

THIS IS AN ALPHABETICAL LIST OF COURSES THAT ARE APPROVED FOR RELATED COURSES/INTERPROFESSIONAL EDUCATION ON THE SPPA DEGREE PLAN.

IT IS THE STUDENT'S RESPONSIBILITY TO VERIFY THE COURSE IS BEING OFFERED, USING CLASS SEARCH, IN A GIVEN SEMESTER.

Related Courses

ANTH 20613 Intro to Physical Anthropology (NONE)
An introduction to the theories and methods of physical anthropology. Scientific study of human origins and evolution as reconstructed from the fossil record; patterns of anatomical, behavioral, and genetic similarities among the primates; applications of physical anthropology, such as forensic anthropology.

ANTH 20623 Intro to Cultural Anthropology (CA or GA; SS)
An introduction to the theories and methods of cultural anthropology. Comparative study of modern and historic cultures around the globe. Exploration of the meanings ascribed to human experience. Emphasis on such topics as: relativism, culture change, kinship, gender, globalization, identity, religion, sexuality, ritual, social stratification, ethnicity.

ANTH 30233 Sustainability: Environment, Social, Economic (CSV or GA)
The purpose of this course is to introduce students to the concept of sustainability from a multidisciplinary perspective. Sustainability includes a focus on the environment, social justice issues, and economic development that provides the basic needs for sustaining an acceptable quality of life. A focus on the global implications will be stressed and students will explore the connections between sustainability and citizenship and social values.

ANTH 30373 Medical Anthropology (CA, SS)
Prerequisite: ANTH 20623 or consent of instructor. Cross-cultural survey of cultural diversity and similarity in the interpretation of health, illness, and healing systems. Examines the interrelationship of culture, society, and health from local and global perspectives. Particular emphasis on the interactions of western and other medical systems.

ARED 10803 Basics in Art (FAR)
This course explores the profession of art education through experimentation in a variety of art media, field trips to various art education-related settings (museums, community centers, art therapy studios) and required observations of local elementary art classrooms. (Class meets 6 hours per week; students complete multiple independent visits to a local art classroom; studio art supplies are required.)

ARED 30013 Approaches to Studio Art
Basic craft techniques as a foundation for advanced study and as applicable to the classroom situation.

ARED 30803 The Child and Visual Arts (NONE)
Junior standing in art, and permission of instructor. Theory and practice in techniques and methods for elementary school art program.

BUSI 10013 Contemporary Perspective in Business (SS)

Prerequisite: 54 hours or less. Provides an overview of the theories, principles, practices and institutions that produce the goods and services and create most of the economic activity in modern societies.

ASST 20003 Intro to Asian Studies

BUSI 10013 Contemp Persp in Business

3 hours. Prerequisite: 54 hours or less. Provides an overview of the theories, principles, practices and institutions that produce the goods and services and create most of the economic activity in modern societies.

CHDV 25053 Children in Global Community (GA)

This course is designed to increase awareness about children's issues in the global community both historically and currently. It will focus on children's issues as well as intervention efforts across the globe. Along with class lectures, readings, and video supplements, students will be expected to participate in class discussions and presentations about current global issues. This course is designed to build insight and competency in students who desire to work with children in their future care.

CHDV 35053 Professional Development (NONE)

This course is designed to prepare students with professional competencies and knowledge in working with children and families. The course will be taught as a seminar style course with visiting professionals and professors teaching on topics such as: Crisis Prevention Intervention (CPI), Child CPR, Child Abuse Prevention and Reporting, Cultural Competencies, Communication Skills, Professional Ethics, Therapeutic Boundaries. At the end of the course, students will have skills and preparation for a variety of careers with children.

CHDV 40223 Fund of Child Life Practice (NONE)

Prerequ: PSYC 30503. This child life course will focus on children in the healthcare environment. It will include study in the following areas pertaining to child life specialists; documentation; scope of practice; impact of illness, injury, and health care of patients and families; family-centered care; therapeutic play; and preparing children for healthcare encounters and life-changing events.

CHDV 50433 Vulnerable Child I (NONE)

The Vulnerable Child is a two-part series of multidisciplinary courses which investigate the challenges faced by families and professionals who work with children who have emotional, behavioral, and/or physiological challenges. The Vulnerable Child I: Theory will focus on the theory and research which is the basis of these challenges. If our Hope Connection summer camp for adopted children is taking place, both Vulnerable Child courses are required before students can work in it. (Crosslisted as CHDV/PSYC 50433.)

CHDV 50443 Vulnerable Child II (NONE)

Prerequisites: PSYC/CHDV 50433. The Vulnerable Child is a two-part series of multidisciplinary courses which investigate the challenges faced by families and professionals who work with children who have emotional, behavioral, and /or physiological challenges. The Vulnerable Child II: Practice will focus on the training students need to evaluate and apply intervention strategies for these families and children based on the theory and research learned in the first course. Both Vulnerable Child I & II are required for students wishing to apply for Independent Studies' hours to work in The Hope connection summer camp for at-risk adopted children. (Crosslisted as CHDV/PSYC 50443.)

CHDV 50533 Case Studies in Child Development (NONE)

This course is designed to present an integrated and comprehensive overview of numerous issues in child development as well as treatments/solutions for those issues. This diverse array of developmental problems will be presented in a series of case-studies by professors from several departments as well as by community professionals who specialize in children's issues. This course is a requirement for the Child Development Minor as well as an elective course in Psychology. (Crosslisted as CHDV/PSYC 50533.)

CHIN 10153 Beginning Chinese (NONE)

This is an introductory Chinese course for students with no or little prior experience in standard Mandarin. It provides students a solid training in all four skills -- listening, speaking, reading and writing, with emphasis on practicing pronunciations and building vocabulary, as well as acquiring fundamental grammatical structures. In addition, Chinese cultures will be briefly taught throughout the class. No prerequisite.

CHIN 10163 Beginning Chinese II (NONE)

Prerequisite: CHIN 10153 with a C- or better. This course continually covers basic Mandarin Chinese to students who have already taken a semester in Chinese. It continues strengthening integrated training in all four skills -- listening, speaking, reading and writing, but more efforts will be given to spoken and reading practicing. In addition, Chinese cultures will be briefly noted throughout the class.

CRJU 20413 Intro. to Criminal Justice (CSV, SS)

An examination of the history, theory, and structure of the criminal justice system in the United States, with an emphasis on the various components of the criminal justice process including police, the courts, corrections.

CRJU 30233 Sustainability: Env/Social/Econ

The purpose of this course is to introduce students to the concept of sustainability from a multidisciplinary perspective. Sustainability includes a focus on the environment, social justice issues, and economic development that provides the basic needs for sustaining an acceptable quality of life. A focus on the global implications will be stressed and students will explore the connections between sustainability and citizenship and social values.

EDEC 20013 Science for Elementary Teacher

This course is designed to build the content knowledge and skills needed by Pre-Kindergarten through sixth grade teachers. The science content emphasized in this course aligns with the National Science Teachers Association standards as well as the content mandated by the State of Texas. The course will model inquiry teaching, engage students in constructivist science inquiry, and provide students with the materials needed to successfully teach science. It will build student understanding of science concepts through active learning experiences. This course is required for acceptance into the EC-6 program in the college of Education.

EDEC 30033 Creative Thinking – Play (NONE)

Prerequisites: Admission to the Teacher Education Program or written permission of the dean, College of Education. Concurrent enrollment in Junior 1 courses. This course is designed to prepare students for the challenges of teaching in child-centered environments that support creative development and

scientific and mathematical learning through play. The course framework provides a theoretical and research base for supporting creative thinking and play-based learning. Students learn strategies for enhancing creative development, inquiry and expression in the areas of art, music, dance and drama, and apply them in elementary school settings. Additionally, students learn how to plan and manage a classroom environment that fosters self-directed learning and opportunities for play.

EDEC 30073 Children's Literature (NONE)

Prerequisites: Student should be seeking EC-6 teacher certification. This course offers an introduction to the analytical study of children's literature with a focus on children's books that grapple with difficult social issues. We will explore books that go beyond "happily ever after," learning how authors deal with topics such as 9/11, homelessness, gangs, divorce, race, war, and the Holocaust. We will study novels, picture books, and film. While studying these texts, we will also discuss ways to integrate children's literature throughout the EC-6 curriculum--including a focus on content area reading strategies.

EDEC 30103 Intro. to Early Childhood Education (NONE)

Prerequisite for all EC-6 coursework. Directed toward affecting prospective early childhood teachers' insights with regard to classroom behavior in teaching; dealing with the factors of child learning; and examining children's development. Classroom practicum is required.

EDEC 30223 Educ: Elementary Curriculum: Reading (NONE)

Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Concurrent enrollment in Junior II courses. Block focuses on the study of the nature of literacy and second language learning processes and the relationship among these processes, young children, teachers, curriculum, and instruction. Emphasis is given to the guidance of students as they progress through the continuum of literacy abilities in phonics, decoding, vocabulary and comprehension in early childhood through grade 6. Introduces recent research, philosophies of instruction, curriculum development, literature, and assessments that can be used to improve students' reading and language abilities.

EDEC 30233 EDUC: Elem Curr: English as a Second Language (NONE)

Prerequisite: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Concurrent enrollment in Junior II courses. Principles and practices of first and second language acquisition in early childhood settings. Emphasis on the interrelatedness of language processing (reading, writing, speaking and listening) to facilitate the learner's ability to construct meaning. Strategies to enhance social-communicative and cognitive-academic language competencies are addressed. Assessment procedures appropriate to English language learners (ELL) are introduced

EDEC 41123 Learner-Centrd Teach: Families

Prerequisite: Admission to the Teacher Education Program, an Accelerated Masters program, and concurrent enrollment in Senior I courses. Provides a foundation for understanding basic concepts of the family system. This includes examining student assumptions about family characteristics, interactions, functions, and life cycle. Also students will learn communication skills for building relationships with family members as well as strategies for forming and guiding family engagement. Students will be exposed to varieties of family forms through didactic, interpersonal, and community/practical experiences.

EDMS 30103 Development Psych of Adolescents

(NONE)

Prerequisites: Students must be Education pre-majors, majors or minors who are seeking All-Level, Middle School, or Secondary School teacher certification. This course provides an introduction to selected theories of physical, cognitive, emotional, social, and identity development of adolescents. Special emphasis will be given to the practical application of developmental theory to educational contexts.

EDMS 30123 Educational Psychology

Prerequisite: Admission to the Teacher Education Program and EDUC 30143, EDUC 20003, EDUC 30103, EDUC 30013, with a co-requisite of EDUC 41151. Psychological bases of the education process; theories of learning and motivation; individual differences, teaching strategies. Includes observations of children and adolescents in classroom settings.

EDS 30013 Prof. Roles and Responsibilities

(CSV, WEM)

Prerequisites: Admission to Teacher Ed. or permission from Dean. The focus of this course will be on philosophical and historical foundations of (U.S.) education with an emphasis on the moral and ethical responsibilities of the school educator. The evolution of assessment and the call (and need) for literacy, from the educator role and responsibility perspective, will also be examined. (Offered as EDMS, EDSE, or EDUC credit.)

EDSE 40213 Promote Literacy: Content Areas

(NONE)

Prerequisites: Teacher ED; EDUC 20003, EDMS 30103; EDMS 30013; EDMS41151 (co-requisite). A course designed to acquaint the preservice teachers with strategies which facilitate middle and secondary students' use of reading and writing to learn from information texts. A component of this course is a field-based practicum. (Offered as EDMS, EDSE, or EDUC credit.)

EDSE 50463 Methods for TCH SEC SOC ST

(WEM)

Prerequisites: Teacher ED; EDUC 20003, EDMS 30103; EDMS 30013; EDMS41151 (co-requisite). This course will use the Texas Essential Knowledge and Skills (TEKS) and the national Council of Teachers of Social Studies as a framework to help students examine content methodology, skills, and materials used to teach social studies to adolescents in secondary grades. Students will engage in hands-on investigation, class discussion, readings and field placements with emphasis on developmentally appropriate practices in social studies instruction. Procedures for planning, implementing, and reflecting on social studies instruction will be used in school settings.

EDSE 50153 Lit for Adolescents

(NONE)

Prerequisites: Teacher ED or permission of Dean. This course provides an overview of young adult literature (YAL), while also exploring issues related to the use of YAL in the middle & secondary English classroom. The course provides students with opportunities to study the critical and pedagogical theories that inform the study of adolescent literature. There is a field based teaching component in a middle or secondary English classroom.

EDSP 30603 Study of Exceptional Students

(NONE)

Prerequisites: Teacher ED; EDUC 20003, EDMS 30103; EDMS 30013; EDMS41151 (co-requisite). A survey of programs for school-aged students with mental, physical and emotional deviations. (Offered as EDMS, EDSE, EDSP, or EDUC credit.)

EDSP 50273 Technology for Diverse Learners (NONE)
Prerequisites: EDUC 30113 and EDSP 30603. An overview of using Universal Design for Learning to meet the differing educational needs of all students, including those who have disabilities. Addresses legal requirements for assistive technology, technology selection, resource accessibility, differentiated instruction, and factors related to successful implementation of technology in inclusive classrooms.

EDSP 50663 Motivating and Management Student Class (NONE)
Prerequisites: EDMS 30123; EDMS 30113, EDMS 20603; EDMS 40213; EDMS 41151 (co-requisite).
Research-based methods for creating positive classroom and school climates, organizing and managing classrooms, improving instruction, dealing with classroom discipline problems, and developing prosocial behaviors in children and youth. (Offered as EDMS, EDSE, or EDSP credit.)

EDSE 30103 Develop Psych of Adolescence (NONE)
Prerequisites: Permission of Dean. This course provides an introduction to selected theories of physical, cognitive, emotional, social, and identity development of adolescents. Special emphasis will be given to the practical application of developmental theory to educational contexts.

EDSE 50173 Development of Written Communication (WEM)
Prerequisites: Permission of Dean. This course is a study of the developmental process of written communication as it relates to literacy development in upper elementary, middle school and high school students. This course will present methods of increasing students' written communication skills.

EDSP 30243 Academic Success in Spec ED (NONE)
Prerequisites: Permission of Dean. This course focuses on procedures and processes for assessing and teaching basic academic skills including oral language, reading, written language and math skills to students with disabilities. Individual education program planning and monitoring also will be addressed.

EDSP 50013 Literacy Methods in Spec. Education (NONE)
Prerequisites: Permission of Instructor. This course addresses research-based assessment and instructional methods in the area of literacy for students receiving special education services.

EDUC 20003 Crit Investigating: Teaching and Learning
This course will provide a careful and systematic exploration of teaching in public schools and a better understanding of the variety of student learning demands that teachers face. Moreover, class members will be expected to assess the quality and appropriateness of schooling processes for children at all levels from pre-school through high-school. These judgments will be made based on extended field experiences in public schools, as well as study of materials regarding best practices in schools.

EDUC 30123 Educational Psychology (NONE)
Prerequisites: Teacher ED; EDUC 30143, EDUC 20003, EDSE 30101; EDSE 41151 co-requisite.
Psychological bases of the education process; theories of learning and motivation; individual differences, teaching strategies. Includes observations of children and adolescents in classroom settings. (Offered as EDMS, EDSE, or EDUC credit.)

EDUC 30143 Child and Adolescent Development (NONE)

Introduction to theories of child and adolescent development emphasizing ages 5-18. Physical, cognitive, emotional and social aspects of development will be considered. Includes observations of children and adolescents in informal settings.

EDUC 50003 Diversity in American Education (CA)

Prerequisites: Dean permission. This course will equip educators with the necessary skills for multiethnic school environments. It focuses on developing an awareness of how education is connected to wider structures of social, cultural, economic life and encourages not only critical examination, but also discussion of alternatives to the present reality.

EDUC 50213 Seminar in Bilingual Education

Prerequisites: Admission to the Teacher Education Program or written permission of the Dean, College of Education. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

EDUC 50503 Foundations in Language Acquisition (NONE)

Prerequisites: Dean permission; EDMS/EDSE 50223. Course includes overview of language concepts, language learning research and theories, socio-cultural context for language development and program types. Overview of historic and current trends, policies and social issues affecting the education of linguistic minorities. Assessment procedures appropriate to second-language learners are introduced.

EDUC 50513 Current/Instruction Sec Lang Class (NONE)

Prerequisites: Dean permission. Curricular and instructional principles and practices to meet the academic development needs of first and second language learners in the classroom. Emphasis on strategies for providing content-area instruction and establishing learner-centered environments within various ESL settings. Texas requirements for second language learners are addressed. (Offered as EDEL or EDSE credit.)

EDUC 50213 Seminar in Bilingual Education

Prerequisites: Dean permission. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

ENGL 20103 Reading as a Writer (HUM, LT)

Introduces concepts of close reading and the creative writing workshop. Engages questions of the role of reading in culture, its impact on understanding complex issues, and the connection of reading to composing.

ENGL 30103 Intro to Literary Theory (WEM)

Prerequisites: ENGL 10803 ENGL 20803 or any 2000 ENGL course. An introductory investigation into the peculiar aesthetic problems involved in reading and interpreting literary language. Particular attention is given to the tensions between literature, readers, and cultural contexts. Both traditional and contemporary approaches are examined. Readings range from folk tales to literary classics to recent writing in the philosophy of language.

WRIT 20303 Writing Games (CA)

Students explore the rhetorical dimensions of writing within and about games, considering both how games are a form of writing and writing hybridizes genre conventions. While both games and writing have long been important elements of culture, students in this class will come to a better understanding of how the two are mutually informative. Students will consider how games inform writing, how writing informs games, and how both games and writing compose the world at large.

FNRT 20903 Children and the Fine Arts (FAR)

This multidisciplinary course will provide elementary education, child development and other interested majors with the experiences and tools to design meaningful arts learning experiences for children. Students will spend five weeks in each art content area: visual art, music, and dance. Students will develop their creative capacities in each of these disciplines by examining and critiquing art, creating art and designing elementary art curricula

FREN 10153 First Sem College French

A beginning course in French intended for students with no previous knowledge of the language, or insufficient knowledge to qualify for placement into a more advanced course. The four skills of listening, speaking, reading and writing are taught at the elementary level, with an emphasis on oral proficiency in everyday situations encountered in French-speaking countries. No prerequisite.

FREN 10163 Second Sem Coll French

Prerequisite: FREN 10153 with a grade of C- or better, or permission. Continuation of FREN 10153.

FREN 20053 Third Sem College French

Prerequisite: FREN 10163 with a grade of C- or better or appropriate score on an approved placement test. Continues development of the skills of listening comprehension, speaking, reading, and writing on the intermediate level. Includes regular language laboratory assignments.

FREN 20063 Fourth Sem College French

Prerequisite: FREN 20053 with a grade of C- or better, or permission. Enhances language skills on the intermediate level through a combination of readings and oral activities. Emphasizes acquisition of active and passive vocabulary.

GRMN 10153; 10163; 10173 German I, II, III (NONE)

A beginning course in German intended for students with no previous knowledge of the language, or insufficient knowledge to qualify for placement into a more advanced course. The four skills of comprehension, speaking, reading, and writing are taught at the elementary level, with an emphasis on oral proficiency in everyday situations encountered in German-speaking countries. Substantial language laboratory assignments required. No prerequisite. GRMN 10153 with a grade of C- or better, or appropriate score on the CLEP test, AP exam or G-CAPE placement test, or permission. Continues GRMN 10153. Further develops the skills of listening, comprehension, speaking, reading, and writing. Includes regular language laboratory assignments. GRMN 10163 with a grade of C- or better, or appropriate score on the CLEP test, AP exam, or G-CAPE placement test, or permission. Continues GRMN 10163. Further develops the skills of listening comprehension, speaking, reading, and writing. Includes regular language laboratory assignments.

GRMN 20063 Intermediate (NONE)

Prerequisites: GRMN 10173 with a grade of C- or better, or appropriate score on the CLEP test, AP exam, or G-CAPE placement test, or permission. Enhances language skills on the intermediate level through a combination of readings and oral activities. Emphasizes acquisition of active and passive vocabulary.

HCOL 40023 On Human Nature

An examination of the development of our self-understanding, the origins of human culture and the study of contemporary culture as it affects the individual.

HCOL 40033 Nature of Values

An examination of contemporary value systems through the study of certain intrinsic values as revealed in a variety of readings, thought patterns and human creations.

HCOL 40043 Nature of Society

An examination of the structure, functions, and processes of our social, political, and economic institutions.

HLTH 20203 Health and Wellness Concepts

(NONE)

A survey course designed to study basic health concepts and information relative to general areas of health. Relation of these concepts to personal lifestyles and healthy decisions.

HLTH 30203 Health and Stress Management

(NONE)

A study of physiological, psychological, and sociological aspects of stress as related to overall health. Responses such as anger, fear, and depression with their underlying mechanisms in states of health and disease will be examined. Emphasis is on identification of stressors and methods of prevention and coping with them.

HLTH 40203 Study of Human Disease

(NONE)

Prerequisites: KINE 10603; BIOL 10504; BIOL 20214 or consent of instructor. An overview of the processes in human disease. The etiology, symptoms, treatment, and preventive measures of various diseases. Concepts of wellness are discussed.

ITAL 10153 First Sem Coll Italian

(NONE)

No prerequisite. A beginning course in Italian intended for students with no previous knowledge of the language, or insufficient knowledge to qualify for placement into a more advanced course. The four skills of listening, speaking, reading, and writing are taught at the elementary level, with an emphasis on oral proficiency in everyday situations encountered in Italy or any other Italian-speaking region (e.g., southern Switzerland).

ITAL 20053 Third Sem Coll Italian

(NONE)

Prerequisites: ITAL 10163 or college-level placement. Further develops the skills of listening comprehension, speaking, reading, and writing. Includes language laboratory assignments.

ITAL 10163 Second Sem Coll Italian

(NONE)

Prerequisites: ITAL 10153. Continuation.

ITAL 20063 Fourth Sem Coll Italian

(NONE)

Prerequisites: ITAL 20053. Combines a "targeted" review of grammatical topics with work in reading and writing that goes beyond the level of third semester. Class discussions in Italian. In addition, there will be substantial assignments involving audio and video material.

ITAL 20063 Fourth Sem Coll Italian

Prerequisite: ITAL 20053 with a grade of C- or better, or permission. Combines a "targeted" review of grammatical topics with work in reading and writing that goes beyond the level of third semester. Class discussions in Italian. In addition, there will be substantial assignments involving audio and video material.

ITAL 30990 International ResidentI Study

JAPN 20053 Third Semester Coll Japanese

(NONE)

Prerequisites: JAPN 10163. Continues JAPN 10163. Further develops aural comprehension, speaking, reading, and writing skills. Assignments will include written work in Japanese.

JAPN 10163/JAPN 10153 1st and 2nd Semester

(NONE)

Prerequisites: JAPN 10153

JAPN 20053 Third Sem Col Japanese

Prerequisite: JAPN 10163 with a grade of C- or better, or permission, or acceptable score on appropriate competency test. Continues JAPN 10163. Further develops aural comprehension, speaking, reading, and writing skills. Assignments will include written work in Japanese.

JAPN Japanese For Daily Use

KINE 30833 Phys Activity and Disability

(NONE)

Prerequisites: KINE 10603 or consent of instructor. An overview of common disabilities and relationship to appropriate physical activity experiences. Emphasis is placed on motor, fitness, and sport needs of persons with disabilities in clinical, therapeutic, and community settings.

KINE 30423 Motor Development

(NONE)

Prerequisites: KINE 10603 or consent from instructor. An examination of human motor behavior from birth to adulthood. Emphasis placed on the development of fundamental skills and their effect on future motor performance.

LTNO 20003 - Introduction to Latina/o Studies

(NONE)

(NOT OFFERED CURRENTLY – LISTED IN CATALOG)

This course is an introduction to the study of characteristics and experiences of the Latina/o community in the United States. As we review the historical, social, political, religious, anthropological aspects, among others, we will evaluate the diversity within the community in order to locate this group within the United States society. Finally, we will concentrate on topics that are relevant to this group, like immigration, transnationalism, popular culture, among others.

MATH 20043 Math for Elementary Teachers

Prerequisites: Completion of the Core curriculum Mathematical Reasoning requirement. A mathematics content course for EC-6 Education Majors. The basic foundations of mathematics will be stressed in the

development of problem-solving skills and an understanding of the operations and properties of the real number system and basic topics in geometry. Note: this course may not be counted toward a major or minor in Mathematics, nor does it satisfy the core mathematical reasoning requirement.

NTDT 20403 – Nutrition

(NONE)

The science of nutrition integrating physiological, biochemical, and psychological aspects of food ingestion and nutrient utilization. Students will not receive credit for both NTDT 20403 and 10201.

NTDT 21163 - Food and Culture

(CA)

Attributes: Course has web component.

This course addresses the cultural and social meanings of food. It explores the study of world food patterns, including food customs of peoples with different ethnic backgrounds. An emphasis is placed upon the significance of the social, economic, religious, and aesthetic aspects of food customs. Learning activities include lectures, group discussions, film/videos, mapping, cooking demonstrations and food tastings, and individual field experiences.

NTDT 30113 - Infant and Child Nutrition

(WEM)

Emphasizes the significance and role of nutrition during pregnancy, lactation, and childhood. Nutritional needs and assessment of mother, infant and children under normal and special circumstances will be discussed. Credit cannot be earned for both NTDT 30113 and 30123.

NTDT 30123 - Nutrition Throughout the Life Cycle

(WEM)

A study of the relationship of nutritional requirements to the life cycle, prenatal to old age; cultural and socioeconomic factors related to food with major focus on nutrition and health; nutritional assessment; interrelationships of nutrients; other nutrition related issues such as dental health, weight management, athletic training, drugs and alcohol, government agencies, and nutrition education for all age groups. Credit cannot be earned for both NTDT 30113 and 30123.

NTDT 30331 - Medical Terminology 1

Attributes: Course has web component.

Prerequisites: NTDT 20403 and 30123. Terminology describing normal anatomical, physiological, and psychological conditions and those related to disease and its treatments. For students entering nutrition, dietetics, and allied health professions. Students must be concurrently enrolled in NTDT 30333 - Medical Nutrition Therapy I or obtain permission from instructor.

NTDT 30333 - Medical Nutrition Therapy I

(NONE)

Prerequisites: NTDT 20403 and 30123, CHEM 30123 and BIOL 20214, or permission of the instructor.

Knowledge and skills necessary for nutrition assessment as a component of Medical Nutrition Therapy. Lecture and laboratory format provide skill enhancement in nutrition counseling, dietary evaluation, nutrition support, and calculation of therapeutic diets.

NTDT 40363 - Community Nutrition

(CSV)

Prerequisites: NTDT 30123, 30303, or permission of instructor. Nutritional problems and the services available in the community. Management of nutrition services, provision of nutrition information to the public, and the legislative process.

NURS 10303 - Human Development

(SSC)

Open to all majors. Prerequisite: a C or better in PSYC 10213. Introduces the student to principles of growth and development throughout life cycle from conception to death. Provides an overview of the major theories of human development.

NURS 30063 - Global Perspectives in Health

(CA or GA; SSC)

The course examines selected cultures in an international setting. Social and scientific factors are related to health beliefs and practices and health care delivery systems of the country visited and examined. Critical analysis of selected topics will be accomplished. Open to all majors. Usually taught in summer abroad program.

NURS 40053 Critcl Inquiry Hlth/Care Del

PHYS 20053 Physics of Music and Sound

PSYC 10213 - General Psychology

(CA)

One of the prerequisites for higher-level psychology courses. The science of psychology, integrating biological, social, cognitive, and learning influences on behavior; basic behavior processes, and principles of human and infrahuman behavior. Credit cannot be given for both PSYC 10213 and either 10514 or 10524.

PSYC 10514 Principles of Behavior I

Recommended for B.S. in Psychology. An introduction to the scientific study of behavior. The nature of scientific inquiry of behavior and relevant basic behavioral processes will be discussed. Three hours lecture and two hours laboratory per week. Credit cannot be given for both PSYC 10213 and 10514.

PSYC 20333 - Basic Leadership Theory and Skills

(CSV)

Prerequisite: Sophomore standing. Students will explore answers to fundamental questions about the psychology of leadership. Emphasis is on psychological theories and how they address the issue of "self-leadership". Psychological approaches to the measurement of leadership effectiveness will be used to critically evaluate various contemporary models found in popular culture.

PSYC 30313 - Developmental Psychology

(NONE)

Prerequisites: PSYC 10213 or 10514 or 10524. This course explores the stages of development, including infancy, early and middle childhood, adolescence, adulthood, and the end of life, from a lifespan perspective of human development, including physical, cognitive, and psychosocial changes. Credit will only be given for one of these courses: PSYC 30313, EDUC 50143, or NURS 10303.

PSYC 30323 - Child Psychology

(NONE)

Prerequisite: PSYC 10213, or 10514, or 10524. Human behavior from conception to adolescence; the influences of heredity and maturation, physical, social and cognitive development, with child observations.

PSYC 30353 - Social Psychology

(NONE)

Prerequisite: PSYC 10213, or 10514, or 10524. Methods and principles related to the experience and behavior of individuals in interaction with each other, in group situations, and in relation to items in the sociocultural setting. Credit cannot be given for both PSYC 30343 and PSYC 30353.

PSYC 30363 Abnormal Psychology

Prerequisite: PSYC 10213, or 10514, or 10524 and junior standing. Personality and behavior processes in normal and deviant personalities; variations and causes of psychopathology, problems of classification, diagnosis and management.

PSYC 30453 - Memory and Cognition

(WEM)

Prerequisite: PSYC 30503. An overview of major issues and topics in modern cognitive psychology with particular emphasis on interpreting basic research in memory and cognitive processes.

PSYC 30483 - Human Neuropsychology

(NONE)

Prerequisites: PSYC 10213, or 10514, or 10524, or approval of instructor. Presents an approach to the study of human brain function by examining the behavioral syndromes resulting from neurological disease and brain damage. Topics will include an overview of the nervous system; neuropsychological assessment; cortical dysfunction; language disorders; developmental neuropsychology; and recovery of function following brain trauma.

PSYC 30503 Behavioral Research

Prerequisite: PSYC 10213, or 10514, or 10524, plus MATH 10043. Basic elements of behavioral research-planning, execution, analysis, and interpretation. Includes selection of research problems, measurement of behavioral constructs, development of instruments, and experimental and non-experimental designs as well as the basic statistical methods and concepts needed in behavioral research.

PSYC 30623 Families and Child Adjustment

PSYC 30633 Social and Emotional Development

PSYC 40413 - Cognitive Development

(NONE)

Prerequisite: PSYC 30323 or 30503 or 30453, or approval of instructor. Major periods of cognitive development including infancy, early childhood, middle childhood, and adolescence; development of cognitive skills such as reasoning, problem solving, memory, language, and perception; acquisition of applied cognitive skills such as arithmetic, reading, writing, and physics.

PSYC 30513 - Fundamentals of Learning

(NONE)

Prerequisite: PSYC 30503. This course is concerned with the discipline of learning psychology and its application to the study of behavior in human and non-human animals. We will not, however, be directly concerned with methods and issues in Educational or Applied branches of Psychology. IN this course, learning is the informal process by which we learn to adapt our behaviour through experience. Students will become familiar with concepts and theory related to how this type of learning is achieved. This course will include empirical research on topics such as reflexes, orienting mechanisms, associative conditioning (Pavlovian and instrumental), memory processes, stimulus control, and choice behavior.

PSYC 40403 - Psychology of Counseling

(NONE)

Prerequisite: PSYC 10213, or 10514, or 10524, or approval of instructor. Counseling in institutional, educational, and community settings; roles and functions of counselors; the relations of the counselor in different settings with clients and organizations.

PSYC 50401 - Neurobiology of Aging

(NONE)

Prerequisites: permission of instructor. The current literature associated with the neurobiology of aging, modern research techniques and recent developments in neuroscience and aging research are

discussed. This is a participation course in which advanced undergraduate and graduate students will present manuscripts, explain research hypotheses and methodologies and explain results. Open discussion of these papers will include faculty from Biology and Psychology. Topics presented will differ by semester. The course may be repeated three times (taken a maximum of four semesters in all.) Crosslisted as BIOL/PSYC 50401.

PSYC 50433 - Vulnerable Child I: Theory (NONE)

The Vulnerable Child is a two-part series of multidisciplinary courses which investigate the challenges faced by families and professionals who work with children who have emotional, behavioral, and/or physiological challenges. The Vulnerable Child I: Theory will focus on the theory and research which is the basis of these challenges. If our Hope Connection summer camp for adopted children is taking place, both Vulnerable Child courses are required before students can work in it. (Crosslisted as CHDV/PSYC 50433.)

PSYC 50443 - Vulnerable Child II: Practice (NONE)

Prerequisites: PSYC/CHDV 50433. The Vulnerable Child is a two-part series of multidisciplinary courses which investigate the challenges faced by families and professionals who work with children who have emotional, behavioral, and /or physiological challenges. The Vulnerable Child II: Practice will focus on the training students need to evaluate and apply intervention strategies for these families and children based on the theory and research learned in the first course. Both Vulnerable Child I & II are required for students wishing to apply for Independent Studies' hours to work in The Hope connection summer camp for at-risk adopted children. (Crosslisted as CHDV/PSYC 50443.)

PSYC 50533 - Case Studies in Child Development (NONE)

This course is designed to present an integrated and comprehensive overview of numerous issues in child development as well as treatments/solutions for those issues. This diverse array of developmental problems will be presented in a series of case-studies by professors from several departments as well as by community professionals who specialize in children's issues. This course is a requirement for the Child Development Minor as well as an elective course in Psychology. (Crosslisted as CHDV/PSYC 50533.)

PSYC 50563 - Developmental Psychology (NONE)

Prerequisite: Senior or graduate standing in psychology, or permission of instructor. Data and research methods related to the development of the human organism from its prenatal origins through old age.

SOCI 20213 - Introductory Sociology (CA, SSC)

Differing patterns of human relationships; application of sociological concepts to the understanding of human behavior.

SOCI 30233 Sustainability: Env/Social/Econ

The purpose of this course is to introduce students to the concept of sustainability from a multidisciplinary perspective. Sustainability includes a focus on the environment, social justice issues, and economic development that provides the basic needs for sustaining an acceptable quality of life. A focus on the global implications will be stressed and students will explore the connections between sustainability and citizenship and social values.

SOCI 30303 - Marriage and the Family (CA, SSC)

Macro and micro social factors that shape American families, theoretical and empirical analysis of family dynamics and family policy.

SOCI 40523 - Health, Illness and Medicine

(NONE)

Prerequisite: SOCI 20213, or 20223, or permission of instructor. Critique of the changing structure and functioning of the institution of medicine in America and the continuing inter- and intra-institutional contention for authority. Focus on current issues, problems, and trends such as litigation, governmental financing and regulation, corporate entry into medical care, sexism in medicine, and alternative medicines and practitioners.

SOCI 30343 - American Minority Groups

(CA)

Prerequisite: SOCI 20213 or 20223, or permission of instructor. Theories of the dynamics of prejudice, discrimination, and racism at the individual and societal/institutional level are examined. Suggestions on the reduction of individual, group, and institutional racism are analyzed. The status of various racial and ethnic groups are discussed. Contemporary racial issues are critically evaluated.

SOCI 30643 - Sociology of Aging

(NONE)

The sociological and social psychological examination of the impact of aging on the individuals and on society. Focus is on defining demography of aging, the problems, public perceptions and stereotypes, concepts and theoretical perspectives on aging, age norms and constraints, adjustment patterns and changing lifestyles in old age, retirement, death and dying, exploitation, and politics of aging. Societal issues that confront older Americans are discussed. The course is primarily concerned with aging in the United States.

SOWO 30553 - Social Work with Adolescents

(NONE)

Prerequisite: SOWO 10833 or permission of instructor. The problems and stresses of biological, psychological and social changes affecting adolescents are discussed. Emphasis is on how social workers use this information to address the problems of adolescent clients through intervention.

SOWO 10833 - Introduction to Social Work

(CSV, SSC)

Introduces students to the social work profession including its historical development and process of professionalization. Discusses the knowledge, value, and skill components of social work practice, the variety of practice settings, and the types of client populations served.

SOWO 30573 - Child Welfare

(NONE)

Prerequisite: SOWO 10833. The social welfare system as it affects children in American society. The historical development of the system, the existing structure and the processes through which present policies have been established. Child welfare agencies and programs, principles and policies on which children's services are based, social and legislative issues relevant to children and children's programs, and specific techniques for working with children are included.

SOWO 30843 Human BehavSoc Envir I

Prerequisite: SOWO 10833 or permission of instructor. Theories of human development and functioning within societal and family contexts. The life cycle of the individual from conception to adulthood. Theories of diversity and problem behavior. Effects of ethnicity, gender, ability, sexual orientation, lifestyle, socioeconomic status, age marginality and oppression on human development and social functioning.

SOWO 40413 Animal Asstd Therapy and SW

Prerequisites: SOWO 10833, or permission of instructor. Discusses the use of animal assistance as a therapeutic intervention in working with clients in a variety of settings. The theory and practice of animal assistance and the research findings on the effectiveness of animal assistance are included. Class includes lecture, visits to therapeutic sites, and guest speakers.

SOWO 40563 Death and Dying

Prerequisites: SOWO 10833 or permission of instructor. This course will give students an opportunity to explore and understand their perceptions and beliefs of death and dying and how individual cultural differences influence that experience and will prepare them for working with clients on grief and loss.

SOWO 40883 Diversity and Social Justice

Prerequisites: SOWO 10833, or permission of instructor. This course helps students distinguish between myth and reality about cultural, ethnic, gender, sexual orientation, age and ability differences by thinking critically about diversity. Applications to American and global societies are made and experiential content is stressed.

SOWO 30863 - Social Welfare Policy

(CSV, SSC)

Prerequisites: SOWO 10833 or permission of instructor. The historical development of social welfare policies in the U.S. Major legislative enactments that established the existing welfare structure. Social, economic, and political factors influencing the development of policy. Analysis of social welfare issues currently facing the U.S.

SOWO 40453 - Social Work Practice with Diverse Populations

(CA)

Prerequisite: SOWO 10833, or permission of instructor. Study of social work practice theory, methods, and skills for working with diverse and oppressed populations. Concepts and principles related to culturally competent practice in a range of situations will be covered. Case materials and role playing exercises are included.

SOWO 40863 - Social Work with Groups and Families

(NONE)

Prerequisite: SOWO 10883 or permission of instructor, and concurrent enrollment in SOWO 40423 and 40886. A study of the methods, skills, and value base used in the practice of social work. Concepts and principles applicable to a range of situations requiring social work intervention to deepen understanding of the intervention process with groups and families. Case material and role playing exercises is included.

SPAN 10103 - Spanish for Beginners 1

(NONE)

A beginning course intended for students with no previous knowledge of the language. The skills of comprehension, speaking, reading, and writing are taught at the elementary level, with an emphasis on oral proficiency in everyday situations encountered in Spanish-speaking countries. (No credit given to native or heritage speakers.)

SPAN 10203 - Spanish for Beginners 2

(NONE)

Prerequisite: SPAN 10103 or SPAN 10113 or equivalent. A beginning course intended for students with minimal formal study and very limited knowledge of Spanish grammar and culture. The skills of comprehension, speaking, reading, and writing continue at the elementary level, with an emphasis on oral proficiency in everyday situations encountered in Spanish-speaking countries. Equivalent to SPAN 10213. (No credit given to native or heritage speakers.)

SPAN 10213 - Intensive Span for Beginners 2 (NONE)
Prerequisites: SPAN 10103 or 10113 or equivalent. Continuation of SPAN 10103 or 10113 taught at an accelerated rate for eight weeks intended for students with minimal formal study and very limited knowledge of Spanish grammar and culture. The skills of comprehension, speaking, reading, and writing continue to be taught at the elementary level, with an emphasis on oral proficiency in everyday situations encountered in Spanish-speaking countries. A student cannot receive credit for both SPAN 10213 and 10203. (No credit given to native or heritage speakers.)

SPAN 20103 - Intermediate Spanish 1 (NONE)
Prerequisite: SPAN 10203 or SPAN 10213 or equivalent. Further development of the integration of comprehension, speaking, reading, and writing skills on an intermediate level. (No credit given to native speakers; heritage speakers may receive credit with permission of the department.)

SPAN 20113 - Intensive Intermediate Span 1 (NONE)
Prerequisites: SPAN 10203 or 10213 or equivalent. Course is taught at an accelerated rate for eight weeks following the study of beginning Spanish with focus on the integration of comprehension, speaking, reading, and writing skills on an intermediate level. A student cannot receive credit for both SPAN 20113 and 20103. (No credit given to native speakers; heritage speakers may receive credit with permission of the department.)

SPAN 20203 - Intermediate Spanish 2 (NONE)
Prerequisite: SPAN 20103 or SPAN 20113 or equivalent. Continuation of SPAN 20103 or 20113 with focus on the integration of comprehension, speaking, reading, and writing skills on an intermediate level. (No credit given to native speakers; heritage speakers may receive credit with permission of the department.)

SPAN 20213 - Intensive Intermediate Span 2 (NONE)
Prerequisites: SPAN 20103 or 20113 or equivalent. Course is taught at an accelerated rate for eight weeks and is a continuation of SPAN 20103 or SPAN 20113 with an integration of comprehension, speaking, reading, and writing skills on an intermediate level. A student cannot receive credit for both SPAN 20203 and SPAN 20213. (No credit given to native speakers; heritage speakers may receive credit with permission of the department.)

SPAN 31103 - Oral Communication in Spanish (NONE)
Prerequisite: SPAN 20203 or 20213 or equivalent. Development of oral proficiency skills through intensive practice in a wide variety of common situations and topics. (No credit given to native speakers; heritage speakers may receive credit with permission of the department.)

SPAN 31203 - Writing in Spanish (WEM)
Prerequisites: SPAN 20203 or 20213 or equivalent. Development of writing skills in Spanish through intensive practice toward consolidation of independence and confidence with writing ability. Includes directed compositions, editing techniques, and a review of challenging grammatical concepts.

SPAN 31303 - Intro to Spanish Linguistics (NONE)
Prerequisites: SPAN 20203 or 20213. The purpose of this course is to provide basic knowledge of various fields within Spanish linguistics. Students will be exposed to linguistic structures such as phonology (pronunciation), morphology (word formation), syntax (sentence formation), semantics (meaning) and other linguistic subfields, including sociolinguistics, psycholinguistics, and dialectology.

SPAN 31403 - Advanced Spanish Grammar

(NONE)

Prerequisites: SPAN 20203 or 20213 or equivalent. Theory and practice of more advanced Spanish grammatical structures. Guided and creative exercises and compositions.

SPAN 31503 - Intro Span Health Professions

(NONE)

Prerequisites: SPAN 20203 or 20213 or equivalent. Course provides the student with basic oral, written and reading skills for Spanish for healthcare purposes, as well as an understanding of cultural differences. Students will learn to communicate with patients, focusing on the critical areas of acquiring basic patient information, understanding symptoms, dispensing medical advice, and discussing treatment and medication.

SPAN 31803 - Service-Learn Latino Community

(NONE)

Prerequisites: SPAN 31103 (30303) or SPAN 31203 (30503) or SPAN 31403 (30203) or the equivalent. Course emphasizes increasing fluency in comprehension, speaking, reading, and writing skills as well as understanding of cultural issues while performing service in a Spanish-speaking atmosphere in the community. Students are required to spend several hours providing service for a community partner to improve their language skills and appreciation for the Latino community.

SPAN 42503 - Adv Span Health Professions

(NONE)

Prerequisite: SPAN 31503. This course builds on knowledge acquired in the introductory course on Spanish for the Health professions. Course provides the student with advanced oral, written and reading skills in Spanish for healthcare purposes, as well as an understanding of cultural differences. Students will develop lexical knowledge related to the medical field and discuss current medical events. Experiential/service-learning in local hospitals is part of the course whereby students will begin to apply the information learned in the course to enhance their communication with patients.

WRIT 30223 - TechWriting & InfoDesign

(WEM)

Prerequisites: ENGL 10803 or 10833, ENGL 20803 or 20833, and at least one 10000- or 20000-level ENGL course. A course in practical communication with a concentration on report writing, including oral presentations and use of visual materials. Assignments are tailored to fit students' major fields and professional interests.