

# COURSE DESCRIPTIONS

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# (ACCT) Accounting

## Undergraduate Courses

- ACCT 200 **INTRODUCTORY FINANCIAL ACCT** (3) A foundation course which provides an introduction to fundamental concepts and to the financial statements.
- ACCT 201 **INTRODUCTORY MANAGERIAL ACCT** (3) Management's use of accounting data in planning, operations, controlling activities, and decision making. Pre-requisite: ACCT 200
- ACCT 300 **INTERMEDIATE FINANCIAL ACCT I** (3) Study of financial accounting theory and principles applicable to the accumulation, analysis, measurement, reporting, and interpretation of selected economic events. The first of a two course sequence. Pre-requisite: ACCT 200-minimum grade of "C", ACCT 201-minimum grade of "C"
- ACCT 301 **INTERMEDIATE FINANCIAL ACCT II** (3) This course is the second of a two course sequence focusing on the study of financial accounting theory and principles. Pre-requisite: ACCT 300-minimum grade of "C"
- ACCT 303 **CO-OP EDUCATION/ACCOUNTING: JR** (3) An elective cooperative experience where students earn academic credit while performing approved accounting-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, Department approval required
- ACCT 311 **INTRODUCTION TO TAXATION** (3) This is an introduction to the tax concepts of income and expense for C-corporations, partnerships, S-corporations, and individuals, with emphasis on both planning and compliance. Pre-requisite: ACCT 200-minimum grade of "C"
- ACCT 312 **VOLUNTEER INCOME TAX ASSISTANCE** (3) A service learning course that includes additional study of federal and state income tax topics, marketing and administration of tax preparation services, and preparation of federal and state income tax returns for low income and elderly taxpayers. Pre-requisite: ACCT 311 or equivalent with grade of C or better
- ACCT 321 **COST ACCOUNTING** (3) The study of the process of measuring, interpreting, and communicating information that assists managers in achieving organizational goals. Pre-requisite: ACCT 200-minimum grade of "C", ACCT 201-minimum grade of "C"
- ACCT 350 **FINANCIAL ANALYSIS FOR MANAGERS** (3) This is an overview of corporate financial reporting, emphasizing the areas of financial statement presentation, disclosure, and analysis. Pre-requisite: ACCT 201
- ACCT 403 **CO-OP EDUCATION/ACCOUNTING: SR** (3) An elective cooperative experience where students earn academic credit while performing approved accounting-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA
- ACCT 421 **AUDITING** (3) This course is an introduction to auditing concepts, standards and procedures related to the planning and execution of financial and operational audits. The course also includes topics of internal controls and professional ethics. Pre-requisite: ACCT 301-minimum grade of "C"
- ACCT 431 **ADVANCED FINANCIAL ACCOUNTING** (3) Study of the theory and practice of accounting with application to business and non-business enterprises. Topics include: mergers and acquisitions, consolidated financial statements, foreign currency transactions, partnership accounting, and fund accounting for governmental and nonprofit entities. Pre-requisite: ACCT 301-minimum grade of "C"
- ACCT 495 **ANALYSIS OF ACCOUNTING SYSTEMS** (3) Examines manual and computerized accounting information systems and the tools needed to design these systems. The database approach to accounting systems is explored specifically the REA model of accounting. This course integrates the upper division courses of the accounting major. Pre-requisite: ACCT 421-minimum grade of "C" Co-requisite: ACCT 431

### Graduate Courses

- ACCT 701 **FINANCIAL ACCOUNTING** (3) The focus of this course is on the concepts of collection, analysis, processing and reporting of accounting data. Students will be able to read, comprehend and use published financial statements in a variety of decision-making contexts. Pre-requisite: Admission to the Executive MBA program
- ACCT 703 **MANAGERIAL ACCOUNTING** (3) Integration of accounting into the management decision process is the central theme of this course. Consideration is given to behavioral as well as the technical implications of management control systems. The three types of management accounting constructions - Full cost, differential and responsibility - and their uses are covered. Pre-requisite: ACCT 701 Admission to the Executive MBA program
- ACCT 803 **ACCOUNTING CONCEPTS & ANALYSIS** (3) This is a foundation course that emphasizes the preparation, analysis, and interpretation of accounting statements.
- ACCT 901 **ACCT ANALYSIS FOR MGMT DECISIONS** (3) This course focuses on the development of accounting information to support planning, evaluation, and control. Applications to both routine and strategic decision making contexts are discussed. Pre-requisite: Completion of the foundation and business skills courses
- ACCT 902 **SURVEY OF TAXATION** (3) This is an introductory course which includes an examination of the fundamental concepts of the federal income tax structure and how these concepts affect tax reporting entities such as C-corporations, partnerships, S-corporations, and individuals. Pre-requisite: ACCT 803
- ACCT 945 **SPECIAL TOPICS IN FED TAXATION** (3) Study of sole proprietorships, partnerships, and corporations, with emphasis on the tax issues associated with formation, operations, liquidation, and the role of taxation in the business decision making process. Pre-requisite: ACCT 902 or equivalent
- ACCT 947 **TAX RESEARCH & PRACTICE** (3) Tax research concerning regulations governing CPA's attorneys, statutes of limitations, rules of evidence, etc. Pre-requisite: ACCT 902
- ACCT 948 **TAXATION: GIFTS, ESTATES, TRUSTS** (3) Tax laws of the Federal Gift Tax, Federal Death Tax, valuation of gifts, estates and trusts, family tax planning, and income planning of trusts and estates. Pre-requisite: ACCT 902
- ACCT 955 **ADVANCED MANAGERIAL ACCOUNTING** (3) A study of Management planning and control systems and the decision making processes in different organizational structures. Pre-requisite: ACCT 901, FINC 901
- ACCT 958 **ADVANCED AUDITING** (3) An extension of the auditing course which focuses on the application of auditing techniques. The course will address methods and technologies used in conducting an audit. Pre-requisite: ACCT 421 or equivalent

## (ARTS) Art

### Studio Courses

The following listings are studio courses in which two hours laboratory activities per week are required for each hour of credit. Provision is made for advanced study in all of these areas, so that students may enroll for a course repeatedly until the maximum number of hours is reached. Experiences for advanced students are developed according to capacities to comprehend problems and solutions; credit hours may be doubled with the permission of the specific instructor during a given semester.

- ARTS 100 **SEMINAR: FRESHMAN ART MAJORS** (1) The role of art in human life and society is examined through the investigation of historical and contemporary artists' writings and work with an emphasis on the students' own creative initiative, artistic growth and commitment. For art majors. Co-requisite: ARTS 101
- ARTS 101 **TWO-DIMENSIONAL DESIGN** (3) Fundamental aspects of two-dimensional design: object rendering, nature rendering, studies in perspective, black/white

- composition principles, material studies and introduction to color theory. For Art majors and minors only.
- ARTS 102 **DRAWING** (3) A development of the fundamentals - concepts and skills - of drawing through a broad range of aesthetic expressions and multisensory exercises.
- ARTS 103 **PAINTING** (3) An experience in totality through the language of form and color with the exploration of the material as primary concern using one of the following: oils, acrylics, watercolors and/or mixed media.
- ARTS 104 **PRINTMAKING** (3) (ARTS 204, ARTS 304, ARTS 404) An introduction to print media in one of the following areas: relief (i.e., collograph, woodcut, linoleum cut), lithography (stone and plate), intaglio, or monotype. Emphasis is on technical mastery alongside content/image development, edition printing, print suites, conceptual awareness, shop etiquette, and personal growth.
- ARTS 105 **THREE-DIMENSIONAL DESIGN** (3) In this studio course, students will learn about the elements and principles of three dimensional design, which will serve as an introduction to the study of three dimensional art. Students will be introduced to the basic design elements of form, space, volume, mass, weight, planes and surfaces, line texture, light and color, as well as the design concepts of proportion, scale, balance, movement, rhythm/repetition, emphasis/dominance. Students will gain a working knowledge of structural patterns of form, linear and planar analysis of form, analysis of implied form, and of manipulative devices applied to form. For Art majors and minors only.
- ARTS 106 **FIBER ARTS** (3) This course offers an introduction to a variety of fiber techniques during the Fall and Spring semesters. The emphasis is on woven structures while stressing design concepts and aesthetic values. Off-loom fiber experiences include, but are not limited to: exploration of natural materials, coiling, Batik, handmade papermaking, feltmaking, painting/designing on textiles, stamping, stenciling, printing from nature, discharge dyeing, quilting and rugmaking. On-loom fiber experiences include, but are not limited to: pattern weaving, tapestry, double weave techniques, painted warp and weft weaving, spinning and dyeing.
- ARTS 107 **SCULPTURE I** (3) Introduction to basic sculptural processes and materials. Basic wood and metal fabrication, modeling, mold making, and non-ferrous casting. Introduction to power tools and power equipment as well as introductory oxy-acetylene welding. Pre-requisite: ARTS 105
- ARTS 109 **CERAMICS** (3) Combining both theory and practice, an in-depth investigation of ceramic art, emphasizing handbuilding techniques, with a brief introduction to the potter's wheel. Clay and glaze mixing, and various kiln firing procedures are also explored, along with a historical overview.
- ARTS 111 **THE ART EXPERIENCE** (3) An especially designed course to fulfill the university core fine art requirement which gives insight into the visual art experience. For non-art majors only.
- ARTS 112 **THE AESTHETIC EXPERIENCE** (3) An especially designed course to fulfill the university core fine art requirement which gives insight into the aesthetic experience. For non-art majors only.
- ARTS 142 **GRAPHIC DESIGN** (3) An introduction to visual communication graphics and design with an emphasis on printed matter. Illustrative graphics, symbol/logo design, typography, lettering, layout principles/grid systems, camera-ready art and an introduction to computer technology are highlights of the course. For art majors and minors only. Pre-requisite: ARTS 101
- ARTS 202 **ADVANCED DRAWING I** (3) (ARTS302, ARTS402) Anatomy. Primary focus is on compositional structures, real or invented, of the human skeleton, the figure (model is provided), and other natural images to establish an integrated personal vision at a level qualitatively beyond previous involvement in the field of drawing.
- ARTS 203 **ADVANCED PAINTING I** (3) (ARTS303, ARTS403) Advanced studies in one of the following: oils, acrylics, watercolors and/or mixed media. Choice of medium may be different from ARTS 103. Appropriate experimentation with different structures and techniques is the primary concern. Student is expected to establish

- an integrated personal vision at a level qualitatively beyond previous involvement in the field of painting.
- ARTS 204 **ADVANCED PRINTMAKING I** (3) (ARTS104, ARTS304, ARTS404) The continuing investigation of an area begun in ARTS 104 with the potential to explore new print media. Students will achieve further technical experience (multi-color printing) while increasing their range of content, scale, and productivity. Student studio maintenance and materials preparation are stressed.
- ARTS 205 **FIGURE MODELING** (3) Modeling in clay from the nude model. Developing observational skills, eye-hand coordination in modeling a complex three dimensional form. Strong life drawing component desirable. Study of the human body and anatomy. Mold making and casting in non ferrous materials may be done with selected projects. Required for sculpture concentration. Pre-requisite: ARTS 107 or permission of instructor
- ARTS 206 **ADVANCED FIBER ARTS I** (3) (ARTS106, ARTS306, ARTS406) Students completing one introductory semester may register for this class to further explore fiber techniques. A student who has completed the off-loom semester may register for the on-loom fiber experience. A student who has completed the on-loom semester may register for the off-loom fiber experience. Pre-requisite: ARTS 106 or permission of instructor
- ARTS 207 **SCULPTURE II** (3) Advanced wood and metal fabrication, rubber mold making and casting. Use of oxy-acetylene and MIG welder, plasma cutter and other metal working equipment as well as all power tools. Wood lamination, construction, carving, and the use of all power tools and equipment involved in these processes. Pre-requisite: ARTS 107
- ARTS 209 **ADVANCED CERAMICS I** (3) (ARTS309, ARTS409) A thorough investigation of the potter's wheel (throwing) as a clay forming process. Issues of form and function and their interrelationship are explored. Various kiln-firing methods are included. Pre-requisite: ARTS 109
- ARTS 242 **ADVANCED GRAPHIC DESIGN I** (3) (ARTS542) Solve visual communication problems while learning three electronic (computer) techniques (object oriented drawing, bitmapped painting and electronic page assembly). Pre-requisite: ARTS 142
- ARTS 302 **ADVANCED DRAWING II** (3) (ARTS202, ARTS402) Media Exploration. Primary focus is on color and layering through a controlled medium, an uncontrolled medium, and mixed media in order to nurture an integrated personal vision at a level qualitatively beyond previous involvement in the field of drawing.
- ARTS 303 **ADVANCED PAINTING II** (3) (ARTS203, ARTS403) Advanced studies in the medium of choice from ARTS 103 or ARTS 203. Student is expected to nurture an integrated personal vision at a level qualitatively beyond previous involvement in the field of painting.
- ARTS 304 **ADVANCED PRINTMAKING II** (3) (ARTS104, ARTS204, ARTS404) The continuing investigation of previous print media including any area not yet experienced. Students are expected to initiate individual direction for their work with particular emphasis on serially developing their ideas. Students are encouraged to utilize mixed print media as well as other media - experimentation is stressed.
- ARTS 305 **EXPERIMENTAL SCULPTURE I** (3) (ARTS405) (Assemblage, Conceptual and Process Art) Exploring the visual and expressive qualities of Assemblage, Found object, Conceptual and Process art. Projects will explore concept and idea within these forms. Students may choose diverse materials, mediums and processes employed in their projects. Requirement for sculpture concentration BFA students. Pre-requisite: ARTS 107 or permission of instructor
- ARTS 306 **ADVANCED FIBER ARTS II** (3) (ARTS106, ARTS206, ARTS406) This course is a continuing exploration of structure and technique including two and three dimensional forms. The primary emphasis is on the development of a personal vision in fibers. Students will build on introductory fiber techniques and experiences, focusing on a particular fiber medium or a mixed-media approach to fibers. Prerequisite: ARTS 106 and 206 or permission of instructor

- ARTS 307 **EXPERIMENTAL SCULPTURE II** (3) (Performance/Installation Art) Performance art as a visual art concept and mixed media. Installation art either as a result/residue of Performance or as an art form on its own, will be subject of this course. Any medium (including electronic), object, or process may be employed (in both Performance and Installation). Students from other disciplines and departments are welcome. Can count as a non-art major art requirement. Requirement for sculpture concentration BFA students. Pre-requisite: ARTS 305 or permission of instructor
- ARTS 309 **ADVANCED CERAMICS II** (3) (ARTS209, ARTS409) After one semester of handbuilding (ARTS 109) and one semester of throwing on the potter's wheel (ARTS 209), students in ARTS 309 can choose which process they plan to investigate further. Emphasis is on the union of aesthetics and good craftsmanship. Involvement in all areas of studio operations is required. Pre-requisites: ARTS 109, ARTS 209
- ARTS 342 **ADVANCED GRAPHIC DESIGN II** (3) (ARTS 442) Critically solve practical design problems while expanding electronic techniques emphasizing 1-, 2-, and 4-color production methods. Basic web page design and production are explored. Pre-requisite: ARTS 242
- ARTS 402 **ADVANCED DRAWING III** (3) (ARTS202, ARTS302) (Thematic Series) Primary focus in on developing a body of work which challenges the artist's imagination, sustains a high level of ambition, and sets a new standard of excellence for the creator and others.
- ARTS 403 **ADVANCED PAINTING III** (3) (ARTS203, ARTS303) Advanced studies in the same medium of choice as in ARTS 303 to establish a mastery of said medium. Student is expected to produce a thematic body of work.
- ARTS 404 **ADVANCED PRINTMAKING III** (3) (ARTS104, ARTS204, ARTS304) The continuing investigation of previous print media including any area not yet experienced. Advanced skills are emphasized in the student's print media of choice. Understanding and control of procedures of drawing, processing and printing continue to be stressed. Students originate and produce a series (suite) of prints expressive of a certain theme or idea.
- ARTS 405 **ADVANCED SCULPTURE I** (3) (ARTS305) Exploration and search for personal style and direction. Materials, processes and conceptual issues will be explored in depth. Pre-requisite: ARTS 207, ARTS 307 or permission of instructor
- ARTS 406 **ADVANCED FIBER ARTS III** (3) (ARTS106, ARTS206, ARTS306) This course is an advanced study of fiber art techniques, encouraging the student's investigation and exploration of their personal artistic statement. The emphasis is on individual exploration and growth in fiber art, promoting creative thinking and self-evaluation. Pre-requisite: ARTS 306 or permission of instructor
- ARTS 407 **ADVANCED SCULPTURE II** (3) Continuation and development of issues and problems dealt with in Advanced Sculpture I. Finalizing the exploration and search for personal style and direction. Pre-requisite: ARTS 405 or permission of instructor
- ARTS 409 **ADVANCED CERAMICS III** (3) (ARTS209, ARTS309) A deeper investigation of either throwing or handbuilding, working on a larger scale, along with exploring various production techniques. Becoming responsible for all aspects of studio management is required. Pre-requisites: ARTS 109, ARTS 209, and ARTS 309
- ARTS 442 **ADVANCED GRAPHIC DESIGN III** (3) (ARTS 342) Elaborate design products (the annual report, the expanded corporate identity) are conceived and executed using electronic techniques with emphasis on product as well as practical production. Pre-requisite: ARTS 342
- ARTS 491 **INDEPENDENT STUDY** (1 to 3) Problems related to department fields, although not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.
- ARTS 492 **TUTORIAL** (3) Taken when a particular class is not being offered in a given semester but is needed by the student for graduation. May be requested by the student and elected with the approval of the instructor and permission of the chair.
- ARTS 591 **INDEPENDENT STUDY** (1 to 3) Problems related to department fields, although

not specifically included in the catalog, may be requested by the student and elected with the approval of the instructor and permission of the chair.

### Lecture Courses

The following listings are lecture courses supplemented with slides, films, tours and related experiences. They do not require studio activities.

- ARTS 161 **HUMANITIES I** (3) Art, music, and literature from Prehistoric times to the Middle Ages, using feature-length films to dramatize cultural patterns.
- ARTS 162 **HUMANITIES II** (3) Art, music, and literature from the Renaissance to the 20th century, using feature-length films to dramatize cultural patterns.
- ARTS 208 **TOPICS IN CONTEMPORARY ART** (3) A seminar course investigating the driving forces and trends in the art scene from the seventies to the present in Europe and North America. Special emphasis on criticism and postmodern issues. Counts as an art history requirement for art majors and minors. Pre-requisite: ARTS 271 or permission from instructor
- ARTS 213 **INCARNATING TOTEM & TABOO** (3) A study which frames ethical questions concerning pragmatic issues in the making, collecting, curating, and viewing of visual art, and fulfilling the E/R&S Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- ARTS 261 **HUMANITIES III** (3) Selected topics in art, music, and literature from Prehistoric times to the Middle Ages using slide-illustrated lecture-discussions and museum visits.
- ARTS 262 **HUMANITIES IV** (3) Selected topics in art, music, and literature from the Renaissance to the 20th century using slide-illustrated lecture-discussions and museum visits.
- ARTS 270 **HISTORY OF ART I** (3) A survey of art and architecture from its prehistoric beginnings through the Middle Ages.
- ARTS 271 **HISTORY OF ART II** (3) A survey of western art and architecture from the Renaissance to the present.
- ARTS 372 **ART OF THE 20TH CENTURY** (3) A study of European and American art and architecture from about 1900 to the present.
- ARTS 373 **HISTORY OF AMERICAN ART** (3) A study of art and architecture in America from the colonial period to the present with emphasis on significant styles originating in the 20th century.
- ARTS 374 **WOMEN, ART & SOCIETY** (3) A historical survey of women artists from pre-history to the twentieth century. Socio-political, psychological, economic issues, and themes affecting women's participation in the visual arts are examined. A multi-cultural and multi-media perspective, giving full attention to the diversity of women's ways of creating art is utilized.

### Professional Courses

The following courses are professional courses for students seeking a specific career. They combine lecture, studio work and practice in their respective fields.

- ARTS 221 **EARLY & MIDDLE CHILDHOOD ART** (3) (ARTS222, ARTS521) A comprehensive introduction to art education at the elementary school level employing both theory and practice. The creative and mental stages of development are emphasized. Course not open to Freshmen.
- ARTS 222 **ART IN EARLY CHILDHOOD EDUCATION** (3) (ARTS221, ARTS522) Art production techniques, art appreciation, history and aesthetics. Active emphasis on age appropriate (3-8) art activities as well as the student's own artistic development. For non-Art majors only.
- ARTS 223 **SECONDARY SCHOOL ART** (3) (ARTS523) A thorough investigation of the instructional techniques, resources and philosophies necessary in teaching art at the secondary level.

- ARTS 493 **INTERNSHIP** (1 to 3) Practical experiences of art in the real world, for the purpose of developing the ability to function in the professional arena.

#### **Required Senior Courses**

The following listings are required of senior art majors and designed especially for them.

- ARTS 441 **SENIOR SEMINAR** (3) A study of the practical aspects and concerns of aspiring artists in the contemporary art scene, including its trends, patterns and venues. Provides graduating students with essential skills and knowledge to function as a practicing artist outside of the college environment. Art majors only, usually in senior year.
- ARTS 490 **SENIOR CONCENTRATION** (3 to 6) An intense in-depth study of selected studio field. Students pursuing the art education or the history of art concentration may submit a written thesis. Specific faculty approval necessary.

#### **Graduate Level**

Graduate courses are independently developed. Definition of direction and choice of media is determined by each student and approved by professor.

- ARTS 502 **ADVANCED DRAWING** (3)
- ARTS 503 **ADVANCED PAINTING** (3)
- ARTS 504 **ADVANCED PRINTMAKING** (3)
- ARTS 505 **ADVANCED SCULPTURE** (3)
- ARTS 506 **ADVANCED FIBER ARTS** (3)
- ARTS 507 **ADVANCED SCULPTURE** (3)
- ARTS 509 **ADVANCED CERAMICS** (3)
- ARTS 542 **ADVANCED GRAPHIC DESIGN** (3) (ARTS242)
- ARTS 521 **EARLY & MIDDLE CHILDHOOD ART** (3) (ARTS221) A comprehensive introduction to art education at the elementary school level employing both theory and practice. The creative and mental stages of development are emphasized.
- ARTS 522 **ART IN EARLY CHILDHOOD EDUCATION** (3) (ARTS222) Art production techniques, art appreciation, history and aesthetics. Active emphasis on age appropriate (3-8) art activities as well as the student's own artistic development.
- ARTS 523 **SECONDARY SCHOOL ART** (3) (ARTS223) A thorough investigation of the instructional techniques, resources and philosophies necessary in teaching art at the secondary level.

## **(ASLN) American Sign Language**

It may not be possible to fulfill the language requirement by taking American Sign Language as the courses have limited availability.

#### **Lower Division Courses**

- ASLN 101 **ELEM AMERICAN SIGN LANGUAGE I** (3) An introduction to basic signing through emphasizing the acquisition of high-frequency vocabulary, facial expression, and the development of cultural awareness.
- ASLN 102 **ELEM AMERICAN SIGN LANGUAGE II** (3) The second semester elementary course which is a continuation of ASLN 101. Pre-requisite: ASLN 101 (unless waived)
- ASLN 201 **INTERM AMERICAN SIGN LANGUAGE I** (3) The first semester intermediate course which is a continuation of ASLN 102 with a particular emphasis on the development of a more creative use of the language. Pre-requisite: ASLN 102 (unless waived)

ASLN 202 **INTERM AMERICAN SIGN LANGUAGE II** (3) A communicative-oriented course emphasizing receptive and expressive skills through the study of authentic materials dealing with the Deaf world. This course includes a comprehensive grammar review. Pre-requisite: ASLN 201 (unless waived)

## (BIOL) Biology

- BIOL 102 **LIFE: HUMAN BIOLOGY** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL 104 **LIFE: BIOLOGY OF WELLNESS** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL 112 **LIFE: GROWING & EVOLVING** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL 116 **LIFE: MICROBES & HUMANS** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society.
- BIOL 118 **LIFE: THE WORLD OF PLANTS** (2) Each course (102-120) represents a different aspect of biology and its impact on human society.
- BIOL 119 **LIFE: CURRENT TOPICS** (2) Is designed to introduce non-majors to some of the most important concepts in the field of Biology, but also to provide information on new advances, controversial areas and exciting breakthroughs in the field. Interactive learning with discussion in groups is part of the course, as are group projects and some library research. Student input will be of importance in the choice of some of the topics to be discussed. Videos, slides, and other class demonstrations are planned as part of the learning process.
- BIOL 120 **LIFE: ECOLOGY & PEOPLE** (2) Each course (102-120) emphasizes a different aspect of biology and its impact on human society. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- BIOL 125 **LIFE LAB: INVESTIGATION I** (1) Exercises, experiments, dissections, and field trips to accompany BIOL 102-120, 130.
- BIOL 127 **LIFE LAB: INVESTIGATION II** (1) Exercises, experiments, dissections, and field trips to accompany BIOL 102-120.
- BIOL 130 **INTRO TO LIFE SCIENCES** (3) Cells, heredity, ecology, evolution, plant and animal morphology, and physiology. For Education majors only. Requires BIOL 125.
- BIOL 140 **HUMAN ANATOMY AND PHYSIOLOGY I** (3) The major human systems emphasizing the skeletal, muscular, and nervous systems.
- BIOL 141 **HUM ANATOMY & PHYSIOLOGY I LAB** (1) This course deals with human skeletal material and dissection of a representative mammal. Histology of tissues and organs with physiological exercises and demonstrations.
- BIOL 142 **HUMAN ANATOMY AND PHYSIOLOGY II** (3) This is a continuation of BIOL 140 stressing the circulatory, immune, excretory, digestive, endocrine, and reproductive systems. Pre-requisite: BIOL 140-passing grade
- BIOL 143 **HUMAN ANATOMY & PHYSIOLOGY II LAB** (1) Continuation of anatomical approach of BIOL 141 with related physiological studies and demonstrations.
- BIOL 160 **GENERAL BIOLOGY I** (3) Principles of molecular, cellular, and organismal biology, emphasizing the physiology of vertebrates. Preparation for most 200 level courses.
- BIOL 161 **GENERAL BIOLOGY I LAB** (2) Laboratory exercises demonstrating the principles of cellular biology, genetics, and vertebrate systems.
- BIOL 162 **GENERAL BIOLOGY II** (3) Topics in taxonomy, evolution, animal behavior, and ecology. Preparation for most 200 level courses. Pre-requisite: BIOL 160 or permission of department chair
- BIOL 163 **GENERAL BIOLOGY II LAB** (2) A study of the eucaryotic kingdoms with emphasis on Animalia, using living and preserved specimens and field trips. Pre-requisite: BIOL 161 or permission of department chair

- BIOL 200 **MICROBIOLOGY** (3) Basic study of microbes and their activities, control, role in disease and host immune responses. Intended for Nursing and Pre-pharmacy students.
- BIOL 201 **MICROBIOLOGY LAB** (1) Microscopic examination of the diversity of microbes, including monerans, fungi, and protistans. Students learn basic culture, isolation, and identification techniques in bacteriology.
- BIOL 204 **FUNCTIONAL NEUROSCIENCE** (3) The structure, function, and pathology of the nervous system. Intended for Occupational Therapy students.
- BIOL 210 **GENERAL BOTANY** (2) The morphology, physiology, and reproduction of representatives of each plant division are studied with emphasis on the seed plants. Pre-requisite: BIOL 160-163 or permission of the instructor
- BIOL 211 **GENERAL BOTANY LAB** (2) Observations of living and preserved plants, experimentation, and field trips to illustrate structure and life processes in various plant groups.
- BIOL 222 **IMMUNOLOGY** (2) An introduction to the specific mechanisms by which the human body reacts to foreign biological materials.
- BIOL 230 **GENETICS** (3) Principles of heredity, the genetic control of development, molecular genetics, and population genetics. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 231 **GENETICS LABORATORY** (1) Laboratory exercises to provide students with experience in modern molecular genetics and methods of manipulating and studying nucleic acids.
- BIOL 240 **EVOLUTION** (2) Evidence for and the mechanisms of evolutionary processes. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 244 **ANIMAL BEHAVIOR** (2) Study of the innate, learned, aggressive, social and sexual behavior of animals as evolutionary products. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 250 **ECOLOGY** (3) The relationships between organisms and their living and non-living environments. Pre-requisite: BIOL 102-127 or 160-163 or permission of instructor
- BIOL 251 **ECOLOGY LAB** (1) Laboratory and field exercises to illustrate ecological principles. Local aquatic and terrestrial habitats are investigated.
- BIOL 280 **TOPICS IN BIOLOGY** (1 to 3) Short-term courses designed to explore biological phenomena of current interest. Pre-requisite: BIOL 160-163 and Permission of Chair
- BIOL 290 **SPECIAL PROBLEMS IN BIOLOGY** (1 to 4) Independent study in some specialized area of biology. Pre-requisite: Permission of Chair
- BIOL 301 **ZOOS ARE CLASSROOMS** (1) (EDWS345, EDWS544) Demonstrates how zoos may be used to teach biological principles.
- BIOL 304 **PLANTS IN THE CLASSROOM** (2) (EDWS390) Lectures, lab activities and field trips to demonstrate how plant material may be used in the classroom.
- BIOL 330 **MEDICAL GENETICS: IMPLICATIONS** (3) The principles of human genetics, risks, screening, diagnosis, applications of genetic ethics to problems. Pre-requisites: BIOL 160-163, BIOL 230
- BIOL 340 **ADVANCED PHYSIOLOGY** (3) Functional processes of the human body, interrelationships of the systems, and some homeostatic and immunological applications. For nursing curriculum. Permission of Chair required to apply as elective requirement for all departmental majors. Pre-requisite: BIOL 140-143
- BIOL 354 **VERTEBRATE ANATOMY** (2) Description of the development of selected vertebrates, followed by comparative adult anatomy, emphasizing the evolutionary connections among vertebrates that are demonstrated in their development. Pre-requisite: BIOL 160-163
- BIOL 355 **VERTEBRATE ANATOMY LAB** (2) Exercises which demonstrate major principles to accompany BIOL 354.
- BIOL 360 **CELL BIOLOGY** (2) A contemporary view of cell structure and function. Pre-requisite: BIOL 160-163 or permission of instructor

- BIOL 398 **SEM: ENVIRONMENTAL STUDIES (3)** (ECON398) A practicum which provides experience in measuring environmental damage and performing cost-benefit analysis of alternative solutions. A local environmental issue is selected and each student is responsible for investigating a facet of the problem. The seminar format provides a mechanism for sharing ideas for proper procedure in investigating the problem, analyzing and interpreting data, and exploring the economic, ecological, and ethical consequences of alternative problem resolutions. Pre-requisite: BIOL 250/251, ECON 320
- BIOL 410 **VERTEBRATE PHYSIOLOGY (2)** Contraction, perception, metabolism, circulation, respiration, coordination, and excretion in vertebrates, emphasizing humans. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 411 **VERTEBRATE PHYSIOLOGY LAB (2)** Exercises which demonstrate major principles to accompany BIOL 410 utilizing living specimens and computer based instrumentation.
- BIOL 420 **GENERAL HISTOLOGY (2)** Structure and function of animal tissues as revealed by light microscopy, electron microscopy, and histochemistry. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 421 **GENERAL HISTOLOGY LAB (2)** A microscopic study of fixed materials employing routine and histochemical techniques to demonstrate cell, tissue, and organ morphology.
- BIOL 440 **BIOCHEMISTRY (3)** (CHEM440) A lecture course treating the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids.
- BIOL 450 **BACTERIOLOGY (2)** The morphology, physiology, and genetics of bacteria including the impact of these organisms on humans. Pre-requisite: BIOL 160-163 or permission of instructor
- BIOL 451 **BACTERIOLOGY LAB (2)** The techniques for isolation, identification, culturing, and physiological study of bacteria.
- BIOL 460 **DEVELOPMENTAL BIOLOGY (3)** The major events in development that will be covered include gametogenesis, fertilization, cleavage divisions, embryonic polarization, germ layer formation, and morphogenesis. The underlying cellular, molecular, and genetic mechanisms that control these events will be studied by the analysis of experiments in lecture. Pre-requisite: BIOL 230/231
- BIOL 461 **DEVELOPMENTAL BIOLOGY LAB (1)** Exercises that demonstrate gametogenesis, fertilization, cleavage divisions, embryonic polarization, germ layer formation, and morphogenesis.
- BIOL 495 **DIRECTED STUDY (1 to 4)** A variety of independent studies, including an internship program with the Cincinnati Zoo, and undergraduate research beginning in the sophomore and junior years.
- BIOL 498 **METHODS OF BIOL RESEARCH I (1 to 2)** The gathering and interpreting of experimental data from living organisms. Projects vary depending on faculty advisor. Pre-requisite: Senior standing or approval of Chair
- BIOL 499 **METHODS OF BIOL RESEARCH II (1 to 2)** A continuation of BIOL 498 emphasizing experimental design and controls together with the written and oral presentation of scientific reports.

## (BLAW) Business Law

### Undergraduate Courses

- BLAW 300 **LEGAL ENVIRONMENT (3)** Provides a background in the legal environment of business. Topics include contracts, business torts, product liability, business entities, and employment discrimination. Pre-requisite: Junior status

### Graduate Courses

- BLAW 734 **MANAGEMENT & LEGAL ENVIRONMENT (4)** This course investigates legal concepts and their impact on business. Topics include: contracts, business

torts, product liability, white-collar crimes, worker's privacy, employment discrimination, professional malpractice and business ethics.

## **(BUAD) Business Administration**

### **Business Profession Courses**

- BUAD 101/102 **THE BUSINESS PROFESSION I: INTRODUCTION TO BUSINESS (0)** Provides an introduction to business careers and ethics. Students will identify their skills, interests and values and how they relate to careers and work environments. Required for all business freshmen.
- BUAD 201/202 **THE BUSINESS PROFESSION II: PREPARING FOR BUSINESS LIFE (0)** Focuses on career and market exploration, job search skills, resume design and writing, business practices and cooperative education opportunities. Required for all business sophomores.
- BUAD 301/302 **THE BUSINESS PROFESSION III: PLANNING YOUR CAREER SEARCH (0)** Centers on job search resources and professional associations, interviewing and networking. Required for all business juniors.
- BUAD 401/402 **THE BUSINESS PROFESSION IV: BEGINNING YOUR CAREER (0)** Explores job placement opportunities, evaluating a job offer, professional associates and community service. Required for all business seniors.

### **Graduate Courses**

- BUAD 704 **GLOBAL STRATEGIC THINKING (3) (BUAD904)** This course creates a process which allows students to develop the ability to integrate information from the business function courses using the skills developed in the business and systems skills and foundation skills courses. Organizations are examined holistically, globally, and strategically. Pre-requisite: Admission to Executive MBA Program and all core courses
- BUAD 779 **INTERNATIONAL BUSINESS (4)** The course is designed to help students understand the complex world in which multinational corporations, national and international agencies and individuals interact. It touches on the economic, cultural, financial and political environments of international trade. Economic analysis, marketing and financial strategies used to operate in this environment are particularly developed. Pre-requisite: Admission to the Executive MBA program
- BUAD 780 **DOING BUSINESS IN ASIA (3)** Gain a basic familiarity with Asian management strategies, techniques and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Pre-requisite: Admission to the Executive MBA program
- BUAD 781 **DOING BUSINESS IN EUROPE (3)** Gain a basic familiarity with European management strategies, techniques and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Pre-requisite: Admission to the Executive MBA program
- BUAD 784 **DOING BUSINESS IN SOUTH AMERICA (3)** Gain a basic familiarity with Latin American management strategies, techniques, and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct. Pre-requisite: Admission to the Executive MBA program
- BUAD 901 **LEGAL, ETHICAL & REG ENVIRONMENT (2)** Examines antitrust, administrative law, liabilities and other legal, regulatory or ethical issues confronting business.
- BUAD 904 **GLOBAL STRATEGIC THINKING (3) (BUAD704)** This course creates a process which allows students to develop the ability to integrate information from the business function courses using the skills developed in the business and systems skills and foundation skills courses. Organizations are examined holistically,

- globally, and strategically. Pre-requisite: All Integrated Functions, business and system skills, and foundation skills courses
- BUAD 913 **EXECUTIVE LEADERSHIP (2)** Investigate the style, skills, characteristics, and challenges of leadership at the executive level of organizations. Executives as the top of organizations must face the challenge of defining a strategic direction and implementing activities that are focused to move the organization in that direction.
- BUAD 921 **FIRST YEAR INTEGRATION PROJECT/PAPER (2)** A year-long integrative course that builds upon the first year of the on-site MBA curriculum. Students develop a project that demonstrates their facility in using the concepts, tools and skills learned throughout the first year of their MBA program. Pre-requisite: Admission to the on-site MBA program
- BUAD 925 **SERVICE LEARNING PRACTICUM (3)** Student teams serve as consultants to not-for-profit organizations or companies that are committed to serving their community. The course will include lectures and readings, development and execution of a consulting plan, teaming in all aspects of the course, and reflection on experience. Pre-requisite: All Integrated Functions courses
- BUAD 941 **SECOND YEAR INTEGRATION PROJECT/PAPER (3)** A year-long integrative course that builds upon the MBA core curriculum. Students develop a project that demonstrates their facility in using the concepts, tools and skills learned throughout the MBA program. Pre-requisite: Admission to the on-site MBA program and completion of the first year coursework
- BUAD 980 **DOING BUSINESS IN ASIA (3)** Assess the elements of quality manufacturing and service used by companies doing business in Japan, Singapore, and other Asian countries. Explore the procedures used to adapt to cultural diversity.
- BUAD 981 **DOING BUSINESS IN EUROPE (3)** Assess the strategies of niche manufacturing and marketing used by business to successfully penetrate the European market, and procedures used to adapt to cultural diversity.
- BUAD 984 **DOING BUSINESS IN SOUTH AMERICA (3)** Gain a basic familiarity with management strategies, techniques, and philosophies that may differ from those practiced in the United States. Develop a better appreciation for cultural differences and how they impact business conduct.

## (CHEM) Chemistry

### Lower Division Courses

- CHEM 102 **CHEMISTRY IN SOCIETY I (2)** A course for the non-science major. The relationship between chemistry and contemporary society.
- CHEM 103 **CHEMISTRY IN SOCIETY I LAB (1)** Chemical experimentation which illustrates the concepts described in CHEM102.
- CHEM 104 **CHEMISTRY IN SOCIETY II (2)** A course for the non-science major. The impact of basic chemical discoveries and of certain organic and biochemical compounds on society. Fulfills the E/RS Focus elective when taken with CHEM 105. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- CHEM 105 **CHEMISTRY IN SOCIETY II LAB (1)** Chemical experimentation which illustrates the concepts described in CHEM 104. Fulfills the E/RS Focus elective when taken with CHEM 104. Pre-requisite: CHEM 103 Pre-requisite or Co-requisite: PHIL 100, THEO 111
- CHEM 106 **CHEM & PHYSICS OF PHOTO I (2)** A course for the non-science majors. Chemical and physical principles underlying photography are presented.
- CHEM 107 **CHEM & PHYSICS OF PHOTO I LAB (1)** Exemplification of principles taught in CHEM 106.
- CHEM 108 **CHEM & PHYSICS OF PHOTO II (2)** A continuation of CHEM 106 applying the principles to black and white photographic processes.
- CHEM 109 **CHEM & PHYSICS OF PHOTO II LAB (1)** A continuation of CHEM 107.

- CHEM 150 **PHYSIOLOGICAL CHEMISTRY** (3) A basic understanding of the composition, structure, and chemical reactions of substances in living systems.
- CHEM 151 **PHYSIOLOGICAL CHEMISTRY LAB** (1) Chemical experimentation which illustrates the concepts described in CHEM 150.
- CHEM 160 **GENERAL CHEMISTRY I** (3) Atomic and molecular structure, states of matter, stoichiometry, and chemistry of representative main group elements. A pre-professional course.
- CHEM 161 **GENERAL CHEMISTRY I LAB** (1) Practice in the basic operations of chemical laboratory work. Co-requisite: CHEM 160
- CHEM 162 **GENERAL CHEMISTRY II** (3) A continuation of CHEM 160. Subjects include thermodynamics, equilibrium, acids and bases, kinetics, redox processes, and transition metal chemistry. Pre-requisite: CHEM 160
- CHEM 163 **GENERAL CHEMISTRY II LAB** (2) A continuation of CHEM 161. The laboratory work includes qualitative and quantitative inorganic analysis. Pre-requisite: CHEM 161 Co-requisite: CHEM 162
- CHEM 165 **GENERAL CHEMISTRY II LAB** (1) Laboratory to accompany CHEM 162 emphasizing quantitative measurements. Pre-requisite: CHEM 161 Co-requisite: CHEM 162

#### Upper Division Courses

- CHEM 220 **PRINCIPLES OF PHYSICAL CHEMISTRY** (3) For students in the life science and BS Chemical Science programs. Aspects of physical chemistry most relevant to living systems. Pre-requisite: CHEM 162
- CHEM 221 **ANALYTICAL CHEMISTRY** (1) Lecture and Laboratory course. Application of wet and instrumental analytical methods to substances of clinical interest. Pre-requisite: CHEM 163
- CHEM 226 **QUANTITATIVE ANALYSIS** (3) An introductory course in analytical chemistry covering gravimetric and titrimetric methods of analysis. Statistical analysis of data is performed. Pre-requisite: CHEM 162, CHEM 163
- CHEM 227 **QUANTITATIVE ANALYSIS LAB** (1) Laboratory experiments to demonstrate the concepts discussed in CHEM 226. Pre-requisite: CHEM 163 Co-requisite: CHEM 226
- CHEM 240 **ORGANIC CHEMISTRY I** (3) Introductory course treating the structure, preparation, reactions, and properties of organic compounds. Pre-requisite: CHEM 162
- CHEM 241 **ORGANIC CHEMISTRY I LAB** (1) The practice of fundamental operations involved in the synthesis, separation, purification, and identification of organic compounds. Pre-requisite: CHEM 163 or CHEM 165
- CHEM 242 **ORGANIC CHEMISTRY II** (3) A continuation of CHEM 240 which extends the treatment of fundamental organic chemistry Pre-requisite: CHEM 240
- CHEM 243 **ORGANIC CHEMISTRY II LAB** (1) Continuation of the laboratory work of CHEM 241 with increased emphasis on the reactions and synthesis of organic systems. Pre-requisite: CHEM 241 Co-requisite: CHEM 242
- CHEM 300 **CHEMICAL LITERATURE** (1) An introduction to the nature and use of the chemical literature, general research procedures, technical report writing, and computerized literature searches. Pre-requisite: Junior standing
- CHEM 320 **PHYSICAL CHEMISTRY I** (3) An introduction to theoretical chemistry with emphasis on thermodynamics and chemical equilibrium. Pre-requisite: CHEM 162
- CHEM 322 **PHYSICAL CHEMISTRY II** (2) A continuation of CHEM 320. Chief emphasis on chemical kinetics and kinetic molecular theory. Pre-requisite: CHEM 320
- CHEM 325 **PHYSICAL CHEMISTRY LABORATORY** (1) A laboratory course to demonstrate basic principles of physical chemistry. Pre-requisite: CHEM 320 Co-requisite: CHEM 322, CHEM 330
- CHEM 330 **QUANTUM CHEMISTRY** (2) An introduction to quantum chemistry and molecular structure. Pre-requisite: CHEM 162
- CHEM 340 **INSTRUMENTAL ANALYSIS** (3) Discussion of modern analytical chemistry with emphasis on instrumentation and measurement techniques. Pre-requisite: CHEM 320 or CHEM 220

- CHEM 341 **INSTRUMENTAL ANALYSIS LABORATORY** (1) Practice in the use of chemical instrumentation as available. Pre-requisite: CHEM 340
- CHEM 400 **RESEARCH/SEMINAR** (1) Capstone course for the chemistry and chemical science major. Undergraduate research performed under the direction of a faculty member. Students share the results of their research and interact with outside speakers during weekly seminar sessions. A written thesis is the final product of these activities.
- CHEM 411 **ORGANIC SYNTHESIS & ANALYSIS** (3) This course deals with synthesis and analysis of organic compounds. Emphasis chromatographic and spectroscopic methods of identification and estimation. Pre-requisite: CHEM 242 CHEM 243
- CHEM 420 **INORGANIC CHEMISTRY** (3) Modern theories of bonding and structure, spectroscopy, redox chemistry, and reaction mechanisms. Coordination compounds, organometallic clusters, and catalysis. Pre-requisite: CHEM 330
- CHEM 421 **INORGANIC CHEMISTRY LAB** (1) Laboratory techniques and practice in synthetic inorganic chemistry. Pre-requisite: CHEM 420
- CHEM 430 **RADIOCHEMISTRY** (2) Lecture on basic principles of radiochemistry and the methodology of instrumental techniques.
- CHEM 431 **RADIOCHEMISTRY LAB** (1) Laboratory to accompany CHEM 430.
- CHEM 435 **MEDICINAL CHEMISTRY** (3) The science and economics of medicinal chemistry. The discovery, structure activity relationships, synthesis and mechanism of action of several classes of drugs are discussed. Pre-requisite: CHEM 240, CHEM 241, CHEM 242, CHEM 243
- CHEM 440 **BIOCHEMISTRY** (3) (BIOL440) A lecture course treating the structure, properties, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Pre-requisite: CHEM 242
- CHEM 450 **TOPICS IN ORGANIC CHEMISTRY** (2) An extension of fundamental organic chemistry to include more specialized topics not previously considered or extensively treated. Pre-requisite: CHEM 242
- CHEM 460 **TOPICS IN BIOORGANIC CHEMISTRY** (2) A course devoted to the synthesis, reactions, and structure of organic molecules involved in biological processes. Pre-requisite: CHEM 242
- CHEM 495 **DIRECTED STUDY** (1 to 3) Study of a specific topic of interest under the direction of a faculty member.

## (CJUS) Criminal Justice

### Undergraduate Courses

- CJUS 101 **INTRODUCTION TO CRIMINAL JUSTICE** (3) (SOCW101) An overview of the history and legal basis of the criminal justice system, its structures, its functions, and interface with the individual elements.
- CJUS 102 **INTRO TO LAW ENFORCEMENT** (3) Overview of policing problems and procedures; legal and philosophical issues in law enforcement; organization and administration of police agencies.
- CJUS 103 **INTRO TO CORR: PRAC & PROCEDURES** (3) Explores both institutional and non-institutional corrections in contemporary society. The operations of prisons and jails and their internal procedures, including safety, security, supervision, classification and programming are explored, along with alternatives to incarceration, probation, and parole. All of these are reviewed in relation to contemporary social and political realities, along with their ethical dimension.
- CJUS 167 **INTRODUCTION TO SOCIAL WORK** (3) (SOC1167, SOCW167) The social welfare institution and social work. The three major purposes of social work: (A) enhancement of problem solving; (B) knowledge of systems that provide people with resources and services; and (C) the successful linkage of people with these systems.

- CJUS 210 **BASIC CONST LAW & AMER JUSTICE I** (3) (CJUS610) Examines the principles, structures and functions of the courts. Special emphasis is given to rights and obligations of various role players in the criminal justice system, including especially those who work within the correctional facilities.
- CJUS 230 **BASIC CONST LAW & AMER JUSTICE II** (3) (CJUS630) Emphasizes application to issues of jurisdiction, processes and constitutional principles affecting them. Special focus is given to management and procedural issues, and this course, in combination with the previously listed CJUS 210, presents a very strong treatment of all legal and ethical issues.
- CJUS 233 **HUMAN DIGNITY IN THE HELPING PROF** (2 to 3) This is an overview of humanistic approaches to the helping professions and their application to corrections. Effective communication, emotional involvement, and development of professional interpersonal relationships are studied in detail. This elective course complements the required course, CJUS 243 Correctional Counseling and Communication.
- CJUS 239 **CRIMINALISTICS I** (3) Study of legal scientific physical evidence: e.g. fingerprinting, DNA analysis and famous crime scene investigations.
- CJUS 240 **CRIMINAL LAW** (3) An overview of law in society, and especially the development, substance and application of the criminal law. This elective course complements the two courses in constitutional law and adds a strong legal and ethical component.
- CJUS 243 **CORRECTIONAL COUNSELING & COMM** (3) (CJUS643) Is required and deals directly with necessary verbal, nonverbal and writing skills. It also emphasizes cross-cultural communications and presents practical skills exercises relating to all of the above.
- CJUS 245 **PRIVATE SECURITY** (3) (CJUS645) This course provides a rigorous introductory foundation to the field of Private Security, including its development, philosophies, responsibilities and functions, plus its principles, legal authority, and effects on society.
- CJUS 246 **RISK MANAGEMENT** (3) (CJUS646) This course presents a rigorous introduction to the theoretical concepts of Risk Management, through various analytical concepts, survey techniques, insurance requirements, program development and operational activities, from a security practitioner's perspective.
- CJUS 260 **CURRENT ISSUES IN CRIMINAL JUSTICE** (3) (CJUS660) A required course which complements CJUS 101 Introduction to Criminal Justice, Police Courts and Corrections, CJUS 103 Introduction to Corrections: Practice and Procedures, CJUS 621/631 Juvenile Justice in a Changing Society. The course relates numerous current political and social issues to adult and juvenile corrections.
- CJUS 265 **CLASS AND CLASS CONFLICT** (3) (SOCI365) This course deals with class, status, and power in social life. Systems of inequality examined within a cross-cultural perspective.
- CJUS 266 **CRIME & PERSONALITY** (3) (CJUS566, EDCO566, PSYC366) An elective course which complements the required CJUS 366 Understanding Juvenile and Adult Offender Behavior. This course deals with the root causes of crime in the individual and in the culture. Consideration of personality dynamics and treatment approaches are major elements of this course.
- CJUS 276 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS676, PSYC276) An elective course dealing with types and causes of juvenile delinquency together with brief case history analysis.
- CJUS 321 **JUVENILE JUSTICE IN A CHANGING SOCIETY** (3) (CJUS621) A required course emphasizing juvenile court philosophy and practices, prevailing case law, applicable federal and state legislation, current trends and development of standards, alternatives to incarceration, comparison of the treatment of the juvenile offender in the juvenile justice system as opposed to the adult system, and a historical overview.
- CJUS 332 **CAPITAL PUNISHMENT: OTHER ISSUES** (3) Presents very thoroughly the debate on the effectiveness, desirability, and especially the ethics of capital punish-

ment. While this is an elective course, it is a very strong course and the morality of the death penalty is a major component.

- CJUS 336 **UNDERSTANDING JUV/ADULT OFFEND BEHAVIOR** (3) (CJUS636) This required course explores types of offenders, including special issues of women and offenders with special needs, the origins of criminal behavior, and subcultures.
- CJUS 350 **TREATING SEX OFFENDERS & VICTIMS** (1) (EDWS440, PSYC267, SOCW350) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.
- CJUS 364 **OVERVIEW OF CONTEMP CORRECTIONS** (3) (CJUS664) Compares historical and contemporary methodologies, presents and critiques jail and prison programs, applies court decisions to current practices, and generally analyzes institutional and non-institutional corrections in relation to today's social and political realities. Staff and inmate rights and responsibilities are presented within the context of ethical and legal requirements.
- CJUS 381 **METHODS OF RESEARCH IN CJUS** (3) Acquaints the student with research methodology in general, and explores the value and ethics of particular research areas such as evaluative research etc.
- CJUS 391 **PRACTICUM IN CRIMINAL JUSTICE** (3) A required, non-classroom, on-the-job experience which provides the student the opportunity to observe correctional, law enforcement, or court settings; relate to professionals in the field; and obtain "hands-on" experience which cannot be obtained as effectively any other way. This required course strongly complements CJUS 103 Introduction to Corrections: Practice and Procedures; CJUS 260 Current Issues in Criminal Justice; CJUS 264 Overview of Contemporary Corrections; and CJUS 321 Juvenile Justice in a Changing Society, by providing actual experience in these areas. This practicum requiring 300 clock hours is one of the very major ingredients and one of the best experiences provided to the student in the entire program. The opportunity presented for them to integrate the theory and concepts presented in the classroom with day to day reality and actual practice of the profession is invaluable.
- CJUS 392 **CRIMINAL JUSTICE PRACTICUM II** (3) An elective, non-classroom, on-the-job experience which provides the student additional opportunity to integrate the theory and concepts presented in the classroom with day to day reality and actual practice of the profession. This practicum requires 300 clock hours. See CJUS 391 for more information about the types of activities that might be included.
- CJUS 430 **INTRO TO RATIONAL BEHAVIOR THERAPY** (2) (EDCO434) An elective course which gives the student the opportunity to learn specific modes of relating in a therapeutic context and, as such, enhances CJUS 243 Correctional Counseling and Communications and adds an additional dimension.
- CJUS 434 **THE DISRUPTIVE CHILD** (3) (CJUS634) A view of children's behavior-disruptive vs. delinquent. Diagnosis, treatment, and other diversionary practices are studied.
- CJUS 439 **CRIMINALISTICS II** (3) Reviews the more intricate areas of anthropology, questioned documents, DNA processes, legalities of homicide scenes, and scientific applications of homicide.
- CJUS 441 **RATIONAL-EMOTIVE BEHAVIOR THERAPY II** (1) The course is designed to assist the graduate and undergraduate student in the intricacies of REBT theory, concepts, comprehension, and application.
- CJUS 444 **ADDICTIVE BEHAVIORS** (3) (SOCW444) Examination of addiction theory and process through comparison of variety of substance and process addictions. Prerequisite: PSYC 101, SOCI 101, SOCW 167 or permission of instructor
- CJUS 449 **CRIMINALISTICS III** (3) This course is designed to familiarize the undergraduate and graduate student in specific areas of forensic science. The areas included in this course are forensic psychology, drug analysis, hostage negotiation techniques, legal considerations in crime scene investigations and forensic anthropology issues.
- CJUS 463 **COUNSELING CHALLENGING YOUTH** (1) (EDWS563, PSYC380, SOCW463) Workshop participants will learn a number of practical strategies for

building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstration, small group activities, and role plays.

- CJUS 499 **SPECIAL READINGS IN CJUS** (0 to 3) A selective number of texts, periodicals, research papers, etc., related directly to areas of criminal justice are reviewed and student reports critiqued.

### Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- CJUS 566 **CRIME & PERSONALITY** (3) (CJUS266, EDCO566, PSYC366) An elective course which complements the required CJUS 366 Understanding Juvenile and Adult Offender Behavior. This course deals with the root causes of crime in the individual and the culture. Consideration of personality dynamics and treatment approaches are major elements of the course.
- CJUS 599 **SPECIAL READINGS IN CORRECTIONS** (0 to 3) Reviews the current criminal justice literature in areas of research, treatment, management, law, and forensic science within the criminal justice arena.
- CJUS 606 **CRIMINOLOGY** (3) Presents and analyzes multiple theories in the etiology of crime; both internal and external theories of causality are explored; presents and contrasts several societal reactions to the crime complex; and critically evaluates numerous contemporary methodologies. Learning Theories, Subcultural Theories, Theories of Limited Opportunity Structure, etc., are examined to enhance student's understanding of typologies of offender behavior and offense types. Offenders with special needs, cultural diversity, women's issues and chemical dependency are all presented in relation to the crime complex in America today.
- CJUS 608 **COMMUNITY-BASED CORRECTIONS** (3) Theory and practice in non-institutional model.
- CJUS 610 **BASIC CONST LAW & AMER JUSTICE I** (3) (CJUS210) Examines the principles, structures, and functions of the courts. Special emphasis is given to rights and obligations of various role players in the criminal justice system, including especially those who work within the correctional facilities.
- CJUS 611 **LAW & JUSTICE IN AMERICA** (3) Presents legal issues in all three segments of the American criminal justice system. Constitutional and statutory rights and obligations are considered along with policy considerations. Major emphasis in the course is placed on student initiative in learning. Therefore, it is strongly recommended that CJUS 610, Basic Constitutional Law & American Justice or its equivalent be completed before enrolling in this course.
- CJUS 620 **SOCIOLOGY OF CRIME & DELINQUENCY** (3) Social foundations of the criminal justice system are examined, along with the social causation of crime and societal response. The understanding of crime within the social context is presented along with in-depth exploration of cross-cultural, subcultural and other demographic expositions.
- CJUS 621 **JUVENILE JUSTICE IN A CHANGING SOCIETY** (3) (CJUS321) Critiques the development of social control of child behavior in the U.S. from its historical roots to contemporary times. Presents and analyzes legal trends in juvenile court and correctional operations and evaluates contemporary practice and methodology in the juvenile justice system and in the adult system. Landmark legal cases from *Kent v. U.S.* through *Shall v. Martin* and other currently prevailing decisions are related to their impact on current practice. Concepts such as waiver, status offenders, and violence in contemporary society are given special attention in relation to their ethical and legal dimensions.
- CJUS 630 **BASIC CONST LAW & AMERICAN JUSTICE II** (3) (CJUS230) Emphasizes application to issues of jurisdiction, processes, and constitutional principles affect-

- ing them. Special focus is given to management and procedural issues, and this course, in combination with the previously listed CJUS 210, presents a very strong treatment of all legal and ethical issues.
- CJUS 634 **THE DISRUPTIVE CHILD** (3) (CJUS434) A view of children's behavior-disruptive vs. delinquent. Diagnosis, treatment, and other diversionary practices are studied.
- CJUS 636 **UNDERSTAND JUV/ADULT OFFEND BEHV** (3) (CJUS336) This required course explores types of offenders, including special issues of women, and offenders with special needs, the origins of criminal behavior and subcultures.
- CJUS 642 **CRIMINAL JUSTICE ADMINISTRATION** (3) Presents organizational and management theories and practices within criminal justice settings. Management styles, management by objectives, total quality management etc., are all related to issues of contemporary practice in prisons, probation, and parole and juvenile justice. Legal and ethical considerations are related to actual practice situations.
- CJUS 643 **CORRECTIONAL COUNSELING & COMM** (3) (CJUS243) Deals directly with the necessary verbal, nonverbal, and writing skills. It also emphasizes cross-cultural communication and presents practical skill exercises relating to all of the above.
- CJUS 645 **PRIVATE SECURITY** (3) (CJUS245) This course provides a rigorous introductory foundation to the field of Private Security, including its development, philosophies, responsibilities and functions, plus its principles, legal authority, and effects on society to the present state.
- CJUS 646 **RISK MANAGEMENT** (3) (CJUS246) This course presents a rigorous introduction to the theoretical concepts of Risk Management, through various analytical concepts, survey techniques, insurance requirements, program development and operational activities, from a security practitioner's standpoint.
- CJUS 660 **CURRENT ISSUES IN CRIM JUSTICE** (3) (CJUS260) A required course which complements CJUS 101 Introduction to Criminal Justice: Police, Courts and Corrections, CJUS 103 Introduction to Corrections: Practice and Procedures, and CJUS 621/321 Juvenile Justice in a Changing Society. It relates numerous current political and social issues to adult and juvenile corrections.
- CJUS 664 **OVERVIEW OF CONTEMPORARY CORRECT** (3) (CJUS364) Compares historical and contemporary methodologies; presents and critiques jail and prison programs and practices including issues of security, classification, etc., applies pertinent court decisions to current practices and generally analyzes institutional and non-institutional corrections in relation to today's social and political realities. Staff and inmate rights and responsibilities are presented with both their legal and ethical dimensions.
- CJUS 676 **PSYCHOLOGY OF DELINQUENCY** (2) (CJUS276, PSYC276) An elective course dealing with types and causes of juvenile delinquency together with brief case history analysis.
- CJUS 683 **RESEARCH & PLANNING IN CJUS** (3) Social and policy science research designs applied to policy formulation, implementation and evaluation. Models are presented and analyzed and the link of research to practice is clearly established.
- CJUS 784 **RESEARCH ESSAY: SEMINAR** (3) Completion of an acceptable research paper. Individual research designs are directed and executed in the classroom setting.
- CJUS 792 **INTERNSHIP** (3) Non-classroom program of 300 clock hours in correctional, law enforcement, or court setting under academic supervision gives student opportunity to actually apply criminal justice theory, knowledge and intervention skills in the "real world" of law enforcement, court or correctional practice. Opportunity is presented to acquire understanding of the criminal justice complex and the service delivery system in the community. This "hands-on" experience enables students to begin to appreciate the need for functional professional relationships, differing organizational needs within the institutional or non-institutional setting, and especially to evaluate their own response to the demands

and challenges of actual work in a correctional setting. This is an essential part of the student's program and is absolutely required and can never be waived for graduation from the program.

## (CLAS) Classics

### Undergraduate Courses

- CLAS 101 **ANCIENT MEDITERRANEAN CIV I: GREECE** (3) An introduction to the methodologies of ancient historical study and an account of the growth and development of ancient Greek civilization from the prehistoric to the Roman era.
- CLAS 102 **ANCIENT MEDITERRANEAN CIV II: ROME** (3) An introduction to the methodologies of ancient historical study and an account of the growth and development of ancient Roman civilization from its archeological and legendary beginnings through the Roman republic into the time of the emperors.
- CLAS 130 **STUDIES IN THE EPIC** (3) (ENGL130) An inquiry into the epic genre, the epic hero, and epic values through a careful reading of several ancient and medieval poems.
- CLAS 142 **CLASSICAL TRAGEDY** (3) (ENGL142) A study of the tragic form, its poetry, and its use of myth through a careful reading of several plays of Aeschylus, Sophocles, Euripides, and Seneca.
- CLAS 146 **CLASSICAL COMEDY & SATIRE** (3) (ENGL146) A study of ancient classical writings, comedies, which were presented on the stage, and satirical poems.
- CLAS 205 **CLASSICAL LIT & MORAL IMAGINATION** (3) An examination of ethical and social issues drawn from the Greco-Roman past which illuminate contemporary society. Fulfills E/RS Focus Literature and the Moral Imagination requirement. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- CLAS 217 **INTRO TO THE CHURCH FATHERS** (3) (THEO217) The first centuries of Christianity as reflected in the patristic writers. The chief Fathers. The evolution of doctrine. The unfolding of revelation. The consciousness of the indwelling spirit.
- CLAS 240 **WORLD MYTHOLOGY** (3) The western tradition will be examined through in-depth comparative studies of classical mythology with the mythologies of the world (myths from but not limited to Asia, Central, South, and North America, Africa, the Near East and Polynesia). This course emphasizes understanding mythologies as symbolic cultural systems expressing societal values.
- CLAS 241 **CLASSICAL MYTHOLOGY: ART** (3) A study of ancient classical myths, primarily through artifacts and works of art, highlighting the meaning and influence of its myths.
- CLAS 242 **CLASSICAL MYTHOLOGY: LITERATURE** (3) A study of the ancient classical myths, primarily through its surviving literature, highlighting the meaning and influence of its myths.
- CLAS 251 **NEAR EASTERN MYTHOLOGY: ART** (3) The major monuments of Greek antiquity explored as a backdrop to the art history and literature of ancient Greece.
- CLAS 252 **NEAR EASTERN MYTHOLOGY: LIT** (3) The major monuments of Roman antiquity explored as a backdrop to the art, history, and literature of ancient Rome.
- CLAS 261 **GREEK ARCHAEOLOGY** (3) The major monuments of Greek antiquity explored as a backdrop to the art, history, and literature of ancient Greece.
- CLAS 262 **ROMAN ARCHAEOLOGY** (3) The major monuments of Roman antiquity explored as a backdrop to the art, history, and literature of ancient Rome.
- CLAS 371 **ART/ARCH/ECON/SOC-LATE ANTIQUITY** (3) A study of the coexistence of several religious and ethical systems, highlighting symbiosis and cross-fertilization. Fulfills the E/RS Focus elective. Pre-requisite or Co-requisite: THEO 111, PHIL 100
- CLAS 372 **WOMEN IN ANTIQUITY** (3) A multi-media study of the lives of Greek and Roman women and minorities organized around topics and issues of contemporary

interest. Fulfills the E/RS Focus Elective. Pre-requisite or Co-requisite: PHIL 100 THEO 111

CLAS 397 **DIRECTED STUDY** (1 to 3) Credit and content of course by advance agreement between the professor and student.

CLAS 399 **HAB CAPSTONE THESIS** (1 to 3) Senior thesis/pre-seminar course.

## (COMM) Communication Arts

### General Courses

COMM 100 **SURVEY OF COMMUNICATION STUDIES** (3) Surveys the development of major areas of study in communication. Fulfills Cultural Diversity Elective.

COMM 101 **ORAL COMMUNICATION** (3) Speech fundamentals as applied to public speaking and listening skills.

COMM 103 **HUMAN COMMUNICATION** (3) Speech fundamentals as applied to public speaking, interpersonal communication, and group dynamics. NOTE: not available to Communication Arts majors

COMM 106 **EFFECTIVE WRITING** (3) This course offers creative solutions to writing problems in a variety of practical and theoretical situations.

COMM 110 **ART OF THE FILM** (3) Film as a modern art form, treating motion, sound, editing, light, acting, director's style, and film analysis.

COMM 111 **FILM HISTORY AND DIRECTORS** (3) Motion picture history with a focus on certain great directors.

COMM 112 **MEDIA AESTHETICS** (3) Principles of visual and aural aesthetics especially as applied to television and motion pictures.

COMM 113 **NON-FICTION FILM** (3) Development of the nonfiction film from Flaherty to "cinema of truth." Current documentaries on controversial topics will be stressed.

COMM 114 **FILM CRITICISM** (3) Cultivating criteria for judging films from viewing and analysis. Leading theories studied.

COMM 197 **A SOCIAL & CULTURAL HIST OF AMER MOVIES** (2) (HIST285) Hollywood has always taken historical themes for some of its most ambitious projects, a trend that has become even more pronounced in the past decade. What has not always been understood is that Hollywood and the development of the American movie industry has been a central element in the social and cultural history of 20th century America. Thus, this workshop has two purposes: to critically examine various film images of American history and equally important, to place Hollywood and its products in the larger context of 20th century American history.

COMM 199 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or area in communication. Pre-requisite: Permission of advisor

COMM 202 **PERFORMANCE STUDIES: PERFORMING TEXTS** (3) The study, through analysis and individual performance, of a variety of aesthetic texts: interpersonal, literary and cultural.

COMM 203 **PERFORMANCE STUDIES: STAGING TEXTS** (3) Theory and practice of staging aesthetic text for group performance with emphasis on adapting, compiling and directing. Texts may include literature, ethnographic material, music, recorded conversations and mediated images.

COMM 207 **INTERPERSONAL COMMUNICATION** (3) Understanding of and classroom practice in effective communication between persons.

COMM 209 **GROUP DYNAMICS** (3) Dynamic and participative strategies in group process skills. Learn by participating and doing.

COMM 216 **PHOTOGRAPHY I** (3) The camera-structure and use. Composition, pictorial arrangement, techniques in shooting. Optics and exposure, emulsions, filters, and lighting. Techniques of laboratory developing.

COMM 217 **ACTING I** (3) An introduction to and familiarization with the basic principles of acting as they deal with the creation and interpretation of a role in a specific play.

COMM 218 **INTRODUCTION TO THE THEATER** (3) Designed to acquaint students with the operation and administration of professional theater.

- COMM 222 **COMMUNICATION THEORY** (3) Nature, purpose, scope, and process of communication. Models, learning, language, and certain theories.
- COMM 223 **SURVEY OF MASS MEDIA** (3) Models and processes of mass communication, including electronic media, advertising, film, records, etc.
- COMM 224 **INTERCULTURAL COMMUNICATION** (3) This course looks at the variety of ways cultures can influence the way we use and interpret formal and informal communication, and what that means to us as citizens of the world.
- COMM 280 **ALFRED HITCHCOCK IN HOLLYWOOD** (2) (EDWS284, HIST280) This course is designed for undergraduates and serves as both an in-depth investigation of a major artist and an exploration of American attitudes and institutions during World War II, the Cold War, and the upheavals of the 1960s and early 70s. Students are required to do a significant amount of reading and writing.
- COMM 288 **UN-“HAPPY DAYS”: FEAR IN 1950s** (2) (EDWS288, HIST288) This course is designed for undergraduates and serves to introduce students to the study of mass media as well as a crucial decade in American history. It also explores the use and misuse of history, calling into question the tendency to serve up history in ten year units (i.e., the opening lecture is “The Fifties: 1935-1992”). Students are required to do a significant amount of reading (two books and a handful of reviews) and writing (five short reaction papers and a longer analytical paper).
- COMM 289 **MOVIES AND CITIES** (2) (HIST289, SOCI289) The course is designed for undergraduates and serves as an introduction to both American urban history and the history of movies. It also acquaints students with interdisciplinary methods. Students are required to do a significant amount of reading and writing.
- COMM 297 **AMERICA THROUGH THE LENS** (2) (EDWS286, HIST286) Films and television programs will be analyzed in order to both identify the cultural and historical messages they contain. The formulas and conventions of Hollywood genres will be examined. This understanding of genre will serve as a primary analytical tool as we de-construct the films and television programs studied in class.
- COMM 299 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or area in communication. Pre-requisite: Permission of advisor.
- COMM 301 **PRESENTATIONAL SPEAKING** (3) Preparation and delivery of oral presentations for business and professions with emphasis on persuasion, evidence, organize sequences, and uses of multimedia aids. Pre-requisite: COMM 101
- COMM 310 **THE HORROR FILM** (3) An analysis and history of the horror film, with attention to the myths behind the subject matter.
- COMM 311 **THE WESTERN FILM** (3) An analysis and history of western film with attention to the reality and myths behind the subject matter.
- COMM 312 **HISTORY OF THE DETECTIVE FILM** (3) A look at the mythic dimensions behind this particularly endemic American film genre.
- COMM 316 **PHOTOGRAPHY II** (3) Lecture-lab experience to improve skills in creating and developing quality photographs. Pre-requisite: COMM 216 or approval of instructor
- COMM 317 **ACTING II** (3) Intensive study of acting theory and practice. Pre-requisite: COMM 217 or approval of instructor
- COMM 318 **DIRECTING FOR THE STAGE** (3) A practical course exploring the artistry and technique of the stage director. Work required on main stage productions. Pre-requisite: COMM 217 or approval of instructor
- COMM 327 **INTERPERSONAL CONFLICT MGMT** (3) An examination of the process nature of conflict and an evaluation of various conflict styles.
- COMM 329 **COMMUNICATION RESEARCH TECHNIQUE** (3) Studies the major techniques for conducting research for communication; primary and secondary research.
- COMM 364 **SPECIAL EVENTS PLANNING** (3) This course is designed to introduce students to the process involved in planning, organizing, and executing major events. Pre-requisite: COMM 230 or COMM 240 or COMM 260 or COMM 270
- COMM 399 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or idea in communication. Pre-requisite: Permission of advisor

- COMM 403 **ARGUMENTATION AND DEBATE** (3) Practice in the skill of reasoned argumentation, research and analysis through the debate activity. Pre-requisite: COMM 101 or approval of instructor
- COMM 406 **TECHNICAL WRITING** (3) An examination of those particular writing skills used in the development of training manuals.
- COMM 410 **WAR & PEACE IN LITERATURE & FILM** (3) (POLI410) Overview of political issues related to war and peace illustrated with examples from literature and film. Treatment of war and peace in the media from Civil War to Vietnam War.
- COMM 411 **SHORT STORY/SHORT FILM** (3) A detailed study of the film versions of some famous short stories. Comparisons and contrasts will illuminate the author's point of view behind the changes involved.
- COMM 423 **GENDER AND COMMUNICATION** (3) An examination of gender differences in communication and how they impact our daily lives.
- COMM 424 **NON VERBAL COMMUNICATION** (3) The study of the various components of nonverbal communication and how they greatly influence our lives in many arenas, including the family, politics, and the workplace.
- COMM 499 **SPECIAL STUDY** (1 to 3) An in-depth study of a specific topic or area in communication. Pre-requisite: Permission of advisor

## COMMUNICATION ARTS: ADVERTISING

The goal of the advertising area is to prepare students for a career in the field of advertising. This program offers a comprehensive study of advertising including the principles of advertising, copywriting, media planning, research, and management. Students work closely with the faculty and their academic advisors in planning their course of study and career options.

- COMM 230 **INTRODUCTION TO ADVERTISING** (3) A comprehensive examination of the advertising process and the principles involved in its preparation and production. Focus is on the three major components of advertising: the audience, the message, and the channels.
- COMM 231 **ADV PRODUCTION TECHNIQUES** (3) The objective of this course is to familiarize the advertising major with the fundamentals of producing advertisements for print and the electronic media.
- COMM 232 **DESKTOP PUBLISHING IN ADV** (3) Teaches the student the skills required to produce advertising layouts, newsletters, and presentation materials, using computers and desktop publishing software programs in Xavier University's computer laboratories.
- COMM 235 **DESKTOP IMAGING** (3) Students will be given a basic knowledge of and hands-on training in the use of Adobe Photoshop software.
- COMM 330 **CREATIVE CONCEPTS IN ADVERTISING** (3) This course analyzes the creative, research, and business principles involved in the preparation of the advertising message. It focuses on the copywriting and design process, and the development of the advertising campaign. Pre-requisite: COMM 230
- COMM 332 **MEDIA PLANNING** (3) A study of the characteristics of the various communication media and the methodologies employed in measuring their relative efficiencies in delivering the advertising message to the target audiences. Pre-requisite: COMM 230
- COMM 334 **ADVERTISING IN MODERN SOCIETY** (3) This course examines the complex role that advertising plays in our society, from its economic importance to its social effects.
- COMM 338 **INTERNSHIP IN ADVERTISING I** (3) Practical experience in a real world situation.
- COMM 430 **ADVERTISING CAMPAIGNS** (3) Case histories of recent brand advertising campaigns conducted by US companies and practical experience in developing campaigns for real brands using real background data.

- COMM 432 **DIRECT RESPONSE ADVERTISING** (3) Examines the structure and organization of direct response advertising. Focus will be on creative methods and research procedures for preparing and evaluating direct advertising campaigns.
- COMM438 **INTERNSHIP: ADVERTISING II** (3) Practical experience in a real world situation.
- COMM 439 **SEM: ADVERTISING PRACTICE & MGMT** (3) This course examines how advertising is applied and managed in order to achieve an organization's marketing objectives. Utilizes materials taught in other advertising courses. Pre-requisite: COMM 330, COMM 332

## COMMUNICATION ARTS: ELECTRONIC MEDIA

The Electronic Media major will prepare students for entry-level positions in radio, television, cable, and corporate video. The program emphasizes those skills which are necessary for work in both the commercial and noncommercial broadcast areas, as well as corporate uses of the electronic media.

- COMM 240 **FUNDAMENTALS: ELECTRONIC MEDIA** (3) History and current developments. Basic technical matters which dictate the shape and form of the electronic media.
- COMM 250 **VIDEO PRODUCTION & TECH** (3) Operation of video equipment including cameras, switcher, audio, character generator, VTRs and lighting. Basic video production techniques (studio and field) including 3/4" editing.
- COMM 251 **RE-THINKING THE MEDIA** (3) This "think-tank" experience combines ethical considerations with social awareness and media literacy to address this question: What could television be like if it served the authentic and higher needs, wants, interests and aspirations of the public?
- COMM 254 **TELEVISION PROGRAM DEVELOPMENT** (3) The design, development, and scripting of professional-level programming. Stresses critical thinking, organization, imagination, and communication strategies.
- COMM 340 **AUDIO PRODUCTION & TECHNOLOGY** (3) This course deals with the technical and theoretical basis, including techniques of tape editing, special effects, commercial production, and documentary production. Lab.
- COMM 341 **RADIO LAB** (3) Advanced experience in production and public radio operations-WVXU. Pre-requisite: COMM 340 or permission of advisor
- COMM 343 **RADIO/TV/CABLE PROGRAMMING** (3) The practical and theoretical world of programming for the electronic media. Pre-requisite: COMM 240
- COMM 344 **BROADCAST ANNOUNCING** (3) Principles, preparation, and delivery of announcements, newscasts, and other projects. Pre-requisite: COMM 340
- COMM 345 **INTRO TO BROADCAST JOURNALISM** (3) Survey of writing styles used in the broadcast industry, including advertising, journalism, and script writing. Pre-requisite: COMM 240
- COMM 346 **INTRO TO BROADCAST WRITING** (3) Survey of writing styles used in the broadcast industry, including advertising, journalism, and script writing. Pre-requisite: COMM 240
- COMM 347 **BROADCAST SALES** (3) Giving the potential sales representative the proper background to make sales calls, understand the media business from a sales standpoint, and overcome common obstacles. Pre-requisite: COMM 240
- COMM 348 **INTERNSHIP IN ELEC MEDIA RADIO I** (3) Practical experience in a real-world situation.
- COMM 350 **TELEVISION LAB** (3) Experience in TV production or research. Pre-requisite: COMM 250
- COMM 352 **TELEVISION NEWS PRODUCTION** (3) Introduction to the process of assembling and producing local television news programs.
- COMM 353 **TELEVISION ON CAMERA PERFORMANCE** (3) Basic skills, techniques, and procedures for on-air talent to develop a professional level of performance for news, public affairs, talk shows and commercials.

- COMM 355 **TELEVISION SCRIPT WRITING** (3) Introduction to the writing skills and mechanics of creating scripts for television.
- COMM 357 **TELEVISION SPORTS REPORTING** (3) What is covered, how it is covered, and why it is covered. Production, reporting, writing, videography, editing, on-the-air presentation, programming, play-by-play, and promotion.
- COMM 358 **INTERNSHIP: ELECTRONIC MEDIA/TV I** (3) Practical experience in a real world situation.
- COMM 440 **ADVANCED AUDIO PRODUCTION** (3) Continuation of COMM 340 for students interested in professional audio engineering. Pre-requisite: COMM 340 or approval of advisor
- COMM 444 **RADIO REPORTING & PERFORMANCE** (3) Gathering and reading of news, in-person and telephone interviews. News delivery styles. "Air-check" tape. Lab.
- COMM 446 **RADIO/TV NEWSWRITING** (3) Styles and formats of broadcast newswriting.
- COMM 447 **BROADCAST MANAGEMENT** (3) Study of station management, organization, and operational techniques. Pre-requisite: COMM 240
- COMM 448 **INTERNSHIP: ELECTRONIC MEDIA/RADIO II** (3) Practical experience in a real-world situation.
- COMM 450 **LIGHTING FOR TELEVISION & FILM** (3) Opportunities to address a wide variety of lighting challenges. Students work in the studio and in the field on specific advanced lighting techniques. Pre-requisite: COMM 250
- COMM 451 **INTRODUCTION TO VIDEO GRAPHICS** (3) Creative elements of conceptualizing, generation, and 2D animation within a high resolution paint system. Integration of paint system with live/video and character generation.
- COMM 452 **VIDEO POST-PRODUCTION** (3) Operation of advanced post-production system. A/B Time Code Editing, switcher effects, electronic graphics and video paint system operation. Pre-requisite: COMM 250 or approval of instructor
- COMM 453 **AESTHETICS IN VIDEO POST-PRODUCTION** (3) Provides an understanding of and practice in the aesthetic principles and techniques of the video post-production process. Pre-requisite: COMM 452
- COMM 454 **INTRO TO NON-LINEAR VIDEO EDITING** (3) Teaches students how to use the AVID, non-linear editing system; also covers aesthetics and editor-client interaction. Pre-requisite: COMM 250
- COMM 455 **LIFESTYLES/WORKPLACES: TV & FILM** (3) Production and marketing approaches for the visual media as demonstrated by professionals in the field. Pre-requisite: COMM 250
- COMM 456 **ADVANCED TV PRODUCTION** (3) Students produce a scripted program. Focus on production values contributing to a professional quality program. Pre-requisite: COMM 250
- COMM 457 **CAMERAWORK IN TV & FILM** (3) Intensive focus on camera technique and operation for film and television. Pre-requisite: COMM 250
- COMM 458 **INTERNSHIP: ELECTRONIC MEDIA/TV II** (3) Practical experience in a real world situation.
- COMM 459 **TELEVISION DIRECTING** (3) Focus on developing creativity in context of directing in front of and behind the camera and from the control room. Pre-requisite: COMM 250

## **COMMUNICATION ARTS: ORGANIZATIONAL COMMUNICATION**

The Organizational Communication area will provide students with the knowledge and skills necessary for successful communication within organizations in both the public and private sectors. This major emphasizes the close relationship between effective communication and the successful operation of all organizations. Course content focuses on organization and communication theory, the development of personal and group oral and written communication skills, and on instilling the sense of social and ethical responsibility necessary for all members of an organization.

Students are encouraged to prepare themselves for a broad range of employment possibilities, which may include internal and external written communication, training, instructional development, special events planning and coordination, sales, marketing, speech writing, and promotions.

- COMM 260 **ORGANIZATIONAL COMMUNICATION** (3) Organization theories and key concepts provide the framework for addressing contemporary communication issues and how these issues affect individual, group, and organization performance and effectiveness.
- COMM 264 **PERSUASION** (3) The focus of this course is on teaching consumers of information how to analyze, respond to, and generate persuasive messages. A variety of organizational contexts will be examined, including politics, business, religion, and advertising.
- COMM 360 **ORGANIZATIONAL COMM THEORY** (3) Examines the theories which guide communication processes in organizations and how they influence coordination, motivation, leadership and productivity.
- COMM 363 **WRITTEN COMM IN ORGANIZATIONS** (3) This course deals with concepts which guide the writing of organizational communication professionals and practical application of those concepts. Standards of correctness are expected.
- COMM 366 **COMPUTER APPL IN ORGANIZATIONAL COMM** (3) This is a survey of how technology is used in organizational contexts.
- COMM 368 **INTERN IN ORGANIZATIONAL COMM I** (3) Practical experience in an organizational setting. Consult with your advisor for qualifications and requirements.
- COMM 460 **ADVANCED ORGANIZATIONAL COMM** (3) Critical case study analysis of communication processes and practices. Along with the analysis, students will be expected to construct proposals for interventions.
- COMM 462 **PRINCIPLES & PRACTICE OF INTERVIEWING** (3) This course teaches students the concepts behind and the skills to conduct the different kinds of interviews necessary for success in the organization, including employment, research and appraisal interviews.
- COMM 467 **CURRENT ISSUES IN ORGANIZATIONAL COMM** (3) An in-depth look at the most important communication problems and challenges facing organizations today.
- COMM 468 **INTERN IN ORGANIZATIONAL COMM II** (3) Practical experience in an organizational setting. Consult with your advisor for qualifications and requirements.
- COMM 469 **SENIOR SEM: ORGANIZATIONAL COMM** (3) The capstone course of the organizational communication major, this course asks students to use and reflect on the theories and skills they have learned throughout the major. Pre-requisite: Senior standing

## COMMUNICATION ARTS: PUBLIC RELATIONS

The Public Relations major combines comprehensive theory and specific practical skills, in the context of a humanistic liberal education, to prepare students for public relations careers in the corporate, private nonprofit, and public sectors; or for a broad range of other careers that benefit from careful thinking and clear communication.

- COMM 270 **PRINCIPLES OF PUBLIC RELATIONS** (3) Presents an overview of the theories and practices of public relations, its function in organizations, its history and development, and its role in society.
- COMM 271 **PUBLIC RELATIONS WRITING** (3) Develops skills in public relations writing, primarily for print media, including both public media and controlled media; laboratory approach includes writing with a computer. Pre-requisite: ENGL 101 or ENGL 115
- COMM 272 **PR PUBLICATION TECHNIQUES** (3) Develops skills in desktop publishing, as well as familiarity with traditional production techniques, to produce newsletters,

- brochures, flyers and other printed material used in public relations. Pre-requisite: ENGL 101 or ENGL 115
- COMM 275 **NEWSWRITING** (3) Develops skills used in writing for the printed public news media, as well as a journalistic perspective. Pre-requisite: ENGL 101 or ENGL 115
- COMM 276 **COPYEDITING** (3) Develops skills used in proofreading, rewriting, revising, and editing copy to effect a readable, contemporary style for print media. Pre-requisite: ENGL 101 or ENGL 115
- COMM 277 **NEWS REPORTING** (3) Develops skills used in the public news media to cover events, speeches and other news under deadline pressures; includes research and interviewing techniques. Pre-requisite: ENGL 101 or ENGL 115
- COMM 278 **BASICS OF PUBLISHING** (3) Presents the processes employed in publishing both public and controlled print media; includes both traditional and desktop publishing techniques.
- COMM 370 **MEDIA AND PUBLIC RELATIONS** (3) Presents the advanced practice of public relations, giving particular attention to the design and management of publicity and programs that deal effectively with the news media. Pre-requisite: COMM 270, COMM 271
- COMM 371 **ADVANCED PR WRITING** (3) Develops advanced writing skills for public relations programs; gives particular attention to backgrounds, brochures, handbooks, annual and quarterly reports, and scripts for broadcast, AV and film. Pre-requisite: COMM 271 or approval of coordinator
- COMM 374 **MEDIA ETHICS** (3) An examination of ethical problems within the mass media. Fulfills the E/RS Focus Elective. Pre-requisite: PHIL 100, THEO 111, ENGL 205 or CLAS 205
- COMM 375 **FEATURE WRITING FOR PUBLICATION** (3) Develops skill in writing feature articles for print media. Pre-requisite: ENGL 101 or ENGL 115 plus at least one additional college writing course
- COMM 376 **PR & FUNDRAISING: NONPROFIT ORGANIZATIONS** (3) Presents the principles and practices of public relations and fundraising as applied in the nonprofit sector, including such fields as human services, education, health care, the arts and culture, social action, and religion. Pre-requisite: Junior status
- COMM 377 **PR IN BUSINESS & INDUSTRY** (3) Presents the principles and practices of public relations as applied in the business and industrial sector; gives particular attention to such areas as employee relations and unionization, investor relations, marketing communications, and regulatory and governmental affairs. Pre-requisite: Junior status
- COMM 378 **INTERN: PUBLIC RELATIONS I** (3) Provides students with hands-on experience in a real public relations setting, under the direct supervision of a professional public relations practitioner. Pre-requisite: 15 hours of Communication Arts, including: COMM 270 and COMM 271, Junior status, approval of the coordinator of the public relations major
- COMM 470 **GOVERNMENT PR & PUBLIC AFFAIRS** (3) Presents the principles and practices of public relations as applied in government and politics, and as applied by the private sector in dealing with government.
- COMM 471 **WRITING FOR CORPORATE COMM** (3) Develops skills in writing position papers, executive speeches and other top-level corporate communications. Pre-requisite: COMM 271 or COMM 275
- COMM 474 **LAW & ETHICS IN MASS COMM** (3) Presents important ethical and legal issues which affect contemporary mass communication.
- COMM 477 **SENIOR SEMINAR: PUBLIC RELATIONS MGMT** (3) Presents management theories and techniques as applied to public relations activities and functions; workshop approach provides students skills for developing public relations campaigns. Pre-requisite: 15 hours of Communication Arts including COMM 270, COMM 271, Senior status
- COMM 478 **INTERN: PUBLIC RELATIONS II** (3) Provides students with advanced hands-on experience in a real public relations setting, under the direct supervision of a

professional public relations practitioner. Pre-requisite: 21 hours of Communication Arts including: COMM 378, Senior status, approval of the coordinator of the public relations major

- COMM 479 **PUBL RELATIONS ETHICS IN SOCIETY** (3) A comprehensive Senior-year seminar that examines the major ethical and legal principles that guide the responsible practice of professional communications in American society. Pre-requisite: Senior status

## (CSCI) Computer Science

### Lower Division Courses

- CSCI 115 **COMPUTER LITERACY FOR RADIOGRAPHY** (1) This course presents computer terminology and concepts with emphasis on applications in Radiologic Technology.
- CSCI 170 **COMPUTER SCIENCE I** (3) This course is an overview of computer science. Topics include problem solving and algorithms, machine architecture, operating systems, assembly language, higher level programming languages, compilers, limits of computation, networking, applications, and social/ethical issues. For CSCI majors/minors.
- CSCI 174 **PROGRAMMING IN "C"** (1) Introduction to the basic syntax of C through a series of weekly two-hour laboratory exercises and programming projects. Pre-requisite: CSCI 170 CSCI 180 or consent of instructor
- CSCI 175 **C/C ++** (3) Structured programming and problem solving. Data manipulation, functions, arrays, structures, pointers, and files. Fundamental algorithms. Pre-requisite: Proficiency in a structured computer language such as PASCAL
- CSCI 180 **COMPUTER SCIENCE II** (3) Program design: advanced syntax of a programming language; dynamic memory; recursion; sorting; searching; stacks; queues; social and ethical issues related to software design and reliability. Pre-requisite: CSCI 170
- CSCI 181 **COMPUTER SCIENCE LAB** (1) Introduction to the syntax of a programming language and to program design techniques. Co-requisite: CSCI 180
- CSCI 210 **MACHINE ORGAN & ASSEMBLY LANG** (3) Machine level representation of data, assembly level machine organization, memory system organization and architecture, number representation and errors, assembly language. Pre-requisite: CSCI 170
- CSCI 220 **DATA STRUCTURES & ALGORITHMS** (3) Trees, hashing, advanced sorts, numerical algorithms, algorithm analysis, algorithm design and problem solving strategies. Pre-requisite: CSCI 180 MATH 180
- CSCI 250 **LANGUAGES & AUTOMATA** (3) This course deals with finite-state-automata and regular expressions, context-free grammars, pushdown automata. Turing machines, computability and undecidability, complexity classes. Pre-requisite: MATH 180, CSCI 170, CSCI 180 recommended
- CSCI 260 **SOFTWARE ENGINEERING** (3) Presents software development process; software requirements and specifications; software design and implementation; verification and validation. Pre-requisite: CSCI 220
- CSCI 300 **PROGRAMMING LANGUAGES** (3) History of programming languages; virtual machines; sequence control; data control; scoping; parameter passing; sharing and type checking; run-time storage management; programming language semantics; programming paradigms. Includes a brief introduction to several different languages as examples of paradigms. Pre-requisite: CSCI 220, CSCI 250
- CSCI 310 **COMPILER CONSTRUCTION** (3) Study of grammars, syntax, semantics, interpreters, and compilers. Including the construction of a simple language and a compiler/interpreter. Pre-requisite: CSCI 220, CSCI 250, CSCI 260 is recommended

- CSCI 320 **OPERATING SYSTEMS** (3) Operating system software and hardware design and implementation; tasks and processes; process coordination, synchronization, and scheduling; physical and virtual memory organization; file systems and naming; security and protection. Pre-requisite: CSCI 210, CSCI 220, CSCI 260 is recommended
- CSCI 321 **NUMERICAL ANALYSIS** (3) (MATH321) Deals with accuracy; function evaluation and approximation; systems of linear equations; nonlinear equations; numerical differentiation and integration; solutions to differential equations. Pre-requisite: CSCI 180, MATH 171
- CSCI 330 **ADVANCED/APPLIED SYSTEMS** (3) Databases design, relational database, model, human-user interfaces, computer graphics, networking, device management, distributed and real-time systems. Pre-requisite: CSCI 320, CSCI 210, MATH 210 is recommended
- CSCI 350 **ADVANCED ALGORITHMS & THEORY** (3) Advanced algorithm design and analysis of algorithms; NP-Completeness, parallel algorithms; heuristic techniques for intractable problems. Pre-requisite: CSCI 220, CSCI 250 is recommended
- CSCI 370 **ARTIFICIAL INTELLIGENCE** (3) Methods of problem solving in artificial intelligence. Heuristics, evaluation functions, search strategies, and a survey of AI projects. Introduction to LISP or other language used for AI programming. Pre-requisite: CSCI 220
- CSCI 380 **TOPICS IN COMPUTER SCIENCE** (1 to 3) Advanced computer science topics, specified by instructor.
- CSCI 390 **SENIOR SEMINAR & PROJECT** (2 to 3) Design, implementation, documentation, and presentation of a significant computer science project. Pre-requisite: Senior Computer Science major
- CSCI 395 **CO-OP EDUCATION IN COMP SCI** (3) Integrates professional work experience with classroom training by providing students with advanced hands on work experience in a real software engineering environment under the direct supervision of a professional software developer. Pre-requisite: CSCI 170, CSCI 180, CSCI 181, CSCI 210, CSCI 220, CSCI 260, COMM 207; Students must meet Co-Op program requirements and have the approval of their departmental advisor
- CSCI 397 **SPECIAL READING IN COMP SCIENCE** (3) Credit by arrangement with instructor.

## (ECON) Economics

### Undergraduate Courses

- ECON 200 **MICROECONOMIC PRINCIPLES** (3) Principles governing the efficient allocation of the nation's scarce resources. Economic behavior of consumers, producers, and resource owners.
- ECON 201 **MACROECONOMIC PRINCIPLES** (3) This is a study of the economic activity of the economy as a whole. The role of public policy in relation to issues of full employment, price stability, economic growth, government finance, and international trade. Pre-requisite: ECON 200
- ECON 209 **ECONOMICS AND PUBLIC ISSUES** (3) Analysis of a series of public issues from economic and ethical perspectives. ECON 209 does not count as either an economics elective or a business elective, but does count as an E/RS Focus elective. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- ECON 300 **INTERNATIONAL TRADE & BUSINESS ENVIRONMENT** (3) An analysis of International Trade and Finance, the behavior of the multinational enterprise, and the impact of the global economy on traditional business strategies. Pre-requisite: ECON 201
- ECON 303 **CO-OP EDUCATION/ECONOMICS: JR** (3 to 6) An elective cooperative experience where students earn academic credit while performing approved eco-

- conomic-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.750 GPA, departmental approval
- ECON 305 **MICROECONOMIC ANALYSIS (3)** An in-depth study of consumer behavior, production costs, the firm, market structure, factor markets, and general equilibrium analysis. Pre-requisite: ECON 201
- ECON 306 **MACROECONOMIC ANALYSIS (3)** Theoretical foundations of understanding GDP, inflation, unemployment, and economic growth. Controversies in modern macro theory. Pre-requisite: ECON 201
- ECON 315 **HISTORY OF ECONOMIC THOUGHT (3)** Ideas and theories of major contributors to economic thought, including, Smith, Mill, Marx, and Keynes. Primary sources will be used. Fulfills the E/RS focus elective. Pre-requisite: ECON 201, PHIL 100, THEO 111
- ECON 320 **NATURAL RESOURCE ECONOMICS (3)** Economic analysis of managing the environment and allocating natural resources. Historical roots and ethical consequences of existing problems and policies are explored. Fulfills the E/RS Focus elective. Pre-requisite: ECON 200 Pre-requisite or Co-requisite: PHIL 100 , THEO 111
- ECON 323 **INTRO TO MATHEMATICAL ECONOMICS (3)** Synthesis of mathematical techniques and economic theory. A mathematical review of economic models, static equilibrium, comparative statics, optimization, dynamic analysis, and mathematical programming. Pre-requisite: ECON 201, MATH 150
- ECON 330 **COMPARATIVE ECON SYSTEMS (3)** Study of systemic properties of alternative capitalist, socialist, traditional, and utopian economies. Pre-requisite: ECON 201
- ECON 340 **U.S. ECONOMIC HISTORY (3)** (HIST320) Study of the economic evolution of the U.S. from colonial times to the present. Pre-requisite: ECON 201
- ECON 341 **ECON OF DEVELOPING COUNTRIES (3)** Analysis of the main problems of developing countries, methods of generating growth and development, and consideration of the international distribution of wealth. Pre-requisite: ECON 201
- ECON 390 **TOPICS IN ECONOMICS (3)** Selected problems. Examples include: energy, natural resource, environmental and urban economics. May be taken for credit more than once. Pre-requisite: ECON 201
- ECON 398 **SEM: ENVIRONMENTAL STUDIES (3)** (BIOL398) A practicum which provides experience in measuring environmental damage and performing cost benefit analysis of alternative solutions. A local environment issue is selected and each student is responsible for investigating a facet of the problem, analyzing and interpreting data, and exploring the economic, ecological and ethical consequences of alternative problem resolutions. Pre-requisite: BIOL 250, ECON 320
- ECON 403 **CO-OP EDUCATION/ECONOMICS: SR (3 to 6)** An elective cooperative experience where students earn academic credit while performing approved economic-related work experience. Pre-requisite: MGMT 301, 55 credit hours completed, 2.75 GPA, departmental approval required
- ECON 406 **ADVANCED MACROECONOMICS (3)** Detailed study of varying topics in macroeconomic analysis. Pre-requisite: ECON 306
- ECON 410 **APPLIED ECONOMETRICS (3)** The construction and testing of economic models. Emphasis given to linear regression techniques, special problems in estimating economic relationships, and interpretation of results. Pre-requisite: ECON 305 or ECON 306, STAT 200
- ECON 430 **INDUSTRIAL ORGANIZATION (3)** Basic conditions, market structures, conduct and performance of American industry. Public policy related to the problems of monopoly and business conduct. Pre-requisite: ECON 305
- ECON 440 **PUBLIC FINANCE (3)** Role of government in the economy. An analysis of the principles of government expenditure and taxation. Pre-requisite: ECON 305
- ECON 450 **INTERNATIONAL ECONOMICS (3)** Basis for trade between nations. Barriers to trade. Balance of payments. Exchange rate determination. Monetary and fiscal

policies in an open economy. Pre-requisite: ECON 305 Pre-requisite or Co-requisite: ECON 306

- ECON 460 **LABOR ECONOMICS** (3) Analysis of labor market behavior. Issues of compensation, human capital investment, unionization, discrimination, and the influence of the labor market on the macro economy. Pre-requisite: ECON 305
- ECON 495 **MANAGERIAL ECONOMICS** (3) Applied microeconomic analysis for decision-making within the business firm. Emphasis on forecasting, demand and cost estimation, pricing techniques, project and risk evaluation. Pre-requisite: ECON 305, STAT 200
- ECON 499 **TUTORIAL COURSE** (2 to 3) Special reading and study for advanced students. Approval of department chair and dean required.

#### **Graduate Courses**

- ECON 705 **APPLIED ECONOMIC ANALYSIS** (4) Students analyze the economic behavior of the consumer and producer and combine economic theory and applications in order to understand and evaluate the national and international environment. Classical and contemporary economic models provide the framework for analysis and real world application. Current economic issues and the impact of monetary and fiscal policies are considered. Pre-requisite: Admission to the Executive MBA program
- ECON 801 **MACROECONOMIC ANALYSIS** (2) Introduction to the economic way of thinking: scarcity, choice, opportunity cost, comparative advantage, and supply and demand analysis. Basic macroeconomic terminology. The aggregate demand explanation of economic fluctuations. Introduction to monetary and fiscal policy.
- ECON 802 **MICROECONOMIC ANALYSIS** (2) Study of the implications of rational decision-making for consumer and business behavior. Allocation of resources in market economies; concepts of economic efficiency and market failure. Impact of market structure on performance and behavior of firms. Pre-requisite: ECON 801 or equivalent
- ECON 901 **GLOBAL ECONOMIC ENVIRONMENT** (3) Description and analysis of macroeconomics policies in a global environment, with emphasis on how international trade and capital flows affect the impact of monetary, fiscal, and supply-side policies on traditional macroeconomic variables. Pre-requisite: ECON 801, ECON 802 or equivalent
- ECON 902 **MANAGERIAL ECONOMICS** (3) Economic analysis as applied to practical business operations. Topics include demand analysis, forecasting, cost analysis, and pricing techniques. Pre-requisite: ECON 901
- ECON 927 **INTERNATIONAL ECON & BUSINESS** (3) Study of the growth and direction of trade, internationalization of business, and role of governments. Mechanics of financing foreign trade and investment. Pre-requisite: ECON 801
- ECON 932 **BUSINESS FORECASTING** (3) Development and application of statistical techniques used in short-term forecasting. Pre-requisite: STAT 801, ECON 901
- ECON 935 **BUSINESS & PUBLIC POLICY** (3) Analysis of the role and impact of public policy in a market environment including an analysis of the causes and consequences of market failure, antitrust legislation and enforcement issues, and social regulation such as consumer and environmental protection legislation. Pre-requisite: ECON 901
- ECON 990 **SEM: CURRENT ECON PROBLEMS** (3) Topics selected from current significant theory and policy issues. Pre-requisite: ECON 901
- ECON 995 **INDIVIDUAL READINGS & RESEARCH** (2 to 3) Open to especially qualified students with the consent of the department chair and dean.

# Education (ED\_ \_)

## (EDAD) EDUCATION: ADMINISTRATION

### Graduate Courses

- EDAD 543 **SUPERVISION OF INSTRUCTION** (3) Study of formative and summative supervision processes with emphasis on accountability and utilizing supervision for individual professional growth. Includes practical application of state mandated instructional policies and processes.
- EDAD 547 **CONTEMPORARY PROBLEMS OF ED** (1 to 3) Study of current problems that are proving perplexing within the multiple context of administration and leadership: finance, law, curriculum, philosophy, political, and research.
- EDAD 548 **THE PRINCIPAL** (3) This course is designed to incorporate both administrative theory and practice, especially as it relates to the role of the principal. There is a special emphasis on the changes in the role of the principal as a result of demographic changes in society, state and local regulations, and in schools. Students will be exposed to information that is viewed as relevant and unique to the administration of schools. The information is based in part on legal and regulatory requirements that have been identified as essential for beginning administrators. The Conceptual Framework will be based on The Interstate Standards (ISLLC) and will be consistent with NCATE Standards.
- EDAD 560 **PUPIL PERSONNEL: ACCTNG & RECORDS MGMT** (3) Designed to prepare Kentucky school personnel for Director of Pupil Personnel.
- EDAD 561 **ADMIN OF PUPIL PERSONNEL SERVICE** (2 to 3) Duties and functions involved in administering pupil personnel services and in pupil accounting. Responsibilities of the director of pupil personnel. Systemized record management.
- EDAD 562 **POLITICAL STRUCTURE & PUBLIC RELATIONS** (3) A study of the relations of school and community. Effective use of public relations media- press, radio, television. The political system, structures, and schools.
- EDAD 563 **SCHOOL BUSINESS AFFAIRS & PHYS FACIL** (3) Budgetary control, purchasing, food, supplies, equipment and machinery, school insurance, plant records, maintenance and repair, pupil transportation, utilization of facilities. In addition, the school construction process is reviewed and analyzed.
- EDAD 564 **ADMIN OF STAFF PERSONNEL** (3) Staff personnel program, hiring, fringe benefits, salary schedules, staff development and evaluation. Employer-employee relations, collective bargaining and contract management.
- EDAD 565 **SCHOOL LAW I** (3) Legal framework within which schools operate. Federal and state precedents. State code. Legal provisions for school finance.
- EDAD 566 **SCHOOL FINANCE & ECONOMICS** (3) Current issues, financing American elementary and secondary education, revenue sources and expenditures. Ohio school financing. Economic system and cycles. The economy and its influence on the schools.
- EDAD 570 **POLICY PLANNING & EVALUATION** (3) Strategic planning, assessment and evaluation of educational programs and student achievement.
- EDAD 572 **EDUCATIONAL TECHNOLOGY** (3) Presents computer technology for school management within the administrative functions of pupil personnel, staff personnel, financial management, and non-instructional services.
- EDAD 660 **CURRICULUM DESIGN & TEACHING STRATEGIES** (3) Theory and practice of curriculum design, development, implementation and evaluation. Correlates curriculum and teaching strategies. Includes formative and summative supervisory functions.
- EDAD 710 **SUPERINTENDENT SEMINAR** (3) The superintendent in today's school district. Superintendent relations with the school board, central office, building administrators, community leaders and agency leaders. Students will work in teams and complete simulation and projects in the field.
- EDAD 778 **ADVANCED ADMINISTRATIVE PRACTICE** (3) A 100 field experience in organizational, strategic, instructional, and community and political leadership.

Class activities include administrative theory, resume writing, and in interview skills.

## INTERNSHIPS

All internships shall contain the following characteristics and components:

1. The length of the internships will be a full academic year, consisting of two semesters. The Internships will equal a total of six semester hours of credit.
2. The internships will be mutually planned and supervised by Xavier University personnel and administrators from allied schools and organizations.
3. School and other outside organizational personnel will also serve as mentors for the graduate students enrolled in the internships.
4. The internships will be further implemented through a social systems approach; meaning that the student must have experiences with agencies and people outside the school structure. Examples would be social service agencies that assist the schools or are directly involved in services to children who are enrolled in schools. However, the internship will not be limited to agencies and people who have natural connections with the schools. Any experiences that will train the future administrator to successfully communicate with the community will be included.
5. The internships will include at least one significant experience in each of the following four leadership areas:
  - a) Organizational leadership
  - b) Strategic leadership
  - c) Curriculum, instructional, staff development leadership
  - d) Community, political leadership

EDAD 780 **INTERNSHIP: PRINCIPAL** (6)

EDAD 782 **INTERNSHIP: RESEARCH** (6)

EDAD 783 **INTERNSHIP: STAFF PERSONNEL** (6)

EDAD 784 **INTERNSHIP: CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT** (6)

EDAD 785 **INTERNSHIP: PUPIL SERVICES** (6)

EDAD 786 **INTERNSHIP: SCHOOL/COMMUNITY RELATIONS** (6)

EDAD 787 **INTERNSHIP: VACATIONAL EDUCATION** (6)

EDAD 790 **INTERNSHIP: SUPERINTENDENCY** (6) Application in a work place environment of strategic, instructional, organizational and contextual leadership principles applicable to the superintendency. School board relations. Building a learning community through networking with the various stakeholders of the community.

## (EDAT) EDUCATION: ATHLETIC TRAINING

### Undergraduate Courses

EDAT 143 **INTRO TO ATHLETIC TRAINING** (3) Overview course including basic components of a comprehensive athletic training career outlining the prevention, recognition and evaluation of athletic injuries. History, philosophy and career opportunities of the profession; emergency procedures; tissue healing; taping procedures; ethical and legal considerations; and the organization and administration of athletic training programs.

EDAT 150 **ATHLETIC TRAINING PRACTICUM I** (1) A practicum for students preparing to become athletic trainers. Includes observation, field work, and hands on experience in university and high school training rooms and sports medicine clinics under the direct supervision of a certified athletic trainer. Emphasis on introductory skills, techniques, and training room management. Pre-requisite: EDAT 143, EDAT 323, EDHE 168, admission to the program

EDAT 250 **ATHLETIC TRAINING PRACTICUM II** (1) A practicum for students preparing to become athletic trainers. Includes observation, field work, and hands on experience in university and high school training rooms and sports medicine clinics

- under the direct supervision of a certified athletic trainer. Emphasis on rehabilitation techniques and use of modalities for the treatment of athletic injuries. Pre-requisite: EDAT 150, documented 100 cumulative hours of athletic training clinical experience
- EDAT 323 **RECOGNITION & EVALUATION OF ATHLETIC INJURIES (3)** (EDAT523) A comprehensive study of the screening of internal injuries in athletic participation. Emphasis on prevention, recognition, and treatment of life-threatening injuries. Pre-requisite: EDAT 143
- EDAT 343 **THERAPEUTIC MODALITIES (3)** A comprehensive use of therapeutic agents for the treatment of athletic injuries. Emphasis on the indications, contraindications, precautions, and physiological effects of muscle stimulation, ultrasound, cryokinetics, and pharmacology.
- EDAT 344 **THERAPEUTIC EXERCISE (3)** A comprehensive study of the application of manual therapy, neuromuscular re-education, movement and exercise as each relates to the varied and detailed goals of rehabilitation and re-conditioning for injured physically active individuals. Emphasis on pathologies and their relationships to therapeutic exercise. Pre-requisite: EDAT 343
- EDAT 345 **ORTHOPEDIC INJURIES I (3)** (EDAT545) A comprehensive study of the lower extremity including foot, ankle, knee, thigh, hip, and pelvis with attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT 346 **ORTHOPEDIC INJURIES II (3)** (EDAT546) A comprehensive study of the upper extremity including fingers, hand, wrist, arm and shoulder complex with special attention to prevention, recognition and rehabilitation of related injuries.
- EDAT 347 **ORTHOPEDIC INJURIES III (3)** (EDAT547) A comprehensive study of the head, neck, and spine with special attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT 350 **ATHLETIC TRAINING PRACTICUM III (1)** A practicum for students preparing to become athletic trainers. Includes observation, field work, and hands on experience in university and high school training rooms and sports medicine clinics under the direct supervision of a certified athletic trainer. Emphasis on basic injury assessment techniques.
- EDAT 386 **ADVANCED KINESIOLOGY (2)** (EDAT586) In-depth study designed for Athletic Training majors. Study of human movement including analysis of muscular physiology, biomechanics, principles of physics as applied to joint movement through individual muscular contractions. Emphasis on biomechanical analysis for the prevention and treatment of athletic injuries. Pre-requisite: BIOL 140-143, PHYS 160-161, MATH 160
- EDAT 387 **ADVANCED KINESIOLOGY LAB (1)** Laboratory course covering concepts in EDAT 386. Co-requisite: EDAT 386
- EDAT 450 **ATHLETIC TRAINING PRACTICUM IV (1)** A practicum for students preparing to become athletic trainers. Includes observation, field work, and hands on experience in university and high school training rooms and sports medicine clinics under the direct supervision of a certified athletic trainer. Emphasis on advanced injury assessment techniques. Pre-requisite: EDAT 350, documented 550 cumulative hours of athletic training clinical experience
- EDAT 470 **INDEPENDENT STUDY (1 to 3)** Investigate an area of interest within the area of sports medicine. Pre-requisite: Advisor's approval
- EDAT 492 **ATHLETIC TRAINING: SENIOR SEMINAR (3)** (EDAT592) A culminating experience which presents an extensive overview of the entire professional preparation in Athletic Training. Resume writing, job interviewing skills, and graduate school selection are included. Pre-requisite: EDAT 450, documented 800 cumulative hours of athletic training clinical experience.
- EDAT 495 **INTERNSHIP IN ATHLETIC TRAINING (1 to 9)** (EDAT595) The student athletic trainer will assist in the total operation of a training room all sports teams, and day-to-day management during his/her final semester. Pre-requisite: EDAT 492, documented 1100 cumulative hours of athletic training clinical experience

### Graduate Courses

- EDAT 523 **ADV RECOGNITION & EVAL OF INTERNAL INJURIES** (3) (EDAT323) A comprehensive study of the screening of internal injuries in athletic participation. Emphasis on prevention, recognition, and treatment of life-threatening injuries. Pre-requisite: EDAT 543
- EDAT 543 **ADVANCED ATHLETIC TRAINING** (3) Overview course including basic components of a comprehensive athletic training career outlining the prevention, recognition and evaluation of athletic injuries. History, philosophy and career opportunities of the profession; emergency procedures; tissue healing; taping procedures; ethical and legal considerations; and the organization and administration of athletic training programs.
- EDAT 545 **ADV ORTHOPEDIC INJURIES I** (3) (EDAT345) A comprehensive study of the lower extremity including the foot, ankle, knee, thigh, hip, and pelvis with attention to prevention, recognition and rehabilitation of related injuries.
- EDAT 546 **ADV ORTHOPEDIC INJURIES II** (3) (EDAT346) A comprehensive study of the upper extremity including the fingers, hand, wrist, arm, and shoulder complex with attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT 547 **ADV ORTHOPEDIC INJURIES III** (3) (EDAT347) A comprehensive study of the head, neck, and spine with attention to prevention, recognition, and rehabilitation of related injuries.
- EDAT 586 **ADVANCED KINESIOLOGY** (3) (EDAT386) In-depth study designed for Athletic Training majors. Study of human movement including analysis of muscular physiology, biomechanics, and principles of physics as applied to joint movement through individual muscle contractions. Emphasis on biomechanical analysis for the prevention and treatment of athletic injuries. Pre-requisite: BIOL 140-143, PHYS 160/161, MATH 165
- EDAT 592 **ADV SEMINAR/EXAM PREP** (3) (EDAT492) A cumulating experience which presents an extensive overview of the entire professional preparation in Athletic Training. Resume writing, job interviewing skills, and graduate school selection are included. Pre-requisite: EDAT 450, documented 800 cumulative hours of athletic training clinical experience
- EDAT 595 **ADV INTERNSHIP IN ATHLETIC TRAIN** (1 to 9) (EDAT495) The student athletic trainer will assist in the total operation of a training room, all sports teams, and day-to-day management during their final semester. Pre-requisite: EDAT 592, documented 1100 cumulative hours of athletic training clinical experience

### (EDCH) EDUCATION: CHILDREN'S LITERATURE

#### Undergraduate Courses

- EDCH 305 **STORYTELLING AS A CULTURAL CRAFT** (3) (EDCH505) Study and practice in the art of storytelling. Emphasis on both classroom application and formal program presentation.
- EDCH 310 **WRITING & PUBLISHING FOR CHILDREN** (3) (EDCH510) Detailed guidance for all aspects of teaching, using and developing writing for children, from workshop methods to pre-writing and revising, to issues of grammar and evaluation, to publication of various genre of writing.
- EDCH 315 **ADOLESCENT LITERATURE** (3) (EDCH515) Focused study of the literature available for classroom use of the adolescent. Current and classic authors and illustrators of both fiction and nonfiction studies.
- EDCH 320 **MULTI-CULTURAL LIT FOR CHILDREN** (3) (EDCH520) Multiculturalism and the politics of Children's Literature. Study of literature by and about African Americans, Native Americans, Hispanics, and other racially and ethnically diverse peoples. Strategies for classroom use and selection.
- EDCH 324 **CHILDREN'S LIT FOR EARLY CHILD** (3) (EDCH524) Children's literature for early childhood licensure. Study of literary genre to include picture books, poetry, traditional literature, fiction and nonfiction appropriate for language development and curriculum of the emergent reader.

- EDCH 326 **CHILDREN'S LIT FOR MIDDLE CHILD** (3) (EDCH526) Children's literature for the middle school licensure. Study of literary genre from picture books to non-fiction as it applies across the content curriculum of the middle school.

#### **Graduate Courses**

**(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)**

- EDCH 501 **ADVANCED CHILDREN'S LITERATURE** (3) Survey of the history and content of Children's literature through the study of various genre: picture books, traditional literature, poetry, fiction, nonfiction and informational books. Focus will be on current literature and classroom application.
- EDCH 505 **STORYTELLING AS A CULTURAL CRAFT** (3) (EDCH305) Study and practice in the art of storytelling. Emphasis on both classroom application and formal program presentation.
- EDCH 510 **WRITING & PUBLISHING FOR CHILDREN** (3) (EDCH310) Detailed guidance for all aspects of teaching, using and developing writing for children, from workshop methods to pre-writing and revising, to issues of grammar and evaluation, to publication of various genre of writing.
- EDCH 515 **ADOLESCENT LITERATURE** (3) (EDCH315) Focused study of literature available for classroom use of the adolescent. Current and classic authors and illustrators of both fiction and nonfiction studies.
- EDCH 520 **MULTI-CULTURAL LIT FOR CHILDREN** (3) (EDCH320) Multiculturalism and the politics of Children's Literature. Study of literature by and about African Americans, Native Americans, Hispanics, and other racially and ethnically diverse peoples. Strategies for classroom use and selection.
- EDCH 524 **CHILDREN'S LIT FOR EARLY CHILD** (3) (EDCH324) Children's literature for early childhood licensure. Study of literacy genre to include picture books, poetry, traditional literature, fiction and non-fiction appropriate for language development and curriculum of the emergent reader.
- EDCH 525 **ANALYSIS OF CHILD LIT IN GLOBAL SOCIETY** (3) Study of major works by several contemporary children's authors explored. Analysis of style, character development, theme, plot, and setting discussed. Literacy style of both male and female authors researched and compared.
- EDCH 526 **CHILDREN'S LIT FOR MIDDLE CHILD** (3) (EDCH326) Children's literature for the middle school licensure. Study of literary genre from picture books to non-fiction as it applies across the content curriculum of the middle school.

### **(EDCO) EDUCATION: COUNSELING**

#### **Undergraduate Courses**

- EDCO 141 **CAREER AND LIFE PLANNING** (2) Course is designed to provide knowledge and skill in personal career and life planning, particularly for those who are undecided about their college major and/or future career plans. Emphasis is placed on identifying strengths, clarifying values, exploring career options and developing effective decision-making skills.
- EDCO 419 **COPING WITH DEATH & DYING** (2) (EDCO519) Awareness of the grief process. Counseling techniques to assist those experiencing loss.
- EDCO 434 **INTRO TO RATIONAL BEHAVIOR THERAPY** (2) (CJUS430) Overview of a cognitive behavioral counseling approaches.
- EDCO 435 **REALITY THERAPY** (2) (EDCO436) Basics of Control Theory and reality therapy.
- EDCO 436 **ADVANCED REALITY THERAPY** (2) (EDCO435) Knowledge and skills of control theory. Pre-requisite: EDCO 435
- EDCO 437 **REALITY THERAPY CERTIFICATION** (2) In-depth discussion of choice Theory and Reality Therapy. Student will demonstrate advanced knowledge of theory and practice with clients.

EDCO 439 **DRUG COUNSELING** (2 to 3) (EDCO639) Concepts of drug and alcohol counseling. Various models of chemical dependency are explored.

### Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDCO 509 **COUNSELING RESEARCH METHODS** (3) Investigation into counseling research. Review of literature, planning research, and methods of conducting research.
- EDCO 519 **COPING WITH DEATH & DYING** (2) (EDCO419) Awareness of the grief process. Counseling techniques to assist those experiencing loss.
- EDCO 533 **COUNSELING THEORIES & TECHNIQUES** (3) Theory of counseling, case method, relationships to testing and to other sources of data, interviewing, place and value of records, clinical procedures.
- EDCO 534 **ELEMENTARY SCHOOL GUIDANCE** (2) (CJUS430, EDCO430) Principles, philosophy, administration, and organization of guidance services in the elementary school setting. Role and function of the counselor.
- EDCO 536 **GROUP PROCESS** (3) Laboratory course with required participation in a growth group. Individual roles in the group. Interpersonal relations. For counseling, teaching, and persons involved in personnel work.
- EDCO 537 **ORGANIZATION & ADMIN OF COUNSELING SERVICES** (3) Administrative operations related to school counseling services, personnel and staffing, budget, and public relations.
- EDCO 566 **CRIME & PERSONALITY** (3) (CJUS266, CJUS566, PSYC366) An elective course which complements the required CJUS 366 Understanding Juvenile and Adult Offender Behavior. This course deals with the root causes of crime in the individual and the culture. Consideration of personality dynamics and treatment approaches are major elements of the course.
- EDCO 579 **PSYCHOLOGICAL & ACHIEVEMENT TESTING** (2) Group tests. Testing procedures. Rationale of intelligence, aptitude, achievement, interest, and personality tests. Selection and evaluation of group tests.
- EDCO 620 **ALCOHOL EDUCATION** (2) Role of alcohol in society. Alcohol abuse and dependency stages. Techniques to create awareness in children and adults.
- EDCO 630 **HISTORY & SYSTEMS IN COMMUNITY COUNSELING** (2) Historical developments and current practice in various counseling settings.
- EDCO 631 **COUNSELING ETHICS AND ISSUES** (2) Discussion of the ethical responsibilities of the counselor and counseling as a profession.
- EDCO 632 **INTRODUCTION TO REALITY THERAPY** (2 to 3) Theory, practice, strength, dynamics of failure, success identity.
- EDCO 634 **BRIEF COUNSELING INTERVENTIONS** (2) This course is an introductory seminar to brief solution-oriented counseling principles and techniques. Examination of underlying values and assumptions of brief counseling with particular emphasis on the theory and practice of intervention strategies and techniques.
- EDCO 635 **GUIDANCE AND DISCIPLINE** (2) Approaches to discipline. Discipline and punishment. Current theories concerning discipline are reviewed that are helpful to teachers, counselors, and administrators.
- EDCO 636 **CAREER COUNSELING** (3) A study of career choice theories. Sources of occupational information and career assessment. Models related to career development programs in various settings.
- EDCO 637 **COUNSELING IN GRIEF, BEREAVEMENT, MOURNING** (2) A review of cultural influences on the grieving process. Strategies for assisting clients facing these issues.
- EDCO 638 **CROSS-CULTURAL COUNSELING** (2) Impact of culture on the counseling process as well as an understanding of cultural differences (e.g., race, gender, ethnicity).

- EDCO 639 **DRUG COUNSELING** (2 to 3) (EDCO439) Concepts of drug and alcohol counseling. Various models of chemical dependency are explored.
- EDCO 640 **FAMILY RELATIONS** (2) Issues related to the family and various theories of family counseling.
- EDCO 642 **COUNSELING AND SUPERVISION** (3) A general framework for understanding and practicing consultation and supervision. Historical development of consultation and models of consultation. Application of theoretical material to case presentations. Supervision techniques, strategies, and ethical responsibilities of supervisors in a counseling setting.
- EDCO 662 **SPECIAL STUDY: COUNSELING** (1 to 3) Individualized in-depth study of specialized counseling topic.
- EDCO 663 **SEM: PROFESSIONAL REVIEW** (2) A review of the content areas covered by the Ohio Counselor Licensure Examination.
- EDCO 669 **COUNSELING PRACTICUM I** (3) Practicum experience involves completing audio-taped interviews with bona fide clients and producing case history write-ups. Students in EDCO 669 must carry liability insurance purchased through the university.
- EDCO 670 **SCHOOL COUNSELING INTERNSHIP** (2 to 6) This field course comes at the end of the Counseling Program and serves in lieu of a comprehensive exam. A minimum of 200 clock hours for each two semester hours of credit of supervised counseling experiences in a School Counseling Program is required. Normally students are expected to find their own placement. However, please consult program faculty for assistance if needed. Students in EDCO 670 must carry liability insurance purchased through the University.
- EDCO 671 **COUNSELING INTERNSHIP** (1 to 6) An experiential integrative field placement in counseling under the direction of an approved supervisor. The experience requires a minimum of 600 hours, of which 240 hours are in direct services which include the diagnosis and treatment of mental and emotional disorders and conditions. Pre-requisite: EDCO 533, EDCO 536
- EDCO 717 **COGNITIVE BEHAVIOR TREATMENT PROC-CHILD & ADOLES** (1) A study of contemporary cognitive-behavioral approaches and their application to diverse client concerns.
- EDCO 760 **PERSONALITY & ABNORMAL BEHAVIOR** (3) A study of the dynamics of the disturbed personality; symptoms, causes, treatment of psychoneuroses, psychoses, deviant personalities. Emphasis is placed on psychopathological conditions related to children, adolescents, young and middle-life adults, and the aged.
- EDCO 761 **APPL OF PERSONALITY THEORY TO CLIN POP** (3) Description, evaluation, and application of specific personality theories in the context of mental health work with children, adolescents, young and middle-life adults, and the aged.
- EDCO 762 **INTEL & PERSONALITY ASSESSMENT** (4) Emphasis is placed on methods of administering and interpreting individual and group standardized tests. Evaluation techniques of mental and emotional status, including use of assessment procedures and diagnosis and treatment planning are reviewed.
- EDCO 763 **DIAGNOSIS OF PSYCHOPATHOLOGY** (3) A conceptual overview of the foundations of psychodiagnostics. Exposure to both psychodynamic concepts and theory as well as behavioral, descriptive diagnosis as advocated by the DSM IV-R. This includes the development of a framework for identifying the signs and symptoms of psychosis, personality disorders, and neuroses in children, adolescents, young, and middle-life adults, and the aged.
- EDCO 764 **COUNSELING AND PSYCHOTHERAPY** (3) Theoretical and applied understandings of the psychotherapeutic process including the study of the psychological methods of intervention such as person-centered, psychoanalytic, hypnotherapy, and psychotherapy. Also covered are educational intervention methods such as rational-emotive therapy, reality therapy, and psychosocial rehabilitation.
- EDCO 765 **CRISIS COUNSELING** (2) An examination of issues and skills involved in assisting clients to deal with crisis situations. The progression and symptomatology

of crisis functioning are presented with models and techniques for appropriate psychological, educational, and specialized intervention techniques for use with clients.

- EDCO 766 **INTERVENTION SKILLS FOR SMD** (3) Specific interventions and treatment strategies with severely mentally disabled individuals in both individual and group settings including developing and implementing a treatment plan, reporting and assessing progress of treatment, appropriate psychological, educational, and specialized intervention techniques for use with clients.
- EDCO 773 **COUNSELING PRACTICUM II** (2) A supervised training experience providing individual or group counseling to bona fide clients seeking services from counselors.
- EDCO 776 **ADVANCED PRACTICUM: COUNSELING** (1) An intensive practicum experience for the advanced graduate student. Supervised group and/or individual counseling services are provided to clients seeking services from counselors.

## **(EDEC) EDUCATION: EARLY CHILDHOOD EDUCATION**

### **Undergraduate Courses**

- EDEC 210 **EARLY CHILDHOOD DEVELOPMENT** (3) Specific study of children ages three to eight, developmental differences in young children, growth and health, developmentally appropriate practice in educational settings, assessment practices with young children. Pre-requisite: EDFD 110
- EDEC 230 **PLAY IN EARLY CHILDHOOD EDUC** (3) Theory and practice concerning development aspects of play, creativity, imagination, and their relationship to music, movement, and creative drama. Teacher's role in preparation of the play environment, including issues of special needs children. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC 325 **METHODS OF OBSERVATION/COLLABORATION** (3) Observation techniques, classroom management, assessment, parent and staff communication, and field practice in observation. Consultation/collaboration skills with child service professionals. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC 330 **MATH/SCIENCE BLOCK-EARLY CHILD ED** (6) Math and science instructional strategies, skills and content integrated with field experience in early childhood settings. Formal and informal assessment strategies. Ohio Model Competency-Based Math and Science Programs reviewed. Adaptations and modifications for diverse learners. Field experiences. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC 335 **LANG ARTS/SOCIAL STUDIES-EARLY CHILD ED** (6) Instructional strategies. Oral and written language skills. Reading and children's literature for the integrated curriculum. Integrated language arts and social studies. Formal and informal assessment strategies. Ohio Model Competency-Based Language Arts and Social Studies Programs reviewed. Adaptations for diverse learners. Pre-requisite: EDFD 100, EDEC 210, EDRE 312, EDCH 324, Field experiences
- EDEC 340 **INTEGRATED CURRICULUM-EARLY CHILD ED**(3) Planning of integrated curriculum for preschool through primary grades. Developmentally appropriate practice. Ohio and local curriculum models. Formal and informal assessment strategies. Diverse populations of children in urban and suburban settings. Pre-requisite: EDFD 100, EDFD 110, EDEC 210
- EDEC 450 **STUDENT TEACHING-EARLY CHILD ED** (1) Fourteen weeks of supervised full day student teaching under a master teacher. Reflective practice and team teaching. Weekly seminar. Pre-requisite: EDFD 100, 200, and 300 level courses; EDEC 200 and 300 level courses Co-requisite: EDEC 451
- EDEC 451 **SEMINAR: CURRENT ISSUES/EARLY CHILD ED** (1) This seminar will address pertinent issues to teacher certification, professional development, and career preparation for the early childhood teacher. Pre-requisite: EDFD 100, 200 and 300 level courses; EDEC 200 and 300 level courses Co-requisite: EDEC 450

## (EDEL) EDUCATION: ELEMENTARY EDUCATION

### Undergraduate Courses

- EDEL 201 **ARTS AND LITERACY (2)** An overview of the fine arts and an examination of the relationship of the arts to literacy and application to elementary classroom arts integration. Field experiences. Pre-requisite: ARTS 221, MUSC 120 or MUSC 221
- EDEL 311 **TEACHING SCIENCE (2)** (EDEL511) Curriculum integrated course in teaching science methods.
- EDEL 312 **TEACHING SOCIAL STUDIES (2)** (EDEL512) Emphasis on social science curriculum, multicultural implications and instructional strategies.
- EDEL 313 **LANGUAGE ARTS BLOCK (9)** Major course that combines children's literature, reading and language arts methods with field experience in an elementary classroom. Field and clinical experiences required.
- EDEL 314 **TEACHING READING (3)** (EDEL514) Developmental process of reading, reading in the content areas, determining needs of children.
- EDEL 315 **TEACHING MATHEMATICS (3)** (EDEL515) Mathematics in the elementary school. Materials, methods, and content.
- EDEL 316 **MATH AND SCIENCE BLOCK (6)** Math and science teaching strategies, skills, and content integrated with field experience in an elementary classroom. Field and clinical experiences required.
- EDEL 317 **TEACHING LANGUAGE ARTS (3)** (EDEL517) Curriculum, oral and written language, spelling, mechanics of writing, linguistics.
- EDEL 318 **SOCIAL STUDIES/MULTICULTURAL BLOCK (5)** (EDEL518) Methods for teaching the social sciences with a multicultural perspective. Field work highlights cultural diversity. Field and clinical experiences required.
- EDEL 326 **CHILDREN'S LITERATURE (3)** (EDEL526) This is a survey of literature available for elementary age children and how to use literature in the classroom.
- EDEL 327 **ADOLESCENT LITERATURE (3)** (EDCH515) Survey of literature available for adolescents; how to use literature in the classroom.
- EDEL 370 **JUNIOR FIELD EXPERIENCE (2)** Observation, teaching and evaluation; major subject areas: reading, language arts, mathematics, social studies, and science. Pre-requisite: All methods courses, EDEL 370 not taken when block courses are taken
- EDEL 471 **ELEM STUDENT TEACHING & SEMINAR (9)** (EDEL474, EDEL477) Classroom teaching, five days a week for 15 weeks.
- EDEL 472 **CURRICULUM DESIGN & TEACHING STRATEGIES (3)** Final preparation course for entry into the profession. Integrates the diverse learnings of classroom and field work.
- EDEL 474 **ELEM STUDENT TEACHING & SEM: SPEC ED DH (9)** (EDEL471, EDEL477) Classroom teaching, five days a week for 15 weeks.
- EDEL 477 **ELEM STUDENT TEACHING & SEM: SPEC ED SLD (9)** (EDEL471, EDEL474) Classroom teaching, five days a week for 15 weeks.
- EDEL 498 **INDEPENDENT STUDY (1 to 3)** Readings and assignments under direction of professor.

### Graduate Courses

- EDEL 500 **CLASSROOM CULTURE (3)** Required course for graduates seeking initial certification in elementary education. Course examines the historical basis of American education, curriculum, and instruction. Emphasis on suitability for teaching. Field experiences required.
- EDEL 511 **TEACHING SCIENCE (2)** (EDEL311) Curriculum integrated course in science.
- EDEL 512 **TEACHING SOCIAL STUDIES (2)** (EDEL312) Curriculum, multicultural applications.
- EDEL 514 **TEACHING READING (3)** (EDEL314) Developmental process of reading, reading in the content areas, determining needs of children.
- EDEL 515 **TEACHING MATHEMATICS (3)** (EDEL315) The modern mathematics curriculum in the elementary school. Materials, methods, and content.
- EDEL 517 **TEACHING LANGUAGE ARTS (3)** (EDEL317) Curriculum, oral, and written language, spelling, mechanics of writing, linguistics. Multicultural implications.

- EDEL 518 **SOCIAL STUDIES/MULTICULTURAL BLOCK** (5) (EDEL318) Methods for teaching the social sciences with a multicultural perspective. Field work highlights cultural diversity. Field and clinical experiences required.
- EDEL 526 **CHILDREN'S LITERATURE** (3) (EDEL326) A survey of literature available for elementary age children and how to use literature in the classroom.
- EDEL 527 **ADOLESCENT LITERATURE** (3) Survey of literature available for adolescents; how to use literature in the classroom.

## (EDFD) EDUCATION: FOUNDATIONS

### Undergraduate Courses

- EDFD 100 **INTRODUCTION TO EDUCATION** (3) This course provides an introduction to the foundation, philosophy, and organizational patterns of U.S. early childhood education. Topics will include the review of history, philosophy, societal impact, and school culture. Required field experience - 40 hours.
- EDFD 110 **HUMAN DEVELOPMENT & LEARNING** (3) Theories and application to life long learning- birth through adulthood. Social/emotional, cognition and physical domains, nature/nurture, family, cultural, environmental issues and effects on development. observational skills and practices. Educational report writing. Required field experience - 5 hours.
- EDFD 251 **INSTRUCTIONAL TECHNOLOGY** (3) This is a study of the methods and management for integrating educational technologies into the instructional design process and curricula. Applications will include but not be limited to word processing, spreadsheet databases, CD-ROMs, multimedia presentation software, educational software, Internet and other technological hardware resources and media. Assistive technologies for children with disabilities.
- EDFD 260 **CULTURAL DIVERSITY IN EDUCATION** (3) Issues of ethnicity, class, poverty, gender, religion, and schooling. Multicultural perspective in teaching/learning. Field experiences.
- EDFD 499 **SPECIAL STUDY:** (1 to 3) Permission of department chair required.

### Graduate Courses

- EDFD 500 **SOCIAL, HIST, PHIL FOUND OF AMER ED** (3) The major philosophical, historical, and social influences affecting education in American society. Incorporates professional ethics and values for administrators.
- EDFD 501 **PHILOSOPHY OF EDUCATION** (3) The historic development of educational philosophy and theories. Evaluation of major current philosophies. Societal differences.
- EDFD 502 **HISTORY OF AMERICAN EDUCATION** (3) Colonial period, the early national period, educational developments of the 19th century, the 20th century, the political, social, economic scene. Multicultural society. Educational ideas.
- EDFD 503 **ADVANCED EDUCATIONAL PSYCHOLOGY** (3) Major aspects of child, adolescent and adult growth and development. The learning process and factors influencing learning.
- EDFD 504 **PSYCH & LEARNING THEORY & PRACTICE** (3) Curricular and instructional decisions on research applied theory, informed practice, and recommendations of learned societies with regard to cognitive development, human development, learning styles, contemporary methodologies, and content priorities. Students needs based on gender, ethnicity, culture, social class, and exceptionalities.
- EDFD 505 **EDUCATIONAL ADMINISTRATION** (3) This course deals with relationships of the federal, the state, and the local government to public and private education. Administrative functions as operable in the elementary, middle and secondary school. Multicultural implications.
- EDFD 507 **EDUCATIONAL RESEARCH** (2) This is a study of the methodology of educational research. Statistics in research. Locating educational research. Co-requisite: EDFD 508

- EDFD 508 **EDUCATIONAL RESEARCH PAPER** (1) This course is taken in conjunction with EDFD 507 and requires a research project and paper. Co-requisite: EDFD 507
- EDFD 510 **ADV HUMAN DEVELOPMENT & LEARNING** (3) Theories and application to life long learning, birth through adulthood. Social/emotional, cognition and physical domains, nature/nurture, family, cultural, environmental issues and effects on development. Observational skills and practices. Educational report writing. Field experience required - 5 hours.
- EDFD 576 **ETHICS FOR EDUCATORS** (2) This workshop offers a means of professional and personal development appropriate for educators as they face ethical difficulties, moral dilemmas, value conflicts and challenges. Lecture, discussion, problem-solving, role-playing, field based experiences, video, journal, essays, and short fiction.

## (EDHE) EDUCATION: HEALTH EDUCATION

### Undergraduate Courses

- EDHE 168 **FIRST AID, SAFETY & CPR**(3) Course certifies students through the American Red Cross in both First Aid and Community CPR in the course titled Responding to Emergencies. Stresses assessment and treatment of musculoskeletal injuries; effective rescue moves; positive healthy life-style behavior; blood-borne pathogen transmission prevention.
- EDHE 288 **PERSONAL & COMMUNITY HEALTH** (2) Skills needed to meet challenges to health and optimize over-all well-being. Areas of health that emphasize self-empowerment, prevention, and an understanding of the health impact of human diversity and the importance of thinking critically. Developing healthful habits. Active managers of individual health care. Techniques to change behavior. The latest and most accurate health information. Apply critical thinking skills to health information.
- EDHE 375 **NUTRITION** (2) (EDPE644) Nutrition and its role in human performance. The classes of nutrients, their physiological functions, and their role in sports and fitness. nutritional supplements and ergogenic doping will also be addressed.
- EDHE 387 **CURRENT ISSUES & ETHICS IN H.E.** (2) Health aspects of human sexuality specific to sexually transmitted diseases, HIV infection, AIDS, and on death, dying, and the bereavement process. Pollution and health. Threatening technological advances to human life. Biomes of the world, and ecological and environmental issues.
- EDHE 461 **ENVIRONMENTAL HEALTH** (2) Various types of pollution, technological advances and their effect on an individual's health and environment.
- EDHE 470 **INDEPENDENT STUDY** (1 to 3) Investigate an area of interest within the area of health education. Pre-requisite: Advisor's approval

## (EDHR) EDUCATION: HUMAN RESOURCE DEVELOPMENT

### Graduate Courses

- EDHR 605 **DEVELOPING THE ADULT LEARNER** (3) Understanding how adults acquire knowledge, skills, and attitudes. Understanding how individual and cultural differences in values, needs, interests, styles, and competencies affect others and the learning process.
- EDHR 606 **BEHAVING IN ORGANIZATIONS** (3) Understanding organizations as dynamic political, economic, and social systems that have multiple goals. Understanding organizational culture and the motivation for behavior.
- EDHR 607 **CONSULTING FOR ORGANIZATIONAL EFFECTIVENESS** (3) Influencing and supporting changes in organizational behavior through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. Establishing collaborative client-consultant relationships, clarifying roles, and developing contracts.

- EDHR 608 **ADVISING FOR CAREER DEVELOPMENT** (2) Identifying a personal plan for self-growth. Helping others identify career plans that are aligned with organizational career-management processes.
- EDHR 609 **ASSESSING & EVALUATING HRD PROGRAMS** (3) Identifying ideal and actual performance and performance conditions and diagnosing causes of discrepancies. Determining the impact of interventions on individual or organizational effectiveness.
- EDHR 610 **DESIGNING HRD PROGRAMS** (3) Preparing learning goals and objectives, and defining program content. Determining instructional methods, and scope and sequence of learning activities for lessons, courses, and curricula.
- EDHR 611 **DEVELOPING HRD PROGRAMS** (1) Preparing course material, job aids, and instructor guides. Includes exposure to print, computer, audio, and video-based technology.
- EDHR 612 **FACILITATING LEARNING IN HRD PROGRAMS** (3) Creating a collaborative learning environment, presenting information, directing structured learning experiences, and managing group discussions and group process so that the intended purpose is achieved.
- EDHR 613 **MANAGING HRD PROGRAMS** (3) Leading and supporting an HRD organization and developing strategies and policies to align with the mission of the total organization. Includes business and budget perspectives related to marketing and administering HRD programs.
- EDHR 614 **APPLYING/DESIGNING HRD RESEARCH** (3) Reading, understanding, interpreting, applying and designing HRD research. Translating the information into implications for improved individual or organizational performance.
- EDHR 615 **TRENDS & ISSUES IN HRD** (2) Will explore trends and issues related to the HRD field and the implications for HRD professionals. Topics will be selected from current issues affecting training and development, organization development and career development.
- EDHR 644 **MOTIVATION & BEHAVIOR IN ORGANIZATIONS** (3) (MGMT944, PSYC644) To help students gain knowledge of various concepts and controversies relating to attempts to explain the motivation and behavior of people in organizations.

## **(EDMC) EDUCATION: MIDDLE CHILDHOOD EDUCATION**

### **Undergraduate Courses**

- EDMC 212 **NATURE & NEEDS OF ADOLESCENTS** (3) Development of young adolescents in family and society. Health and safety. Risk behaviors. Pre-requisite: EDFD 100, EDFD 110
- EDMC 325 **ARTS IN ED: MIDDLE CHILDHOOD** (3) Art, music, and drama integrated into the middle school curriculum.
- EDMC 340 **MIDDLE SCHOOL PHIL & SCHOOL ORG** (3) The varied roles of the middle school teacher in the school community. Goals, philosophy and mission of middle childhood education. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 345 **INTRO TO EDMC COLLABORATION/CLASS MGMT** (3) A study of the collaborative nature of middle school structure and teaching. Interdisciplinary teaming. Effective teaching and management strategies. Field experiences. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 351 **EDMC LANG ART CURR/PED & ASSESSMENT** (3) Integrated study of the theory and research related to the language arts curriculum in the middle school. Appropriate classroom strategies and clinical analysis pertinent to the content curriculum will be incorporated for the pre-service teacher. Field experiences. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 352 **EDMC MATH CURR/PED & ASSESSMENT** (3) A study of mathematics in the Middle School. Teaching strategies, management techniques, methods, model curricula, assessment, and integration with other subject fields. Classroom, clinical, and field settings. Pre-requisite: EDFD 100 and 200 level courses

- EDMC 353 **EDMC SCIENCE CURR/PED & ASSESSMENT** (3) Theory and research will provide a foundation for science teaching. Hands on active teaching strategies; integration of science content; the nature of science; use of electronic educational technology; science and society issues; assessment for student outcomes; classroom management and safety for the science classroom. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 354 **EDMC SOC STUDIES CURR/PED & ASSESSMENT** (3) Content of social studies disciplines integrated into a comprehensive plan of instruction. Age appropriate methods, curricula, and assessment for the middle school learner. Classroom, clinical, and field settings. Pre-requisite: EDFD 100 and 200 level courses
- EDMC 455 **STUDENT TEACHING: MIDDLE SCHOOL** (1) Fourteen-week student teaching at two grade levels. Both concentration fields will be taught at each grade level. Focus on knowledge and skills expected for entry year teachers in the State of Ohio. Student teaching is supervised by master teachers and university supervisors. Reflection and analysis emphasized. Pre-requisite: EDFD 100, EDFD 200, 300 level EDMC course Co-requisite: EDMC 456
- EDMC 456 **SEM: CURRENT ISSUES IN EDMC** (1) This seminar will address pertinent issues to teacher certification, professional development and career preparation for the middle childhood teacher. Pre-requisite: EDFD 100, 200, 300 level courses EDMC 100, 200, 300 level courses Co-requisite: EDMC 455

## **(EDME) EDUCATION: MONTESSORI**

### **Undergraduate Courses**

- EDME 305 **KINDERGARTEN METHODS & MATERIALS I** (3) Research child development and classroom practice. Communicate knowledge of child development to parents. Understand how affective development is enhanced by creative arts, and how the arts enrich the curriculum. Literacy development, and language practices in young children. The history of kindergarten, and issues in practice today.
- EDME 350 **METHODS OF OBSERVATION OF CHILD** (3) (EDME550) The student will learn to observe the normal development of children from ages 2 1/2 to twelve years of age.
- EDME 351 **MONTESSORI ED: PHIL APPROACH** (3) (EDME551) Introductory course explaining the main principles of Dr. Montessori.
- EDME 352 **MONT CURR DESIGN & TCHING STRATEGY I:PRIM** (3) (EDME552) This course is taken with the first semester practicum. This course supports the student teacher in preparing appropriate materials for children. The student must keep a journal on a child with special needs. They study drama, art and music and how to integrate these subjects into the early childhood curriculum.
- EDME 353 **MONT MATH & GEOMETRY METHODS** (3) (EDME553) A study of math instructional strategies for ages three to eight years of age. Emphasis will include: process, concrete materials, children's thinking process, exploration, correct terminology, and the foundation for math that is appropriate for all children.
- EDME 354 **MONT LANGUAGE ARTS & READ METHODS** (3) (EDME554) Provides instructional strategies for the development of social studies and science skills.
- EDME 355 **MONT CULTURAL SUBJECTS METHODS** (3) (EDME555) Provides instructional strategies for the development of oral and written language skills.
- EDME 356 **MONT INTEGRATION OF CURR: PRIM** (3) (EDME556) Planning integrated curriculum for young children. Topics that will be covered are: plant science, animal science, physical science, social studies, child abuse, special needs children, and African American studies.
- EDME 359 **FULL DAY CHILD CARE** (3) (EDME559) Research supported theories and issues concerning developmentally appropriate practices for early childhood centers, birth to eight years of age. Topics include: Day Care Licensing, transitions, administration, use of community resources, children's home experiences, child abuse, program planning, making adaptations for the special needs child, and parent

- involvement. Students will participate in field experiences in classrooms with children from births to eight years of age.
- EDME 363 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME563, PSYC715) Introduces the student to all aspects of child development from birth through adolescence.
- EDME 364 **EARLY CHILDHOOD/MONTESSORI METH** (3) (EDME564) Instructional strategies for the development of the senses, gross motor, fine motor, independent living activities, art and music.
- EDME 366 **MONT CURR DESIGN & TCHING STRATEGY I: EARLY CHILD** (3) (EDME566) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME 367 **MONT CURR DESIGN & TCHING STRATEGY II: EARLY CHILD** (3) (EDME567) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME 376 **PHONICS SKILLS FOR EARLY CHILDHOOD** (3) (EDME576) Introductory course examining the child's development of language from birth nine years of age. Instruction in how to teach phonics is the main emphasis in this course. Phonics will be integrated into the exploration of reading and writing skills.
- EDME 377 **EARLY CHILDHOOD MATH & SCIENCE** (3) (EDME577) Instructional strategies for teaching math and to children from ages three to eight years of age.
- EDME 470 **MONT PRIMARY PRACTICUM I** (6) (EDME670) Student teaching for fifteen weeks. The student must be in the classroom from 8:30a.m. until 3:30p.m. five days a week.
- EDME 471 **MONT PRIMARY PRACTICUM II** (6) (EDME671) This course is the second semester of a two semester practicum.
- EDME 473 **MONT EARLY CHILDHOOD PRACT I** (6) (EDME673) This course is the first semester of a two semester practicum the student will work in both urban and suburban settings.
- EDME 474 **MONT EARLY CHILDHOOD PRACT II** (6) (EDME674) This course is the second semester of a two semester practicum.

### Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDME 550 **METHODS OF OBSERVATION OF CHILD** (3) (EDME350) The student will learn to observe the normal development of children from ages 2 1/2 to twelve years of age.
- EDME 551 **MONTESSORI ED: PHIL APPROACH** (3) (EDME351) Introductory course examining the main principles of Dr. Montessori.
- EDME 552 **MONT CURR DESIGN & TCHING STRATEGY I: PRIM** (3) (EDME352) This course supports the student teacher in preparing appropriate materials for children. They study drama, art, and music; and how to integrate these subjects into the early childhood curriculum.
- EDME 553 **MONT MATH & GEOMETRY METHODS** (3) (EDME353) A study of math instructional strategies for ages three to eight years of age. Emphasis will include: process, concrete materials, children's thinking process, exploration, correct terminology, and the foundation for math that is appropriate for all children.
- EDME 554 **MONT LANGUAGE ARTS & READ METHODS** (3) (EDME354) Provides instructional strategies for the development of oral and written language skills.
- EDME 555 **MONT CULTURAL SUBJECT METHODS** (3) (EDME355) Instructional strategies for the development of social studies and science skills.
- EDME 556 **MONT INTEGRATION OF CURR: PRIM** (3) (EDME356) Planning integrated curriculum for young children. Topics that will be covered are: plant science, animal science, physical science, social studies, child abuse, special needs children, and African American studies.

- EDME 559 **FULL DAY CHILD CARE METHODS** (3) (EDME359) Research supported theories and issues concerning developmentally appropriate practices for early childhood centers, birth to eight years of age.
- EDME 563 **EARLY COGNITIVE DEVELOPMENT** (3) (EDME363, PSYC715) Study of early childhood development. The course will include basic development theories and recent research in development.
- EDME 564 **EARLY CHILDHOOD/MONTESSORI METHODS** (3) (EDME364) Instructional strategies for the development of the senses, gross motor, fine motor, independent living activities, art, and music.
- EDME 566 **MONT CURR DESIGN & TCHING STRATEGY I: EARLY CHILD** (3) (EDME366) Planning of integrated curriculum for early childhood programs. Demonstrate how these strategies may change in diverse settings and with special needs children.
- EDME 567 **MONT CURR DESIGN & TCHING STRATEGY II: EARLY CHILD** (3) (EDME367) Planning of integrated curriculum for early childhood programs.
- EDME 570 **MONT 9-12 MATH CURR** (4) This course will introduce the student to the following: decanomial, square root, divisibility, cross multiplication, fractions, decimals, percentage, ratio, integers, algebra, cubing and cube root.
- EDME 571 **MONT 9-12 GEOMETRY CURR** (2) The student will study advanced geometry that include such topics as polygons, area, Pythagorean theorem, and the study of volume.
- EDME 572 **MONT 9-12 GEOGRAPHY & HIST CURR** (2) Research all aspects of geography and history. To learn the relationships between geography and history.
- EDME 573 **MONT 9-12 BOTANY & ZOOLOGY CURR** (2) An advanced study of plants and animals will be introduced in this course. The role that plants and animals have in the universe.
- EDME 574 **MONT 9-12 PHYSICAL SCIENCE CURR** (2) Experiments will help a child understand the mysteries of the universe. The student will study chemistry, geology, meteorology, and physics.
- EDME 575 **MONT 9-12 LANG & CHILDREN'S LIT** (2) The class will mirror the integration of language in the classroom. A rich literature-based program will be introduced into the child's environment.
- EDME 576 **PHONICS SKILLS FOR EARLY CHILHDH** (3) (EDME376) Introductory course examining the child's development of language from birth to nine years of age. Instruction in how to teach phonics is the main emphasis in this course. Phonics will be integrated into the exploration of reading and writing skills.
- EDME 577 **EARLY CHILDHOOD MATH & SCIENCE** (3) (EDME377) Instructional strategies for teaching math to children from ages three to eight years of age.
- EDME 670 **MONT PRIMARY PRACTICUM I** (3) (EDME470) Student teaching for fifteen weeks. The student must be in the classroom from 8:30 until 3:30 five days a week.
- EDME 671 **MONT PRIMARY PRACTICUM II** (3) (EDME471) Second semester of student teaching. The students will be in the classroom from 8:30 until 3:30 five days a week.
- EDME 673 **MONT EARLY CHILDHOOD PRACT I** (3) (EDME473) This course is the first semester of a two semester practicum. The student will work in both urban and suburban settings.
- EDME 674 **MONT EARLY CHILDHOOD PRACT II** (3) (EDME474) This course is the second semester of a two semester practicum.
- EDME 911 **OBSERVATION: KEY TO CLASSROOM BEHAVIOR** (1) Independent course that helps the student to observe in his/her classroom. Reflective journaling, timed observation and assessment tools are part of the curriculum.

## **(EDMS) EDUCATION: MULTI-AGE/SECONDARY EDUCATION**

### **Undergraduate Courses**

- EDMS 100 **FIELD EXPERIENCE** (1) This course will provide structural field experiences in the middle or secondary school setting under the direction of and supervision of

- faculty. Weekly seminars are held on campus. Pre-requisite: Permission of Director of Secondary Education
- EDMS 131 **PROFESSIONAL EDUCATION (3)** This course provides an introduction to the teaching profession through a philosophical, historical and multicultural approach. The student will examine beliefs, motives, values and behaviors as they relate to the teaching professions. Field experiences are required. Pre-requisite: Permission of Director of Secondary Education
- EDMS 207 **WORLD & CULTURAL GEOGRAPHY (3)** This course will provide students an understanding of the realms and regions of the world, including specific facts of the structure, location and issues. Specifically, the student will study (1)twelve cultural and physical world realms and their component regions; (2)National geographic standards (18) applied to regional analysis; (3)issue analysis, problem-solving and research processes in geography useful in regional analysis; and (4)current information sources (newspapers, Internet web sites, listservs) useful in geographic analysis
- EDMS 325 **METH/CURR/ASSESSMENT IN FOREIGN LANG (3) (EDMS525)** This course provides an introduction to curriculum content teaching methodologies, and assessment techniques as they pertain to candidates preparing for initial licensure in the teaching of Foreign Languages. Emphasis is placed on the creation and implementation of contextualized, proficiency-oriented tasks as well as the incorporation of national and state foreign language standards. Field experiences and micro-teaching lessons are included in course objectives. Taught in English.
- EDMS 330 **METH/CURR/ASSESSMENT IN MATHEMATICS (3) (EDMS530)** A study of teaching methodologies, curricular issues and development, and assessment techniques. Field experiences.
- EDMS 331 **METH/CURR/ASSESSMENT IN ENGLISH LANG (3) (EDMS531)** A study of teaching methodologies, curricular issues and development techniques. Field experiences.
- EDMS 332 **METH/CURR/ASSESSMENT IN SCIENCES (3) (EDMS532)** A study of teaching methodologies, curricular issues and development, and assessment. Safety issues. Field experiences.
- EDMS 333 **METH/CURR/ASSESSMENT IN SOCIAL STUDIES (3) (EDMS533)** A study of teaching methodologies, curricular issues, and development, and assessment. Field experiences.
- EDMS 335 **METH/CURR/ASSESSMENT IN ANCIENT LANG (3) (EDMS535)** This course provides an introduction to the teaching methodologies, assessment techniques, and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of Ancient Languages. Field experiences.
- EDMS 350 **TECHNOLGY & TOPICS FOR EDUCATORS (3) (EDMS550)** Discussion of technology in education and teaching. School law and teacher liability. Classroom management and discipline. Instructional planning. Field experiences.
- EDMS 411 **CLINICAL EXPERIENCES: SECONDARY (1)** Clinical experiences in the preschool school, among childhood and middle school learners, and adolescent to young adult learners. Diagnosis of learning problems. Remediation. Assessment techniques. A weekly seminar.
- EDMS 470 **STUDENT TEACHING: SECONDARY (9)** Daily laboratory experience in secondary school teaching. Weekly on-campus seminar. A semester under a master teacher. Permission of the Director of Secondary Education is required.
- EDMS 471 **STUDENT TEACHING: MULTI-AGE (9)** Daily laboratory experience in pre-K-12 teaching. Weekly on-campus seminar. A semester under a master teacher. Permission of the Director of Secondary Education.

#### **Graduate Courses**

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDMS 525 **METH/CURR/ASSESSMENT IN FOREIGN LANG (3) (EDMS325)** This course provides an introduction to curriculum content teaching methodologies, and

assessment techniques as they pertain to candidates preparing for initial licensure in the teaching of Foreign Languages. Emphasis is placed on the creation and implementation of contextualized, proficiency-oriented tasks as well as the incorporation of national and state foreign language standards. Field experiences and micro-teaching lessons are included in course objectives. Taught in English.

- EDMS 530 **METH/CURR/ASSESSMENT IN MATHEMATICS** (3) (EDMS330) A study of teaching methodologies, curricular issues and development, and assessment techniques. Field experiences.
- EDMS 531 **METH/CURR/ASSESSMENT IN ENGLISH LANG** (3) (EDMS331) A study of teaching methodologies, curricular issues and development, and assessment. Field experiences.
- EDMS 532 **METH/CURR/ASSESSMENT IN SCIENCES** (3) (EDMS332) A study of teaching methodologies, curricular issues and development, and assessment. Safety issues. Field experiences.
- EDMS 533 **METH/CURR/ASSESSMENT IN SOCIAL STUDIES** (3) (EDMS333) A study of teaching methodologies, curricular issues and development, and assessment. Field experiences.
- EDMS 535 **METH/CURR/ASSESSMENT IN ANCIENT LANG** (3) (EDMS335) This course provides an introduction to the teaching methodologies, assessment techniques, and curricular issues as they pertain to candidates preparing for initial licensure in the teaching of Ancient Languages. Field experiences.
- EDMS 550 **TECHNOLOGY & TOPICS FOR TEACHERS** (3) (EDMS350) Discussion of technology in education and teaching. School law and teacher liability. Classroom management and discipline. Instructional planning. Field experiences.

## **(EDPE) EDUCATION: PHYSICAL EDUCATION**

### **Undergraduate Courses**

- EDPE 193 **HISTORY & PHIL OF SPORT & PE** (2) History, philosophies, principles, curriculum, management, and trends in modern physical education and sport in Western civilization. The course will emphasize the philosophical comprehension of views in sport and PE.
- EDPE 214 **AEROBIC YOGA** (2) A beginners course in Hatha Yoga with an introduction to the philosophy of Yoga and an asana practice (postures). The asana practice will use a Vinyasa style Yoga (flowing postures together) with emphasis on postures that work the cardiovascular system and that build strength, flexibility, balance and alignment.
- EDPE 238 **ACTIVE GAMES & CONTESTS** (2) A wide range of elementary physical education games and contests for the gymnasium, playground, field and classroom. Activities are analyzed with regard to age appropriateness and game structure.
- EDPE 240 **ELEMENTARY GYMNASTICS & RHYTHMICS** (2) The techniques and methods are designed and organized the student a logical system for presenting educational gymnastics, rhythmic, tumbling skills. Class demonstrations and presentations illustrate that logical relationships are evident between tumbling skills and skills performed on the apparatus. Activities to develop the student's sense of rhythm in dance, music, and sport.
- EDPE 267 **PHYSIOLOGY OF EXERCISE** (3) (EDPE667) Human physiology as it relates to exercise and physical activities. Bioenergetics, muscle physiology, cardiovascular physiology, environmental physiology, ergogenics, special populations, and health and fitness.
- EDPE 269 **COACHING GOLF** (2) (EDPE569) Playing golf. Golf course operations. Putting, short game, iron play, wood play, and course management. Rules of golf and proper golf etiquette. History of the game, golf and the workplace, coaching, equipment, and organization of outings.
- EDPE 271 **INTERMEDIATE & ADV GYMNASTICS** (2) (EDPE571) A logical system for presenting gymnastics and tumbling skills performed on the apparatus. Physics or

- mechanics of physical action. A logical basis for analyzing success or failure of the learner.
- EDPE 272 **COACHING FOOTBALL** (2) (EDPE572) A study of the theories, skills, strategies and methods related to coaching football.
- EDPE 273 **COACHING BASKETBALL** (2) (EDPE573) Develop basic basketball coaching skills for youth, junior and high school levels.
- EDPE 274 **COACHING BASEBALL** (2) (EDPE574) Introduce students to the fundamentals of baseball and coaching. The students will be able to identify these skills and teach them to their players. In addition to the fundamentals of baseball and coaching, the students will also be introduced to strategies employed during the game and in the building of a team and a program.
- EDPE 275 **COACHING TRACK & FIELD** (2) (EDPE575) Study history of track and field and examine philosophies and trends in coaching. To develop knowledge of the various events and the proper organization of track meets.
- EDPE 276 **THEORY & PRINCIPLES OF COACHING** (2) (EDPE576) Coaching in general. The role of a coach in various aspects. Basic knowledge on developing a positive coaching philosophy, applying coaching principles, and using sport management skills in coaching practices effectively.
- EDPE 277 **COACHING VOLLEYBALL** (2) Introduce students to the game of volleyball in terms of both individual knowledge and techniques of the game and coaching skills at a beginning level.
- EDPE 278 **COACHING SOCCER** (2) (EDPE578) An overview of the game of soccer from a coaching perspective. The course will focus on player development, practice organization, match analysis, team preparation, and soccer organizations.
- EDPE 279 **TEACHING RACQUET SPORTS** (2) Introduce students to the fundamentals of racquet sports (tennis, badminton, squash and racquetball).
- EDPE 313 **STRENGTH & CONDITIONING PROG DEV** (3) A study of the organization and administration of individual and sport-specific strength and conditioning programs and weight management.
- EDPE 342 **METH IN SECONDARY PHYS ED** (3) (EDPE542) Instructional strategies and competencies in teaching secondary physical education. Efficient and effective methods through a variety of class activities.
- EDPE 377 **ORG & ADM OF HEALTH, PE & ATH TR** (3) The administrative and managerial duties of the physical education teacher, athletic trainer, sport administrator, and coach. Leadership and supervision, organizational structure and climate, human relations communication, sport law, equipment purchasing, budget management, pre-participation physical examinations, drug testing, and facility and event management.
- EDPE 381 **ASSESSMENT AND EVALUATION** (3) (EDPE581) The fundamental concepts and techniques of tests and measurements that are applied to studies in sport and physical education. The basic statistical tools to treat collected data for the analysis and interpretation of test results.
- EDPE 384 **ELEM SCH HLTH/PE FOR CLASS TEACH** (3) (EDPE596) Background information, skills, and activities teachers need to implement comprehensive school health and physical education at various grade levels. The basic information to develop and present a variety of lessons and activities in health and physical education.
- EDPE 385 **PHYSICALED IN THE ELEM SCHOOL** (2) (EDPE585) A survey of the current trends in elementary and middle school physical education. Past trends, meeting children's needs through games and play, curriculum development, youth sports, and the relationship between physical activity and intellectual growth.
- EDPE 386 **KINESIOLOGY** (2) (EDPE654) Fundamentals of human motion as it relates to physical education activities and skill performance. Fundamental principles of muscle action, muscle control, and biomechanics pertaining to movement. Co-requisite: EDPE 387

- EDPE 387 **KINESIOLOGY LAB** (1) Study of fundamentals of human motion as they relate to physical education activities and skill performance. Fundamental principles of muscle action pertaining to movement. Co-requisite: EDPE 386
- EDPE 388 **BIOMECHANICS** (3) (EDPE653) An analysis, evaluation and application of mechanical factors influencing a wide range of motor skill movements.
- EDPE 389 **PROG PRAC:SEVERE/INTENSIVE DISAB** (3) (EDPE589) Understanding adapted physical education. Focus on meeting individuals' needs and assuring some type of success in the school, home and community environment. Service delivery system identifying ameliorating problems within the psychomotor domain.
- EDPE 392 **SENSORY INTEGRATION & MOV ED** (3) (EDPE642) The physical education teacher and coach recognizing and identifying sensory, motor development, motor learning, and performance processes. Practical application of skill acquisition, use of feedback, and preparations and strategies for designing practice.
- EDPE 460 **CURRICULUM IN PHYSICAL ED** (2) (EDPE560) Development and understanding of curriculum development. Focus on the social and psychological factors in curriculum development, and on the systematic planning, developing, implementing, evaluating, and improving of curriculum.
- EDPE 470 **INDEPENDENT STUDY** (1 to 3) Investigate an area of interest within the area of sport studies. Pre-requisite: Advisor's approval
- EDPE 472 **STU TEACH: PHYS ED K-12 & SEM** (9) Daily laboratory experience in pre-K-12 teaching. Weekly on-campus seminar. A semester under a master teacher. Permission of the Director of Secondary Education is required.

#### Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDPE 542 **METHODS IN SECONDARY PHYS ED** (3) (EDPE342) Instructional strategies and competencies in teaching secondary physical education with efficient and effective methods through a variety of class activities.
- EDPE 560 **CURRICULUM IN PHYSICAL ED** (3) (EDPE460) The understanding and development of curriculum. Focus on the social and psychological factors to be considered in curriculum development, and on the systematic planning, developing, implementing, evaluating, and improving of curriculum.
- EDPE 569 **COACHING GOLF** (3) (EDPE269) Playing golf and how a golf course operates. Putting, short game, iron play, wood play, and course management. The rules of golf and proper golf etiquette. The history of the game; golf and the workplace; coaching; equipment; and organization of outings.
- EDPE 571 **ADV GYMNASTICS & TUMBLING** (3) (EDPE271) Techniques and methods are designed and organized for a logical system for presenting gymnastics and tumbling skills performed on the apparatus. Basic physics or mechanics and physical action. Further understanding is required to provide a logical basis for analyzing success or failure of the learner.
- EDPE 572 **COACHING FOOTBALL** (3) (EDPE272) A study of the theories, skills, strategies and methods related to coaching football.
- EDPE 573 **COACHING BASKETBALL** (3) (EDPE273) Develop basic basketball coaching skills for youth, junior and high school levels.
- EDPE 574 **COACHING BASEBALL** (3) (EDPE274) Introduce students to the fundamentals of baseball and coaching. The students will be able to identify these skills and teach them to their players. In addition to the fundamentals of baseball and coaching, the students will also be introduced to strategies employed during the game and in the building of a team and a program.
- EDPE 575 **COACHING TRACK & FIELD** (3) (EDPE275) Study history of track and field and examine philosophies and trends in coaching. To develop knowledge of the various events and the proper organization of track meets.
- EDPE 576 **THEORY & PRINCIPLES OF COACHING** (3) (EDPE276) The profession of coaching. The roles of a coach in various aspects. The basic knowledge on

- developing a positive coaching philosophy, applying coaching principles, and using sport management skills in coaching practices effectively.
- EDPE 578 **COACHING SOCCER** (3) (EDPE278) An overview of the game of soccer from a coaching perspective. The course will focus on player development, practice organization, match analysis, team preparation, and soccer organizations.
- EDPE 581 **TEST & EVALUATION IN SPORT/PE** (3) (EDPE381) The fundamental concepts and techniques of test and measurement. The basic statistical tools to treat collected data for the analysis and interpretation of test results.
- EDPE 585 **TRENDS: PHYS ED IN ELEM SCHOOL** (3) (EDPE385) Physical education with an emphasis on past trends, meeting children's needs through games and play, curriculum development, youth sports, and the relationship between physical activity and intellectual growth.
- EDPE 596 **ELEM SCH HLTH/PE FOR CLASS TEACH** (3) (EDPE384) Background information, skills, and activities teachers need to implement comprehensive school health and physical education. The basic information to develop and present a variety of lessons and activities in health and physical education.
- EDPE 640 **ADMIN OF SCH ATHLETIC & PHYS ED** (3) The administrative and managerial duties of the physical education teacher, athletic trainer, sport administrator, and coach. Such topics as leadership and supervision, organizational structure and climate, human relations communication, sport law, equipment purchasing, budget management, pre-participation physical examinations, drug testing, and facility and event management will be addressed.
- EDPE 642 **SENSORY INTEGRATION & MOV ED** (3) (EDPE392) Recognizing and identifying sensory, motor learning, and performance processes. Practical application of skill acquisition, use of feedback, preparations, and strategies for designing practice.
- EDPE 644 **NUTRITION** (3) (EDHE375) Nutrition and its role in human performance. Classes of nutrients, their physiological functions, and their role in sports and fitness. nutritional supplements and ergogenic doping.
- EDPE 652 **LEADERSHIP IN OUTDOOR ED** (3) Techniques for outdoor education programs.
- EDPE 653 **BIOMECHANICS** (3) (EDPE388) An analysis, evaluation and application of mechanical factors influencing a wide range of motor skill movements.
- EDPE 654 **KINESIOLOGY** (3) (EDPE386) Fundamentals of human motion as they relate to physical education activities and skill performance. Fundamental principles of muscle action, muscle control, and biomechanics pertaining to movement.
- EDPE 667 **PHYSIOLOGY OF EXERCISE** (3) (EDPE267) Human physiology as it relates to exercise and physical activity. Bioenergetics, muscle physiology, cardiovascular physiology, environmental physiology, ergogenics, special populations, and health and fitness.

## **(EDRE) EDUCATION: READING EDUCATION**

### **Undergraduate Course**

- EDRE 269 **PHONICS & FOUNDATION OF LITERACY** (3) (EDRE569) History of the English language, linguistics, and the use of phonetics as it relates to the reading process. Phonics as a major strategy in comprehension for emergent readers. Holistic philosophy and teaching.
- EDRE 296 **ADULT AND FAMILY LITERACY** (3) The literature and key figures working in the area of literacy; the Literacy Volunteers of America certified training in Basic Reading Tutor Training. Research into the problem of illiteracy. Weekly in-service practice in a neighborhood literacy center. EDRE 296 is offered as part of the reading program and as an E/R&S Focus elective course. Pre-requisite or Co-requisite: PHIL 100, THEO 111
- EDRE 312 **READING METHODS FOR EARLY CHILD** (3) (EDRE512) Development process of reading for emergent readers in early childhood. Holistic philosophy as

it relates to phonics, structural analysis, spelling, comprehension, and children's literature. Integration of speaking, listening, reading, and writing strategies across the curriculum.

- EDRE 314 **READING METHODS FOR MIDDLE CHILD** (3) (EDRE514) Developmental process of reading for the middle school child. Holistic philosophy as it relates to content reading material and determining the needs of children in the content classroom. Skills and strategies for higher level thinking, creative and informational writing, study skills and the use of children's literature.
- EDRE 471 **CONTENT AREA LITERACY** (3) (EDRE671) The teaching of reading across the curriculum. Skill development, diagnostic techniques, prescriptive teaching, readability formulas and strategies, and materials for early childhood through secondary teaching.
- EDRE 472 **THEORIES OF READING** (2) (EDRE672) An historic study and comprehensive analysis of the reading process from definition to application. Cyclical changes, current research, and classroom application demonstration.
- EDRE 478 **DIAGNOSIS/CORRECT OF READING DISAB** (3) (EDRE678) Formal and informal testing for reading related disabilities surveyed. Factors associated with reading problems. Miscue analysis, portfolio assessment emphasized. Assessment portfolio for classroom use developed.
- EDRE 479 **PRACTICUM IN READING** (3) (EDRE679) Application of reading strategies and philosophical understandings of the reading process in a clinical setting. Holistic lesson planning and tutoring based upon portfolio assessment in EDRE478.

#### Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDRE 512 **READING METHODS FOR EARLY CHILD** (3) (EDRE312) Development process of reading for emergent readers in early childhood. Holistic philosophy as it relates to phonics, structural analysis, spelling, comprehension, and children's literature. Integration of speaking, listening, reading, and writing strategies across the curriculum.
- EDRE 514 **READING METHODS FOR MIDDLE CHILD** (3) (EDRE314) Developmental process of reading for the middle school child. Holistic philosophy as it relates to content reading material and determining the needs of children in the content classroom. Skills and strategies for higher level thinking, creative and informational writing, study skills and the use of children's literature.
- EDRE 569 **PHONICS & FOUNDATION OF LITERACY** (3) (EDRE269) History of the English language, linguistics, and the use phonics as it relates to the reading process. Phonics as a major strategy in comprehension for emergent readers. Holistic philosophy and reaching.
- EDRE 671 **CONTENT AREA LITERACY** (3) (EDRE471) The teaching of reading across the curriculum. Skill development, diagnostic techniques, prescriptive teaching, readability formulas and strategies, and materials for early childhood through secondary teaching.
- EDRE 672 **THEORIES OF READING** (3) (EDRE472) An historic study and comprehensive analysis of the reading process from definition to application. Cyclical changes, current research and classroom application demonstration.
- EDRE 678 **DIAGNOSIS/CORRECT OF READING DISAB** (3) (EDRE478) Formal and informal testing for reading related disabilities. Factors associated with reading problems. Miscue analysis, portfolio assessment emphasized. Assessment portfolio for classroom use developed.
- EDRE 679 **PRACTICUM IN READING** (3) (EDRE479) Application of reading strategies and philosophical understandings of the reading process in a clinical setting. Holistic lesson planning and tutoring based upon portfolio assessment in EDRE 678.

## (EDSM) EDUCATION: SPORT MANAGEMENT

### Undergraduate Courses

- EDSM 110 **INTRO TO SPORT MANAGEMENT** (3) Management of programs in physical activities. Intercollegiate and interscholastic athletics. Professional sports. Recreational sports. Corporate fitness. Health clubs, country clubs and other activity centers.
- EDSM 132 **SOCIOLOGY OF SPORT** (3) (SOCI232) Impact of sport on society. The social structures. The integration of sport with other social institutions.
- EDSM 141 **ISSUES AFFECTING STUDENT-ATHLETE** (1) Personal and social issues such as time management, note and test taking, goal setting, alcohol/drug awareness. Knowledge and discussion of NCAA and Xavier Athletic Department regulations, Sports Nutrition, Title IX and gender equity.
- EDSM 310 **INTRO TO SPORT MARKETING** (3) Career opportunities in the sports industry. The evolution of the field and its place in our economy. Marketing plan, current trends. Marketing mix: sponsorships, special event fundraising, public relations, promotions, television, sports products.
- EDSM 322 **FACILITY & EVENT MGMT** (3) Planning and managing athletic, physical education, recreation and other sport facilities. Basic concerns in developing and organizing events in sports areas.
- EDSM 348 **LEGAL & ETHICAL ISSUES IN SPORT** (3) (EDSM598) Basic legal principles affecting the management of physical activity and sports programs. Liability, negligence and risk assessment.
- EDSM 370 **BASIC AQUATICS & POOL MGMT** (2) Basic aquatic skills and pool management.
- EDSM 377 **SPORT PSYCHOLOGY** (3) Sport situations and of the science of psychology. The mental side of sports.
- EDSM 410 **SPORT ETHICS** (3) This course is designed to provide an examination and discussion of ethical, managerial and moral issues related to individuals who work and participate in the area of sport and physical activity.
- EDSM 495 **INTERNSHIP IN SPORT MGMT** (3 to 9) (EDSM695) Field experience within an area of interest. A total of 600 clock hours are required, which may be divided into three blocks of 200 hours. Culminating experience which may begin during the summer of a student's senior year. Internship site selection is a cooperative effort between the student and the advisor. Comprehensive portfolio is required.

### Graduate Courses

(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)

- EDSM 521 **PRIN OF MGMT IN SPORT ADMIN** (3) Past, current and future trends in the field of sport management. Administrative theory, function, and application within the field of sport management.
- EDSM 522 **RESEARCH & STATISTICS** (3) Fundamental statistics and research methods. Current journals in sport administration. Representative samples. Historical, descriptive, experimental and philosophical research.
- EDSM 523 **SPORTS ADMINISTRATION SEMINAR** (3) Current issues. Topics by guest practitioners. The diversity of the sport industry. Careers, position demands, and trends.
- EDSM 595 **SPORTS ADMINISTRATION: MKTG** (3) The evolution of the field, its place in our economy, a marketing plan, current trends, case histories. Proposals offered by promoters. Career in sport marketing.
- EDSM 596 **SPORTS ADMINISTRATION: FINANCE** (3) Sport and athletic/not-for-profit budgets-program based, project based, and line-item based. Formulating budgets. Budgeting cycles, political ramifications imposed and utilized in the federal cycle, fiscal year, and reserves. Financial markets, cash management, and municipal underwriting of recreation and parks facilities. Scale sheets, bond issues, BAN,

- VKX, sinking fund, etc. Grant-writing. Sources of funding, and endowment foundations.
- EDSM 598 **LEGAL & ETHICAL ISSUES IN SPORT & PE** (3) (EDSM348) Legal and ethical issues with regard to youth, school, college, amateur and professional sports.
- EDSM 622 **PERSONNEL ISSUES IN SPORT MGMT** (3) Personnel functions. Job analysis, job description, recruitment, employee selection and retention, EEOC and affirmative action, staff morale and development, leadership and organizational culture, job performance/evaluation and mentoring.
- EDSM 625 **HIGH SCHOOL ATHLETIC ADMIN** (3) Current issues facing today's high school athletic director such as: student-athletes, faculty, staff development, administration, budget, and community relations in the operation and management of a high school athletic department.
- EDSM 632 **SPORT EVENT MGMT & PROMOTION** (3) Operating special events with an emphasis on sports events. Administrative procedures, operational techniques, hospitality, public relations and marketing, and technical services. Practical application on scheduled events.
- EDSM 642 **SPORT FUND-RAISING** (3) Fundraising as it relates to sports.
- EDSM 652 **NCAA: RULE, REGULATION, POLICIES** (3) The development of collegiate sport and the NCAA from 1906-present. Critical issues facing collegiate sport today. The NCAA constitution, by-laws, and administrative structure. Comprehensive knowledge of the operating by-laws and operational differences between Division I, II, III.
- EDSM 654 **WOMEN IN SPORT** (3) Cultural, social-psychological, and physiological issues related to gender that influence the nature and extent of involvement.
- EDSM 662 **PR & COMMUNICATION IN SPORT** (3) The relationship between public relations practitioners and the media. The art of writing a press release. Coordination of a press conference. Advertising/marketing campaigns. Organization of special events. Management of a public relations crisis. Career opportunities.
- EDSM 664 **FACILITY DESIGN & PLANNING** (3) Planning and managing athletic, physical education, recreation, and other sport facilities.
- EDSM 666 **FITNESS MANAGEMENT** (3) Planning, organizing, and effectively managing the administration of health related fitness programs. Leadership characteristics, organizational strategies, proven business techniques. Diverse and multiple perspectives of contemporary administrative management for fitness.
- EDSM 668 **ADMIN OF FITNESS & WELLNESS PROGRAMS** (3) Development and administration of current fitness and wellness principles.
- EDSM 670 **INDEPENDENT STUDY** (1 to 3) Investigate an area of student interest within the sport industry. Advisor's approval.
- EDSM 692 **SPORT ADMIN RESEARCH PROJECT** (3) Research project. Guidance from a faculty member.
- EDSM 695 **INTERNSHIP IN SPORT ADMIN** (3 to 9) (EDSM495) The internship may be taken after successfully completing 15 semester hours. Will select either a three credit (200 clock hours) or six credit (400 clock hours) internship experience. Internships are planned and supervised learning activities. Take place in a sport industry.

## **(EDSP) EDUCATION: SPECIAL EDUCATION**

### **Undergraduate Courses**

- EDSP 200 **SP ED: IDENTIFICATION & ISSUES** (3) (EDSP500) Etiology, assessment, classification, needs, issues of individuals and families with exceptional needs in educational and community settings. Practices, national and state policies; services and rights of these children and their parents based on laws and legal procedures (informed consent and confidentiality). Teaming procedures for IEP process, including assessment procedures, notification, time lines, team writing and documentation of IEP goals and objectives, IEP annual review process and due process procedures. Required 10 hours of field experience.

- EDSP 201 **INTRO TO EMOTIONALLY DISTURBED CHILD** (3) (EDSP501, PSYC271) Symptoms of maladaptive behavior in youngsters; psychological and medical factors affecting development; social, emotional, family aspects- adaptive behaviors, social imperceptiveness, social competence, social isolation, learned helplessness, juvenile delinquency; cultural/family systems; evaluation of etiological factors. Medications and social/emotional behaviors. Personality disorders, services, facilities and agencies for treatment.
- EDSP 202 **SPEECH & LANGUAGE DEVELOPMENT** (2) (EDSP502) Acquisition, development, and problems of speech and language classroom practices, assessment, remediations, and supplement with student's speech and language needs and issues in learning settings.
- EDSP 203 **SP ED: COMM & COLLABORATION** (3) (EDSP503) Self-assessment and development of interpersonal skills needed for teaming and collaboration in educational settings with parents, teachers, administrators, paraprofessionals, and other specialists covering all exceptionalities. Interview, observe, investigate, and discuss various communication and small group strategies, techniques, methods used in IEP training, collaboration, and process. Family systems, ethics, moral and confidentiality rights and responsibilities. Role playing, video taping, practice teaming and collaboration roles. Required 5 hours of field experience.
- EDSP 204 **READING ASSESSMENT & STRAT-LANG PROC PR** (3) (EDSP504) Diagnostic assessment of developmental language processing problems related to literacy skills of reading, writing, listening and speaking; implementation of classroom reading strategies and practices focusing on identified individual needs and learning process; reading remediation strategies including technology; speech and language acquisition and learning theories (first and second language); supervision of reading/language instruction across the curriculum P-12 in diverse school settings; effective reading assessment and instructional methods/strategies sensitive to cultural diversity and individual learner needs, styles, and problems. Review Ohio curriculum for foreign instruction and Ohio Model Competency-Based Language Arts. Required field experiences in diverse setting.
- EDSP 205 **FOUNDATIONS IN EARLY CHILD SPED** (3) (EDSP505) Research supported theories and issues concerning early childhood special education practices and methods; identification and at-risk needs awareness, IFSP and IEP procedures and issues; legal, medical, moral and family issues; developmental appropriate practices; biological and environmental learning and development factors. Medical aspects and implications for learning and prevention. Medical and health care issues, responsibilities, and training for educational settings. Required 5 hours of field experience.
- EDSP 348 **PHYSICAL/MENTAL/MED DISABILITIES** (3) This course will expose students to the different types and causes of disabilities they are likely to find in their employment; learning about many of the different therapies, both pharmacological and other forms that have been proposed and presented to treat these disabilities; gaining of the knowledge and skills to help individuals and families with disabilities sort out the helpful from the hopeless therapies and treatments.
- EDSP 360 **M/M CHARACTERISTICS & STRATEGIES** (3) (EDSP560) Terminologies, definitions related to mild and moderate; identification criteria; labeling issues; laws, rules and regulations; social/emotional aspects of individuals with disabilities such as mental retardation and learning disabilities; adaptive behavior; visual and auditory processing problems; communication/language problems; learning theories and learner needs; IEP procedures and issues.
- EDSP 361 **FIELD EXPERIENCE** (1) (EDSP561) Field experiences related to area of licensure: observation, interviewing and participating in diverse learning settings. IEP procedures and ethics. Professional organizations and development addressed. Seminar discussion group. Meets every other week for 2 hours. Dates listed in "Schedule of Classes."

- EDSP 362 **M/M SUPPORT SERVICES** (3) (EDSP562) This course explores and discusses: issues, resources, strategies and techniques used to integrate students requiring mild/moderate services into diverse educational, social and community settings; sources for mild/moderate support services, networks and organizations including: technology, career vocational, health/medical and safety issues; intervention and prevention services; medical and health care issues; documentation and record keeping; service delivery needs and issues for families; first aid and CPR training; implementation and evaluation of mild/moderate program resources; confidentiality and privacy issues; community based activities; methods and techniques for continuum of alternative program placement and transitions; curriculum development of life long career prep
- EDSP 363 **SPED: ASSESSMENT & EVALUATION** (3) (EDSP563) Formal and informal testing and assessment tools, practices, procedures, recording and disseminating results the classroom application for individuals with mild and moderate needs across the disabilities (P-12). Ethics/legal issues and procedures, record keeping, portfolio, curriculum based assessment, informal and standardized testing. Field practice and experience.
- EDSP 364 **DAP INSTRUCTIONAL MATERIALS** (3) (EDSP564) Classroom/instructional modifications, learning/instructional adaptations and modifications to specific learning and behavior problems including all the exceptionalities (P-12). Sources of specialized materials for students with differing degrees and kinds of disabilities. Selecting, developing and implementing DAP instructional materials and technologies that respond to cultural, linguistic, and gender differences. Prepare/organize instructional materials. Test making/test taking. Required lab time.
- EDSP 365 **CURR PRACTICES: MILD DISABILITIES** (3) (EDSP565) Primary (grades P-6) curriculum theories adaptations and modification research supported instructional strategies and practices related to individual mild and moderate learner needs with variety of disabilities. Designing learning environments and instructional programs for active learner participation with incorporates application of assessment, program evaluation, planning, implementing and management procedure for individual learners with mild and moderate cognitive, affective/social/emotional needs across the curriculum. Required field experiences in diverse settings - 30 hrs.
- EDSP 366 **M/M ADAPT & MOD IN CURR PRAC II** (3) (EDSP566) Middle school and secondary grades (grades 7-12) curriculum theories adaptations and modification practices related to individual mild and moderate learner needs. Designing learning environments and instructional programs for active learner participation which incorporates application of assessments, program evaluation, planning, implementing, and management procedures for individual learners with mild and moderate cognitive and affective/social/cultural needs across the curriculum. Required field experiences in diverse settings - 30 hrs.
- EDSP 367 **SPED: BEHAVIOR & SOCIAL SKILLS MGMT** (3) (EDSP567) Continuum of alternative strategies, supports and methods for specific social and behavioral management problems in educational (P-12) and family settings; adaptive behavior assessment; family/cultural/environment effects on behavior; family teaming, collaboration and consultation; social/behavioral problem solving intervention and prevention strategies of behavior management. Impact of social/behavior management with families, paraprofessionals, teachers. Impact of multiple disabilities on behavior. Self-enhancing behavior methods and techniques. Required field experiences in diverse settings - 20 hrs.
- EDSP 368 **SP ED: CURRENT ISSUES** (2) (EDSP568) Seminar course addressing current professional issues across all the exceptionalities, practices, and trends in Special Education. Professional development/goal setting, organization involvement/commitment, ethical practices with peers, families, agencies and community. Demonstrate proficiency in oral/written communication. Speakers, individual readings, research and discussions.

- EDSP 370 **M/I CHARACTERISTICS & STRATEGY** (3) (EDSP570) Terminologies, definitions related to moderate and intensive modification criteria; labeling complications and implications for learning; psychological characteristics; social/emotional aspects; legal issues; IEP procedures and issues; social, functional, behavioral, learning methods and techniques.
- EDSP 372 **COMMUNICATION STRATEGIES & TECH** (3) (EDSP572) Understanding and implementation of everyday functional communication methods and techniques through various theories, systems and technologies for individual students with moderate and intensive needs. Classroom strategies and techniques in learning environment. Selection/implementation of augmentation of alternative communication devices/systems. Adaptations/assistive technology. Medical care and methods with technology/family support and resources. Field lab time required.
- EDSP 373 **M/I ASSESSMENT & EVALUATION** (3) (EDSP573) Formal/informal testing and assessment tools, practices, procedures, recording and disseminating results with program/classroom applications and implementation for individuals with moderate and intensive needs across the disabilities (P-12). Ethics/legal issues and procedures, record keeping, adaptive behavior assessment; functional/ecological inventories; developmental screening for individuals with moderate and intensive needs.
- EDSP 374 **CURR PRAC: MODERATE DISABILITIES** (3) (EDSP574) Primary (grades P - 6) curriculum theories, methods and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing and management procedures that are age appropriate for individual learners. Addressing adaptive, functional, social, community, and vocational needs across the curriculum. Required 30 hours of field experience.
- EDSP 375 **M/I INSTRUCTIONAL METH & ACOM II** (3) (EDSP575) Middle school and secondary (grades 7 - 12) theories, methods, and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing, and management procedures that are age appropriate for individual learners. Addressing adaptive, functional, social community, and vocational needs access the curriculum. Required 30 hours of field experience.
- EDSP 376 **M/I SUPPORT SERVICES** (3) (EDSP576) Local and state support delivery services for individuals with moderate and intensive physical, mental and medical disabilities (P-12). Networks, organizations, resources, strategies and techniques used to integrate students requiring moderate/intensive services into diverse educational, social, community settings including assistive technology/personal and family issues. Legal, confidential, privacy issues. Medical/health intervention/prevention training, record keeping and documentation. Model programming for community based transitions, moderate/intensive service needs. Required field experiences in diverse setting - 15 hrs.
- EDSP 380 **CLASSROOM MANAGEMENT** (3) (EDSP580) Seminar course for teacher preparation (P - 12) on establishing and maintaining positive classroom management; effective teaching/learning conditions necessary for a healthy learning environment; useful and practical organizational procedures; problem solving/decision-making techniques and strategies; interactional and communicational skills for responsible classroom management; management practices concerning diverse classroom population, individualized learning, cooperative learning, mastery learning, accommodations and inclusion.
- EDSP 389 **PROG PRAC: SEVERE/INTENSIVE DISAB** (3) (EDSP589) Understanding adapted physical education. Focus on meeting individuals' needs and assuring some type of success in the school, home and community environment. Service delivery system-identifying and ameliorating problems within the psychomotor domain.

- EDSP 391 **ECSPED LEARNING THEORIES** (3) (EDSP591) Investigate and observe learning theory models as a foundation for early childhood intervention - identify specific disabilities and describe implications for development and learning. Demonstrate interactive collaborative and consultation skills. Monitor, summarize, evaluate acquisition of child/family outcomes as outlined on IEP/IFSP. Develop/design stimuli rich indoor/outdoor environment including materials, media, and adaptive/assistive technology for early childhood special education learning needs.
- EDSP 392 **ECSPED: OBSERVATION & ASSESSMENT** (3) (EDSP592) Early childhood intervention assessment, evaluation, research techniques and report writing. Select, adapt, administer assessment for specific sensory/motor, cognitive, social disabilities. Data collection, summarization, information integrating and team collaboration- various settings (homes, public/private centers, schools, community agencies). Staff and program assessment and evaluation. Consultation service practice. Field experiences required in diverse settings - 20 hrs.
- EDSP 393 **ECSPED: CURRICULUM PRACTICES** (3) (EDSP593) Curriculum practices of selection, designing and developing ECSPED interventive classrooms methods/materials. Implement developmentally appropriate individual/family activities: play, environmental routines, parent-mediated activities, cooperative learning, inquiry experiences, systematic instruction. ECSPED curriculum due-process safeguards. Observation and participation with interdisciplinary, interagency and intra-agency teams. Design/plan/implement process and strategies for transitions. Field experiences required in diverse setting - 30 hrs.
- EDSP 395 **INDEPENDENT STUDY & RESEARCH** (3) Special topics examined through independent research. Prerequisite: Must be approved by instructor
- EDSP 400 **M/M STUDENT TEACHING** (10) Fifteen weeks of field experience in a mild/moderate educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 401 **TEACHING SEMINAR** (2) (EDSP601) Articulation of professional and personal philosophies of special education, including ethics and standards, objective judgments and reflective practices of teaching/learning. Meets every other week for 2 hours. Dates listed in "Schedule of Classes." Pre-requisite: Permission of Director of Special Education
- EDSP 402 **M/I STUDENT TEACHING** (10) Fifteen weeks of field experience in a moderate/intensive educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 403 **ECSPED STUDENT TEACHING** (10) Fifteen weeks of field experience involving two (2) separate age groups in an early childhood special educational diverse learning setting that is planned, supervised and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 448 **SERVICE PROVIDERS: INTERNSHIP** (9) Participation in two (2) separate field placements, each eight (8) weeks in duration. From pre-internship experiences, these placements will be planned, supervised and evaluated through collaboratively developed goals and objectives. Student will assume duties of the placement role which will be guided by the job description of the agency or institution.

### **Graduate Courses**

**(Cross-listed graduate classes carry additional requirements above the stated undergraduate course description.)**

- EDSP 500 **SP ED: IDENTIFICATION & ISSUES** (3) (EDSP200) Etiology, assessments, classification needs, issues of individuals and families with exceptional needs in educational and community settings. Practices, national and state policies; services and rights of these children and their parents based on laws and legal procedures (informed consent and confidentiality). Teaming procedures for IEP process, including assessment procedures, notification, time lines, team writing and docu-

- mentation of IEP goals and objectives, IEP annual review process and due process procedures. Required 10 hours of field experience.
- EDSP 501 **INTRO TO EMOTIONALLY DISTURBED CHILD** (2 to 3) (EDSP201, PSYC271) Symptoms of maladaptive behavior in youngsters; psychological factors affecting development; social/emotional aspects - adaptive behaviors, social imperceptiveness, social competence, social isolation, learned helplessness, juvenile delinquency; evaluation of etiological factors. Medications and social/emotional behaviors. Personality disorders, services, facilities, and agencies for treatment.
- EDSP 502 **SPEECH & LANGUAGE DEVELOPMENT** (2) (EDSP202) Acquisition, development, and problems of speech and language classroom practices, assessment, remediations, and supplement with student's speech and language needs and issues in learning settings.
- EDSP 503 **SP ED: COMM & COLLABORATION** (3) (EDSP203) Self-assessment and development of interpersonal skills needed for teaming and collaboration in educational settings with parents, teachers, administrators, paraprofessionals, and other specialists covering all exceptionalities. Interview, observe, investigate and discuss various communication and small group strategies, techniques, methods used in IEP training, collaboration and process. Family systems, ethics, moral and confidentiality rights and responsibilities. Role playing, video taping, practicing teaming and collaboration roles. Required 5 hours of field experience.
- EDSP 504 **READING ASSESSMENT & STRAT-LANG PROC PR** (3) (EDSP204) Speech and language acquisition and learning theories; development problems related to literacy skills of reading, writing, listening, and speaking; classroom practices, technology, assessment and remediation in language instruction across the curriculum K - 12; effective speech and language instructional methods and strategies sensitive to cultural diversity and individual learner needs and styles. Problems. Required 10 hours of field experience.
- EDSP 505 **FOUNDATIONS IN ECSPED** (3) (EDSP205) Research supported theories and issues concerning early childhood special education practices and methods; identification and at-risk needs awareness, IFSP and IEP procedures and issues; legal, medical, moral, and family issues; developmental appropriate practices; biological and environmental learning and development factors. Medical aspects and implications for learning and prevention. Medical and health care issues, responsibilities, and training for educational settings. Required 5 hours of field experience.
- EDSP 560 **M/M CHARACTERISTICS & STRATEGIES** (3) (EDSP360) Mild/Moderate terminologies, definitions; identification criteria; labeling issues; social characteristics; visual and auditory processing problems; communication/language problems; learning theories and learner needs; IEP procedures and issues.
- EDSP 561 **FIELD EXPERIENCE** (1) (EDSP361) Field experiences related to area of licensure: observation, interviewing and participating in various M/M learning settings focus on IEP procedures and ethics. Professional organizations and development addressed. Seminar discussion group. Required 10 hours of field experience.
- EDSP 562 **M/M SUPPORT SERVICES** (3) (EDSP362) Methods and techniques for continuum of alternative program placement and transitions. Curriculum development of life long career preparation through school, community and agencies involvement and collaboration. Sources of career/vocational support services, networks and organization for individuals with mild/moderate disabilities. Legal aspects, issues and follow-up services.
- EDSP 563 **SP ED: ASSESSMENT & EVALUATION** (3) (EDSP363) Formal and informal testing and assessment selection and practices, procedures, adaptations and modifications, grading recording and disseminating results for individuals with varying degrees and types of disabilities. Portfolio assessment, ecological inventories, functional assessment and future based assessment. Field practice and experience. Classroom application and implementation. Required 20 hours of field experience.

- EDSP 564 **DAP INSTRUCTIONAL MATERIALS** (3) (EDSP364) Classroom/instructional modifications, learning/instructional adaptations and modifications to specific learning and behavior problems including all the exceptionalities. Sources of specialized materials for students with differing degrees and kinds of disabilities. Selecting, developing and implementing DAP instructional materials and technologies that respond to cultural, linguistic, and gender differences. Prepare/organize instructional materials. Test making/test taking. Required lab time.
- EDSP 565 **M/M ADAPT & MOD IN CURR PRAC I** (3) (EDSP365) Primary (grades P - 6) curriculum theories adaptations and modification practices related to individual mild and moderate learner needs. Designing learning environments and instructional programs for active learner participation which incorporates application of assessments, program evaluation, planning, implementing and management procedures for M/M individual learner cognitive and affective needs across curriculum. Required 30 hours of field experience.
- EDSP 566 **M/M ADAPT & MOD IN CURR PRAC II** (3) (EDSP366) Middle school and secondary (grades 7 - 12) curriculum theories adaptations and modification practices related to individual mild and moderate learner needs. Designing learning environments and instructional programs for active learner participation which incorporates application of assessment, program evaluation, planning, implementing, and management procedures for M/M individual learner cognitive and affective needs across curriculum. Required 30 hours of field experience.
- EDSP 567 **SPED: BEHAVIOR & SOCIAL SKILLS MGMT** (3) (EDSP367) Continuum of alternative placement and programs for specific social and behavioral management problems in educational learning settings; adaptive behavior assessment; cultural/environment effects on behavior; parent teaming and collaboration; social/behavioral problem solving/decision making; intervention and prevention strategies of behavior management. Impact of multiple disabilities on behavior. Preparing students to exhibit self-enhancing behavior. Required 10 hours of field experience.
- EDSP 568 **SP ED: CURRENT ISSUES** (2) (EDSP368) Seminar course addressing current professional issues, practices, and trends in Special Education. Professional development/goal setting, organization involvement/commitment, ethical practices with peers, families, agencies, and community. Demonstrate proficiency in oral/written communication. Speakers, individual readings, research and discussions.
- EDSP 570 **M/I CHARACTERISTICS & STRATEGY** (3) (EDSP370) Terminologies, definitions related to moderate and intensive identification criteria; labeling issues; placement and service issues; causes and theories of intellectual disabilities; complications and implications for learning; psychological characteristics; social/emotional aspects; legal issues; IEP procedures and issues; social, functional, behavioral, learning methods and techniques.
- EDSP 572 **COMMUNICATION STRATEGIES & TECH** (3) (EDSP372) Understanding and implementation of everyday functional communication methods and techniques through various theories, systems and technologies for individual student needs. Classroom strategies and techniques in the learning environment. Selection/implementation of augmentative or alternative communication devices/systems. Adaptations/assistive technology. Field lab time required.
- EDSP 573 **M/I ASSESSMENT & EVALUATION** (3) (EDSP373) Formal/informal testing and assessment tools, practices, procedures, recording and disseminating results with program/classroom applications and implementation for individuals with moderate and intensive disabilities. Ethics/legal issues and procedures. Record keeping. Adaptive behavior assessment. Functional/ecological inventories. Developmental screening. Required 20 hours of field experience.
- EDSP 574 **CURR PRAC:MODERATE DISABILITIES** (3) (EDSP374) Primary (grades P - 6) curriculum theories, methods and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing and management

- procedures that are age appropriate for individual learners. Addressing adaptive, functional, social, community, and vocational needs across the curriculum. Required 30 hours of field experience.
- EDSP 575 **M/I INSTRUCTIONAL METH & ACOM II (3)** (EDSP375) Middle school and secondary (grades 7 - 12) theories, methods, and practices related to individuals with developmental disabilities and multi-handicapped. Designing learning environments and instructional programs for active learner participation identified moderate and intensive which incorporates evaluation, planning, implementing, and management procedures that are age appropriate for individual learners. Addressing adaptive, functional, social community, and vocational needs access the curriculum. Required 30 hours of field experience.
- EDSP 576 **M/I SUPPORT SERVICES (3)** (EDSP376) Methods and techniques for instructional program that is culturally responsive functional life skills relevant to independence in the community, personal living, and employment. Occupational training, placement, and transitions. Community and agencies support systems and involvement/collaboration. Educational programming P - 12, IEP and legal issues with follow-up support services.
- EDSP 579 **AUTISM AND PDD (3)** Autism and PDD problems, needs and issues. Informal classroom assessment, management, instructional planning, implementing IEP goals and objectives into instructional methods and techniques. Family, cultural issues. Curriculum designing, development, implementation, adaptation/modification. Communication/technology issues. Social/relationship problems. Required 5 hours of field experience.
- EDSP 580 **CLASSROOM MANAGEMENT (3)** (EDSP380) Seminar course for teacher preparation for P - 12 and secondary level on establishing and maintaining positive classroom management; effective teaching and learning conditions necessary for a healthy learning environment; useful and practical organizational procedures; problem solving/decision making techniques and strategies; interactional and communicational skills for responsible classroom management; management practices concerning diverse classroom population, individualized learning, cooperative learning, mastery learning, accommodations and inclusion. Required 10 hours of field experience.
- EDSP 581 **PLAY & ITS ROLE IN DEVELOPMENT & LEARNING (3)** Focus on value, role and importance of play on learning and development. Play based skills and techniques, assessment, planning, facilitating, interacting, safety, management and procedures. Family planning, designing and program implementation, and modeling. Transitions. Required 5 hours of field experience.
- EDSP 582 **GIFTED/TALENTED CHARACTERISTICS & STRAT (3)** Historical foundations and practices. Current definitions. Identification of gifted/talented, theories of intelligence and creativity, comparisons of tools and strategies, characteristics and needs of gifted/talented. Policies and issues with gifted/talented. Placement issues of cultural identity or economic, social, social/emotional, academic, physical development for gifted/talented. Impact of multiple disabilities - twice exceptional special population.
- EDSP 583 **RESOURCE MATERIALS & TECH: GIFT/TALENT (3)** Selection criteria, instructional strategies, special resource materials and technologies. Material development and implementation for enrichment, acceleration for individuals with multiple disabilities. Lab time required.
- EDSP 584 **G/T ASSESSMENT & INSTRUCTION (3)** Assessment and instructional relationship for gifted/talented. Terminology, state/federal legal provisions, regulations and guidelines for assessment, referral, placement and instruction. Cultural, family, social and community effects on assessment and instruction for gifted/talented. Required field and lab time of ten hours.
- EDSP 585 **G/T PROGRAM DESIGN & PRACTICES I (3)** Research curriculum design, development, coordination and implementation based on various teaching/learning theories and program models with gifted/talented. Program assessment needs,

- documentation, issued, design, development, coordination and implementation across the curriculum for the primary grade levels. Required 30 hours of field experience.
- EDSP 586 **G/T PROGRAM DESIGN & PRACTICES II** (3) Research curriculum design, development, coordination and implementation based on various teaching/learning theories and program models with gifted/talented. Program assessment needs, documentation, issues, design, development, coordination and implementation across the curriculum for the middle and high school levels. Required 30 hours of field experience.
- EDSP 589 **PROG PRAC:SEVERE/INTENSIVE DISAB** (3) (EDSP389) Understanding adapted physical education. Focus on meeting individuals' needs and assuring some type of success in the school, home and community environment. Service delivery system-identifying and ameliorating problems within the psychomotor domain.
- EDSP 591 **ECSPED LEARNING THEORIES** (3) (EDSP391) Investigate learning literacy theory models for early intervention - identify specific disabilities and describe implications for development and learning in the first years of life. Design developmental intervention curriculum. Demonstrate interactive collaborative skills. Monitor, summarize, evaluate acquisition of child family outcomes as outlined in IEP. Develop/design stimuli rich indoor/outdoor environment including materials, media, technology. Adaptive/assistive technology for ECSPED learning needs.
- EDSP 592 **ECSPED: OBSERVATION & ASSESSMENT** (3) (EDSP392) Early childhood intervention assessment, evaluation, research techniques. Select, adapt, administer assessment for specific sensory/motor disabilities. Data collection, summarization, information integration and team collaboration - various settings (homes, public/private centers, schools, community agencies). Consultation service practice. Required 20 hours of field experience.
- EDSP 593 **ECSPED: CURRICULUM PRACTICES** (3) (EDSP393) Curriculum practices of selection, designing and developing ECSPED interventive classrooms methods/materials. Implement developmentally and functionally individual/family activities: play, environmental routines, parent-mediated activities, cooperative learning, inquiry experiences, systematic instruction. ECSPED curriculum due process safeguards. Working with interdisciplinary, interagency and intra-agency teams. Design/plan/implement process and strategies for transitions. Required 30 hours of field experience.
- EDSP 601 **TEACHING SEMINAR** (2) (EDSP401) Articulation of professional and personal philosophies of special education, including ethics and standards, objective judgments and reflective practices of teaching/learning. Pre-requisite: Permission of Director of Special Education
- EDSP 603 **M/M TEACHING PRACTICUM** (3) Fifteen weeks for initial (licensure) field experience or ten week field experience in a mild/moderate educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 604 **M/I TEACHING PRACTICUM** (3) Fifteen weeks for initial (licensure) field experience or ten week field experience in a moderate/intensive educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 605 **G/T TEACHING PRACTICUM** (3) Ten weeks field experience in a gifted/talented educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 606 **ECSPED TEACHING PRACTICUM** (3) Ten weeks of field experience in an early childhood special education educational learning setting that is planned, supervised, and evaluated. Full teaching and instructional responsibilities with emphasis on reflective practices.
- EDSP 695 **IND READING & RESEARCH** (1 to 6) Special topics examined through independent research. Must be approved by instructor.

## (EDWS) EDUCATION: WORKSHOP

### Undergraduate Courses

- EDWS 284 **ALFRED HITCHCOCK IN HOLLYWOOD** (2) (COMM280, HIST280) This course is designed for undergraduates and serves as both an in-depth investigation of a major artist and an exploration of American attitudes and institutions during World War II, the Cold War, and the upheavals of the 1960s and early 70s. Students are required to do significant amount of reading and writing.
- EDWS 286 **AMERICA THROUGH THE LENS** (2) (COMM297, HIST286) Films and television programs will be analyzed in order to both identify the cultural and historical messages they contain. The formulas and conventions of Hollywood genres will be examined. This understanding of genre will serve as a primary analytical tool as we de-construct the films and television programs studied in class.
- EDWS 288 **UN-”HAPPY DAYS”: FEAR IN 1950’S** (2) (COMM288, HIST288) This course is designed for undergraduates and serves to introduce students to the study of mass media as well as a crucial decade in American history. It also explores the use and misuse of history, calling into question the tendency to serve up history in ten year units (i.e., the opening lecture is “The Fifties: 1935-1992”). Students are required to do a significant amount of reading (two books and a handful of reviews) and writing (five short reaction papers and a longer analytical paper).
- EDWS 310 **ADDICTION: AN EPIDEMIC** (1) (PSYC407, SOCW407) Various forms of addiction are becoming the leading social problems of this century. An overview of addiction will be imparted as well as specific manifestations such as sex, gambling, eating disorders, and drugs. The impact of addiction on the individual, family, and society will be discussed.
- EDWS 339 **SEXISM & RACISM IN SOCIETY** (1) (PSYC340, SOCW340) This course will explore the causes and effects of racial and gender stereotyping, prejudice, and discrimination on the individual, institutional, and cultural level. Emphasis will be on education, the workplace, interpersonal relations, and communication.
- EDWS 345 **ZOOS ARE CLASSROOMS** (1) (BIOL301, EDWS544) Demonstrate how zoos may be used as an educational facility. Animal behavior, ecology, evolution, conservation, adaptations, classification, and other zoo-related topics will be examined.
- EDWS 355 **MAKING SIMPLE MUSICAL INSTRUMENTS: K-8** (2) (EDWS535, MUSC380) Hands-on workshop building and playing simple musical instruments. No musical or technical skills are required. Designed for the general kindergarten to 8th grade classroom teacher. Along with musical activities creative ways of teaching math, science, history, the visual arts, and multi-cultural awareness will be explored.
- EDWS 360 **FAMILY AND SOCIETY** (2) (SOCW310) A study of marriage preparation, partner selection, marital adjustment, family structure and functions, and marital dissolution. Current problems facing the family will be explored with an emphasis on macro and micro intervention strategies which may be employed for problem resolution.
- EDWS 370 **INTERVENTION WITH ABUSED CHILD** (1) (SOCW348) This course is designed to acquaint the student with the different types of child abuse, family dynamics, and profiles of victims and offenders. Knowledge of various intervention strategies will be imparted.
- EDWS 386 **GEOGRAPHY ACROSS THE CURRICULUM** (2) (EDWS586) Integrate geography by using a whole language approach through reading, creative writing, research, grammar, and other areas such as art, music, and the sciences. The goal is to teach an appreciation of world cultures.
- EDWS 390 **PLANTS IN THE CLASSROOM** (2) (BIOL304) Lectures, lab activities and field trips to demonstrate how plant material may be used in the classroom.
- EDWS 414 **MOTIVATING FOR ACHIEVEMENT** (2) (EDWS714) Concept of motivation as it applies to achievement will be defined, analyzed and discussed in depth.

Internal and external motivation, the role of self, the environment, communication, goal setting and reward systems, concept of empowerment will be explored.

EDWS 440 **TREATING SEX OFFENDERS & VICTIMS (1)** (CJUS350, PSYC267, SOCW350) This workshop will explore treatment issues and approaches for working with sex offenders, victims, and other family members.

EDWS 441 **PHONICS MERGED WITH WHOLE LANGUAGE (2)** (EDWS641) Course will offer a brief theoretical overview, then demonstrate a sequenced language program for children between the ages of 4 and 8. Emphasis will be on developing a systematic phonics program that incorporates the principles of whole language. Students will demonstrate their understanding of the integration by creating language materials that can be used by children in different stages of skill acquisition. The workshop will engage students in activities that demonstrate the integrated curriculum in all areas of language acquisition: reading, writing, spelling, listening, and talking.

### Graduate Courses

EDWS 501 **ADAPT TEACH TECH TO LEARNING STYLES (2)** Topics will include: learning style elements, construction of content area materials, analyzing participants teaching styles as well as learning styles, multi-sensory memorization, interpretation of student profiles, applications to homework, teaching global students, characteristics of the gifted, approaches for tactile, kinesthetic children, juggling varied learning styles, time management, understanding of nine-view of learning style research, sharing successful programs and implications for critical thinking.

EDWS 511 **CATHOLIC SCHOOL LEADERSHIP: FPS (2)** Focuses on the knowledge and skills needed to foster exciting and challenging visions of Catholic school leadership as we move into the new millennium. Looks at the latest research and thinking about leadership, and particularly as the literature distinguishes it from management or administration.

EDWS 512 **CATHOLIC SCHOOL LEADERSHIP: PPT (2)** Professional development workshop which addresses the practical aspects of administrative leadership in a Catholic school. Focuses on the many problem solving challenges that administrators and teachers face on a daily basis.

EDWS 513 **LEADING A CATHOLIC SCHOOL: FMD (2)** A professional development workshop that applies the skills and dynamics of effective leadership to the successful administration of a Catholic school. Addresses the essential requirements and implications of what it means to be the educational and spiritual leader of a Catholic school.

EDWS 520 **GESTALT THERAPY (1)** (PSYC615, SOCW484) Introduction to theoretical foundations and therapeutic techniques of Gestalt therapy with particular emphasis on experimental learning.

EDWS 535 **MAKING SIMPLE MUSICAL INSTRUMENTS: K-8 (2)** (EDWS355, MUSC380) Hands-on workshop building and playing simple musical instruments. No musical or technical skills are required. Designed for the general kindergarten to 8th grade classroom teacher. Along with musical activities creative ways of teaching math, science, history, the visual arts, and multi-cultural awareness will be explored.

EDWS 544 **ZOOS ARE CLASSROOMS (1)** (BIOL301, EDWS345) Demonstrate how zoos may be used as an educational facility. Animal behavior, ecology, evolution, conservation, adaptations, classification, and other zoo-related topics will be examined.

EDWS 563 **COUNSELING CHALLENGING YOUTH (1)** (CJUS463, PSYC380, SOCW463) Workshop participants will learn a number of practical strategies for building and maintaining therapeutic relationships with challenging youth and families. The strategies will be formatted around six guiding principles common to most human services professionals who successfully engage this population. Participants will be

- challenged to assess their own attitudes, beliefs, and behaviors related to challenging youth via lecture, demonstrations, small group activities, and role plays. The workshop is applicable for graduate students, school counselors, agency counselors, and other professionals who regularly experience such youngsters.
- EDWS 580 **MARITAL & FAMILY THERAPY (2)** (PSYC627, SOCW472) Provides an overall introduction into marital and family therapy in teaching a range of psychological disorders. Acquaints the student with the latest advances in assessment and therapeutic intervention procedures from a marital and family therapeutic perspective.
- EDWS 586 **GEOGRAPHY ACROSS THE CURRICULUM (2)** (EDWS386) Integrate geography by using a whole language approach through reading, creative writing, research, grammar, and other areas such as art, music, and the sciences. The goal is to teach an appreciation of world cultures.
- EDWS 641 **PHONICS MERGED WITH WHOLE LANGUAGE (2)** (EDWS441) Course will offer a brief theoretical overview, then demonstrate a sequenced language program for children between the ages of 4 and 8. Emphasis will be on developing a systematic phonics program that incorporates the principles of whole language. Students will demonstrate their understanding of the integration by creating language materials that can be used by children in different stages of skill acquisition. The workshop will engage students in activities that demonstrate the integrated curriculum in all areas of language acquisition: reading, writing, spelling, listening, and talking.
- EDWS 649 **HARDWARE & SOFTWARE OVERVIEW (3)** (INFO949) Analysis of the architecture of microcomputers, workstations, and small to mid-range computers, with emphasis on applications for the small computer environment. Pre-requisite: INFO 904 or equivalent
- EDWS 667 **INTEGRATING SCIENCE & LITERATURE (2)** This course develops concepts and vocabulary related to themes in children's literature by using simple, easily-understood experiments. Topics which will be addressed include ecology, health, physical science, plants and animals. Science concepts have been selected from the National Science Educational Standards. Examples are: balance, inquiry, cycles and systems.
- EDWS 714 **MOTIVATING FOR ACHIEVEMENT (2)** (EDWS414) Concept of motivation as it applies to achievement will be defined, analyzed and discussed in depth. Internal and external motivation, the role of self, the environment, communication, goal setting and reward systems, concept of empowerment will be explored.
- EDWS 718 **THE DYNAMICS OF CULTS (1)** This workshop focuses on the recent proliferation of cult activity and the issues that are raised by a study of this phenomenon. Practical strategies and suggestions for understanding this topic will be offered. Issues to be examined include: commonly held myths, the vulnerability of individuals to deceptive manipulation, the techniques of attitude change and personality conversion, how conversion states are maintained, the importance of critical thinking, the processes involved in leaving cultic groups and the rehabilitation needs of ex-members.
- EDWS 719 **CHILDHOOD PSYCHOPATHOLOGY (1 to 2)** (PSYC716, SOCW483) Identification, assessment and treatment procedures useful in working therapeutically with a range of psychological disorders experienced by children and adolescents.