit hours completed in residence in graduate status after the undergraduate degree has been awarded.

## **M.S. in Health Promotion Management**

The primary objective of the M.S. in Health Promotion Management is to provide a competency-based, multidisciplinary academic program for individuals dedicated to assuming leadership positions within the health promotion industry. The curriculum integrates managerial skills with scientific and clinical knowledge of exercise physiology, human biochemistry, behavioral psychology, and nutrition. Students also select an area of emphasis in either corporate health, exercise physiology, health communication, health policy, or global health.

### **Admission to the Program**

The program is open to students with varied undergraduate backgrounds and has few science-related academic prerequisites. The academic record and experience of each applicant will be thoroughly reviewed by the program director. The minimum university requirements for admission to graduate study are a bachelor's degree earned at an accredited college or university and a 3.00 cumulative grade point average (on a 4.00 scale) for the last 60 credit hours of undergraduate study. A satisfactory score on the Graduate Record Examination (GRE) is required for admission. Program prerequisites include human anatomy and physiology and exercise physiology. However, these courses can be taken after admission to the program. International applicants who are fluent in written and spoken English are encouraged to apply. To be considered for admission, international applicants must meet university requirements for writing and speaking English.

### **Degree Requirements**

- 40 credit hours of graduate work
- Tool of research: students must complete the tool of research examination or HFIT-565 Quantitative Assessment with a grade of B or better

- Thesis or internship option
- One written and one oral comprehensive examination

### **Course Requirements**

- HFIT-510 Applied Human Physiology and Testing I (4)
- HFIT-540 Health Communication (3)
- HFIT-550 Programming for Health Promotion (3)
- HFIT-555 Research Methodology (3)
- HFIT-560 Health Promotion in Healthcare (3)
- HFIT-565 Quantitative Assessment (3)
- HFIT-618 Strategic Planning in Health Promotion (3)
- HFIT-620 Critical Issues (3)
- HFIT-645 Nutrition for Health (3)
- HFIT-682 In-Service Training (3) *or*  
HFIT-797 Master's Thesis Seminar (3)
- PSYC-570 Behavioral Medicine (3)
- 6 credit hours in one of the following areas of emphasis:

#### **Corporate**

- HFIT-575 Global Health (3)
- MGMT-633 Leading People and Organizations (3)

#### **Exercise Physiology**

- CHEM-506 Human Physiological Chemistry (3)
- HFIT-515 Applied Human Physiology and Testing II (3)

#### **Health Communication**

- COMM-640 Public Communication Principles (3)
- COMM-642 Public Communication Management (3)

## **Graduate Certificate in Nutrition Education**

---

The nutrition education certificate program is designed for students who have earned a bachelor's degree and are interested in expanding their work to include nutrition education or for professionals who are involved with creating programs and implementing policy to address the obesity epidemic. This certificate is closely aligned to the M.S. in Health Promotion Management, which educates students to be leaders in the field of health promotion. Select courses in the certificate program are offered online throughout the year; however other courses will be offered in the classroom.

### **Admission to the Program**

Applications must include transcripts of all college work demonstrating a cumulative grade point average of 3.00 (on a 4.00 scale) in the last 60 hours of undergraduate work and in all graduate work. In addition, applicants are required to submit a statement of purpose and two letters of recommendation.

### **Certificate Requirements**

- 18 credit hours of approved course work with at least 6 credit hours at the 600-level or above, with grades of C or better. Grades of C- or D in certificate program courses are not accepted toward the fulfillment of certificate requirements, although these grades will be included in the calculation of

the GPA. Students must have at least a 3.0 GPA in certificate courses in order to be awarded a certificate. Students in certificate programs must take a minimum of 6 credit hours during each 12-month period and complete the certificate in four years. International students must enroll in 9 credit hours each semester (except for summer). A maximum of 3 credit hours earned at an accredited college or university may be applied toward the certificate as transfer credit.

### **Course Requirements**

#### **Core (12 credit hours)**

- HFIT-550 Programming for Health Promotion (3)
- HFIT-570 Strategies for Weight Control (3)
- HFIT-615 Lifecycle Nutrition (3)
- HFIT-645 Nutrition for Health (3)

#### **Electives (6 credit hours)**

- 6 credit hours from the following:
  - HFIT-510 Applied Physiology and Testing I (4)
  - HFIT-540 Health Communication (3)
  - HFIT-575 Global Health (3)
  - HFIT-580 Health Policy and Behavior Change (3)
  - EDU-620 Theories of Educational Psychology and Human Development (3)