

Course Descriptions

COURSE DESCRIPTIONS EDUCATION (ED)

ED 2000 (1-3CR) EDUCATION SEMINAR

The purpose of this seminar course is to provide an atmosphere at the lower division in which candidates and faculty may examine, review, discuss, and/or research current trends in the profession. The course will also provide opportunities for field experiences, short courses, and other courses and seminars offered in the lower division (Introduction to Teaching, Portfolio Assessment, and Test-Taking and Study Skills (PPST and TCT).

SPED 2102 (2CR) PRACTICUM I

This course provides special education candidates who are in training contact with children with mild and moderate disabilities and the opportunity to develop observation skills as a basis for identification of exceptional education needs. A minimum of 60 clock hours of observation is required.

ED 2212 (2CR) HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF AMERICAN EDUCATION

This course is the introductory teacher education course. It is the first course in the Professional Education sequence. The structure, purposes, organization, philosophy, and management of schools in a multi-ethnic society are emphasized. Fifteen clock hours of field experiences are required beyond normal class time. Prerequisites: Minimum grade of "C" in EG 1113 and EG 1213, minimum grade of "C" in MT 1323 and MT 1613 or a higher level mathematics course (general education), completion of 30 hours of general education, and minimum grade point average of 2.00.

ED 2303 (3CR) FOUNDATIONS AND READING IN THE ELEMENTARY SCHOOLS

(Formerly ED 2053 and ED 3053) Introduction to basic principles of reading instruction and to advanced reading skills, with an emphasis on application of theory and various grouping techniques. Basal readers, reading readiness, and vocabulary development are some of the topics discussed. Theories are discussed in the context of special and culturally diverse populations.

SPED 3002 (2CR) PRACTICUM II

A minimum of 45 clock hours in the schools in special education or other areas of specialization is required.

ED 3023 (3CR) INTEGRATED LANGUAGE ARTS AND SOCIAL STUDIES II

Continuation of ED 3403.

ED 3042 (3CR) CURRICULUM ACTIVITIES IN KINDERGARTEN AND PRIMARY GRADES

Materials and activities appropriate for kindergarten and primary levels. Attention is also given to sequence of development in relation to needs of children.

ED 3043 (3CR) TRENDS IN READING Current trends, materials and procedures used in teaching reading in content areas at the intermediate, middle school, and secondary levels.

ED 3063 (3CR) ORGANIZATION AND SUPERVISION OF EARLY CHILDHOOD EDUCATION

The content of this course will be devoted to a study of problems involved in organizing and supervising learning experiences for early childhood education, physical plant, equipment, and materials. Considerations will also be given to the rapid changes and new directions in early childhood education as determined by research findings and national programs.

SPED 3102 (2CR) PRACTICUM III

Provides special education candidates training with supervised experience in small group instruction of learners with exceptional education needs. A minimum of 45 clock hours of field experiences is required.

SPED 3143 (3CR) SURVEY OF EXCEPTIONAL CHILDREN

Examination of the characteristics of children who deviate from the normal, a study of their interests and needs. Philosophical, historical, and legal foundation of special education will be included with special emphasis on preventive, diagnostic, and remedial methods as well as the characteristics of students with mild and moderate disabilities. Prerequisites: PY 1113 and PY 3313.

ED 3153 (3CR) EDUCATIONAL SOCIOLOGY

Sociological issues of relevance to education, including parent and community relations. Multicultural education is a major emphasis. Fifteen (15) clock hours of field experiences in a multicultural environment are required beyond the normal class hours. Prerequisites: ED 2212 and PY 3313.

ED 3232 (2CR) MEASUREMENT, ASSESSMENT, AND EVALUATION

A course dealing with techniques involved in the improvement of teacher-made tests and examinations; principles underlying the construction, scoring, its use, improvement, and interpretation of standardized and teacher-made tests. Teacher candidates will learn to apply the professional and pedagogical knowledge and skills to become competent to work with P-12 students. Prerequisite: Admission to Teacher Education.

SPED 3312 (2CR) INTRODUCTION TO SPEECH DISORDERS

An introduction to specific speech disorders and techniques employed in correcting them.

SPED 3313 (3CR) NATURE AND CHARACTERISTICS OF THE MILD/MODERATE LEARNER

I

An in-depth study of basic and specific characteristics of students with mild and moderate disabilities. The course will focus on the strategies and techniques required to provide successful learning environments.

ED 3323 (3CR) TEACHING THE CULTURALLY DIVERSE P-12 STUDENTS

This course is designed to help teacher education candidates to understand cultural diversity of

P-12 students as it relates to education in the areas of economics, school curriculum and instruction, and community.

SPED 3333 (3CR) NATURE AND CHARACTERISTICS OF THE MILD/MODERATE LEARNER II

An in-depth study of basic and specific characteristics of the mild and moderate learner. This course will continue to focus on and examine the strategies and techniques required to provide successful learning environments.

SPED 3343 (3CR) REMEDIATION OF CONTENT FOR MILD/MODERATE LEARNER I

Methods of using remedial techniques for Mild/Moderate Learners. This course also focuses on problems of instruction, classroom organization, and curriculum development for students with mild and moderate disabilities. Teacher education candidates will examine methods and techniques for teaching P-12 students with mild and moderate disabilities that have deficiencies in content areas, written, and oral expressions, as well as social skills.

SPED 3353 (3CR) REMEDIATION OF CONTENT FOR MILD/MODERATE LEARNER II

Continuation of SPED 3343, methods of using remedial techniques for Mild/Moderate Learners. This course also focuses on problems of instruction, classroom organization, and curriculum development for students with mild/moderate disabilities. Teacher education candidates will examine methods and techniques for teaching P-12 students with mild/moderate disabilities who have deficiencies in content areas, written and oral expression, and social skills.

ED 3403 (3CR) INTEGRATED LANGUAGE ARTS AND SOCIAL STUDIES I

Language development in the elementary school, the use of techniques to build upon the child's native language skills, tests, and evaluation procedures. Skills emphasized are writing, spelling, speaking, and listening. Also, an examination of content, methods, and skills necessary to function in a democratic and culturally diverse society. Major topics include science and technology, global education, values clarification, character education, and children with special needs.

ED 3413 (3CR) INTEGRATED MATHEMATICS AND SCIENCE FOR ELEMENTARY TEACHERS I (Formerly ED 3113, ED 3123 and ED 3033)

Methods and materials of teaching mathematics and science at the primary level in a culturally diverse and computer-oriented society. The role and functions of science and the conservation of natural resources are emphasized. Special needs of children are also examined.

ED 3423 (3CR) INTEGRATED MATHEMATICS AND SCIENCE FOR ELEMENTARY TEACHERS II (Formerly ED 3113, ED 3123 & ED 3033)

Methods and materials of teaching mathematics and science at the intermediate level in a culturally diverse and computer-oriented society. The role and functions of science and the conservation of natural resources are emphasized. Special needs of children are also examined.

ED 4000 (1-6CR) EDUCATION SEMINAR/PRACTICUM

The purpose of the seminar course is to provide an atmosphere in which the students and

faculty may examine, review, discuss, and/or research current trends in the education profession and to provide students field experience and/or the opportunity to do individual projects. Prerequisite: 4 hours of professional education and permission of the instructor.

ED 4212 (2CR) EDUCATIONAL TECHNOLOGY
(Formerly Audio Visual Education)

Utilization of educational media, technology including microcomputers in the classroom. Basic production projects are required. Prerequisite: Admission to Teacher Education.

ED 4222 (2CR) EDUCATIONAL PSYCHOLOGY

Principles of learning and motivation relevant to the classroom, individual differences, and classroom management in the context of a culturally diverse and global society. Prerequisite: Admission to Teacher Education or permission.

ED 4232 (2CR) INSTRUCTIONAL STRATEGIES

Instructional strategies, lesson and unit planning, discipline, assessment of students including exceptional and multi-ethnic learners at the early childhood, elementary, and secondary levels. Prerequisite: Admission to Teacher Education and senior standing.

ED 4242 (2CR) CLASSROOM MANAGEMENT

A study of the various approaches and models in behavior management. Emphasis will be placed on managing classrooms to facilitate learning through managing behaviors, developing an agenda, structuring the context, teacher-focused activities, place-focused activities, and student-focused activities. Prerequisites: Admission to Teacher Education and senior standing.

ED 4243 (3CR) DIAGNOSTIC AND REMEDIAL READING

Development of skills in diagnostic and prescriptive methods and techniques appropriate for the individual learner in a culturally diverse society. Field experience is required. Prerequisites: ED 2053 and ED 3053.

ED 4252 (2CR) INSTRUCTIONAL STRATEGIES FOR MIDDLE AND JUNIOR HIGH SCHOOL LEARNERS

Methods of teaching subject matter, with an emphasis on English, mathematics, science, health, and social studies, lesson and unit planning, discipline, assessment, school law, multicultural awareness, and classroom management techniques for the intermediate-level learner. Prerequisites: Admission to Teacher Education and senior standing.

ED 4262 (2CR) SCHOOL LAW AND LEGAL ISSUES

A study of federal, state, and local laws and issues affecting teacher education. Emphasis will be placed on the teacher's rights and responsibilities, the student's rights and responsibilities, and the parents' rights and responsibilities. Such prevailing issues as religion in the schools, educational equity, multicultural education, violence, illiteracy, discrimination, censorship, etc., will also be examined. Prerequisites: Admission to Teacher Education and senior standing.

ED 4270 (5-10CR) STUDENT TEACHING IN THE ELEMENTARY SCHOOL

Student teaching in the elementary school includes 12 weeks (10 credit hours) of full-time

student teaching in at least two different levels for elementary education majors, and six weeks (five credit hours) of full-time student teaching for K-12 majors.

ED 4280 (5-10CR) STUDENT TEACHING IN THE SECONDARY SCHOOL

Student teaching in the secondary school includes 12 weeks (10 credit hours) of full-time student teaching in at least two levels for secondary education (7-12) majors, and six weeks (five credit hours) of full-time student teaching for K-12 majors. Admission to Student Teaching is achieved by submitting an application one semester in advance and satisfying all requirements. Student teachers must be accepted by and student teach in the schools to which they are assigned. Prerequisites: Recommendation of Major Adviser and Admission to Student Teaching. (Applicable to ED 4270 and ED 4280).

SPED 4312 (2CR) EDUCATIONAL ASSESSMENT OF THE EXCEPTIONAL CHILD

This course is designed to teach assessment skills to the prospective special education teacher candidates. Special attention is given to administration and interpretation of diagnostic educational tests and the use of test data in planning and developing individual education programs for learners with exceptional education needs.

SPED 4313 (3CR) METHODS OF TEACHING LEARNERS WITH MILD AND MODERATE DISABILITIES

An analysis of the methods and materials used in Mild and Moderate Learners. Opportunities for constructing teacher-made materials, and learning centers and planning and developing individual education programs for grades K-12.

SPED 4323 (3CR) COGNITIVE PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course is designed to prepare teacher candidates who can adopt individual educational programs to the cognitive style(s) of the exceptional child(ren).

SPED 4333 (3CR) CURRICULUM FOR THE MILD AND MODERATE LEARNER

This course is designed to equip teacher candidates with knowledge of organization patterns of curriculum designs and modifications in the areas of language arts, social sciences, health and safety education, and instructional techniques and materials used in teaching children with mild and moderate disabilities and the development of Individualized Education Programs.

SPED 4343 (3CR) BEHAVIORAL MANAGEMENT

An introduction of techniques and learning theory approaches that are appropriate in classroom management. Prerequisites: Admission to Teacher Education.

SPED 4352 (2CR) GUIDANCE OF EXCEPTIONAL CHILDREN

Principles and practices involved in the guidance of exceptional children. Prerequisite: SPED 3143, Survey of Exceptional Children.

COOPERATIVE EDUCATION (CE)

CE 1913 (3CR) INTRODUCTION TO THE WORLD OF WORK

This course is designed to provide students an opportunity to explore themselves and the world of work. Emphasis is placed on values clarification, self-assessment, decision-making skills, role

playing, resume' preparation, job search strategies, graduate and professional school application process, job market trends, and other facets of the career-planning process.

CE 2924 (4CR) COOPERATIVE EDUCATION EXPERIENCE

This field-based work experience is designed as the first cooperative education experience for the student. It introduces the student to specific periods of well planned vocational employment experiences in business, industry, and government. Prerequisites: The completion of a minimum of 30 hours of course work and the consent of the instructor.

CE 3934 (4CR) COOPERATIVE EDUCATION EXPERIENCE

This field-based work experience is designed as the second cooperative education experience for the student. This experience is designed to enrich the theoretical base with practical experience. It presents opportunities for reality-testing of career goals and provides a realistic orientation to the world of work. Prerequisites: The completion of 60 hours of course work and the consent of the instructor.

CE 4944 (4CR) COOPERATIVE EDUCATION EXPERIENCE

This field-based work experience is designed as the completion of the cooperative education experience for the student. It provides a base for perceptions and self-evaluation and affords the student an opportunity to explore additional career options prior to making a final career choice. Prerequisites: The completion of 90 hours of coursework and the consent of the instructor.

Courses housed in the Department of Educational Foundations and Special Programs

The Department of Educational Foundations and Special Programs will offer the courses listed below as required courses or as elective courses for candidates pursuing teacher certification or candidates interested in specialized content in teacher education.

PROFESSIONAL EDUCATION

ED 2212 (2CR) HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF AMERICAN EDUCATION

This course is the introductory teacher education course. It is the first course in the professional education sequence. The structure, purpose, organization, philosophy, and management of schools in a multi-ethnic society are emphasized. Fifteen clock hours of field experience are required beyond normal class time. Prerequisites are (1) minimum grade of "C" in EG 1213; (2) completion of 15 hours of general education; (3) minimum grade of "C" in MT 1513; (4) minimum grade point average (GPA) of 2.00.

ED 3153 (3CR) EDUCATIONAL SOCIOLOGY

Sociological issues of relevance to education, including parent community relations. Multicultural education is a major emphasis. Fifteen clock hours of field experiences in a multicultural environment are required beyond the normal class hours. Prerequisites: (1) ED 2212; (2) PY 3313.

ED 3232 (2CR) MEASUREMENT, ASSESSMENT AND EVALUATION

This course deals with techniques involved in the improvement of teacher-made tests and examinations; principles underlying the construction, use, improvement, and interpretation of

various kinds of evaluation. Prerequisite: Admission to Teacher Education.

ED 3323 (3CR) TEACHING THE CULTURALLY DIVERSE P-12 STUDENTS

This course is designed to help teacher education candidates to understand cultural diversity of P-12 students as it relates to education in the area of economics, school curriculum and instruction and community.

ED 4000 (1-6CR) EDUCATION SEMINAR/PRACTICUM

The purpose of the seminar course is to provide an atmosphere in which the students and faculty may examine, review, discuss, and/or research current trends in the education profession and to provide student field experience and/or the opportunity to do individual projects. Prerequisite: 4 hours of professional education and the permission of the instructor.

ED 4212 (2CR) EDUCATIONAL TECHNOLOGY

This course involves the utilization of media, including microcomputers, in the classroom. Basic production projects are required. Prerequisites: Admission to Teacher Education.

ED 4222 (2CR) EDUCATIONAL PSYCHOLOGY

Principles of learning and motivation relevant to the classroom, individual differences, and classroom management in the context of a culturally diverse society. Prerequisite: Admission to Teacher or permission.

ED 4232 (2CR) INSTRUCTIONAL STRATEGIES

Instructional strategies, lesson and unit planning, discipline, assessment of students including exceptional and multiethnic learners at the early childhood, elementary and secondary levels. Prerequisite: Admission to Teacher and senior standing.

ED 4242 (2CR) CLASSROOM MANAGEMENT

A study of the various approaches in behavior management. Emphasis will be placed on managing classrooms to facilitate learning through managing behaviors, developing an agenda, structuring the context, teacher-focused activities, place-focused activities and student-focused activities. Prerequisite: Admission to Teacher Education and senior standing.

ED 4252 (2CR) INSTRUCTIONAL STRATEGIES FOR MIDDLE AND JUNIOR HIGH SCHOOL LEARNERS

Methods of teaching subject matter, with an emphasis on English, mathematics, science, health, and social studies, lesson and unit planning, discipline, assessment, school law, multicultural awareness, and classroom management techniques for the intermediate-level learner. Prerequisite: Admission to Teacher Education and senior standing.

ED 4362 (2CR) SCHOOL LAW AND LEGAL ISSUES

A study of federal, state, and local laws and issues affecting teacher education. Emphasis will be placed on the teacher's rights and responsibilities, the student's rights and responsibilities, and parents' rights and responsibilities. Such prevailing issues as religion in the schools, education equity, multicultural education, illiteracy, discrimination, censorship, etc., will be examined. Prerequisite: Admission to Teacher Education and senior standing.

General Studies (B. A. L. E.)

CLUSTER 1

Culture of Media and Information

COURSES

HU 3103 (3CR) CULTURE, MEDIA, AND IDENTITIES

This course provides an assessment of selected topics in the area of humanities. Topics may vary from one period of instruction to the next in response to needs and interests of students. The course may be repeated for credit as new topics are offered.

ED 4413 (3CR) MODES OF CULTURAL ANALYSIS

This course introduces methods and approaches that are used in examining some themes and issues within cultural studies. Students read a range of texts and discuss them in detail. The course builds from the idea that observation and reflection are essential components of cultural analysis. Historical and contemporary points of view interpret cultural phenomena: project work focuses attention on the specific elements of critique.

HU 3203 (3CR) ISSUES IN NETWORKED INFORMATION

This course provides an assessment of selected topics in the area of humanities. Topics may vary from one period of instruction to the next in response to needs and interests of students. The course may be repeated for credit as new topics are offered.

EG 4203 (3CR) READINGS IN MASS CULTURE

One central issue in cultural studies is how cultural processes are related to major social divisions and differences. The issue provides the main agenda for this course: how should 'culture' be defined? Can it be separated from social relationships like class, gender, and race or is culture just an aspect of them? These questions are addressed through close reading of theoretical texts and analysis of case studies relating theory to practice.

CLUSTER 2

Culture of Urban Environments

COURSES

US 4033 (3CR) CITIES: IMPRESSIONS AND PERSPECTIVES

This course looks at how cities are connected to each other and how those connections affect problems and potentials in various locales. The health of cities is addressed as well as the status of their continuing effort to advance community stewardship of embedded resources. Those resources include technologies, processes of governance, social networks, and human knowledge. How to interpret the culture of urban environments is a fundamental part of this course.

ED 4423 (3CR) DIGITAL CITIES AND THE INTERNET

This course looks at urban cultural phenomena from the view of information technology and provides an education in new media and virtual community. The course assumes the imagined city will confer new insights on the real city. Organized as a series of debates about urbanism in the future, the course explores the role of media in providing geographically dispersed urban communities access to virtual knowledge and confirmation of their capacity for collective action.

SO 3073 (3CR) URBANIZATION AND COMMUNITY

This course looks analytically at the meaning of community in the contemporary world and its impact on the structure of social organization in urban life. The course examines theories of the city that are based on ecological, sociocultural, and critical explanations for growth and change

in urban space. Attention is given to humanistic and technologic determinants of urbanization, social consequences arising from their interaction, and responses to processes of urban growth and decay.

US 4043 (3CR) CULTURE, CONFLICT, AND THE CITY

This course looks at the city as a physical object continuously subject to social, economic, political, and cultural forces. The course also looks at the city as an ideal in process. Complex activities that make up the cultures of an urban locale are studied in detail; focus is placed on the diverse relations between culture and the contemporary city. Basic premise of the course is that urban activities are never in unison although they do have correspondence.

CLUSTER 3

Culture of Professions in Society

COURSES

SP 3203 (3CR) LANGUAGE, LITERACY, AND CULTURE

This course examines contexts in which discourse, the meaningful exchange of ideas, influences ways in which social structuring, cultural assumptions, and language use are taken into account in both private and public speech. Content and delivery are predominant factors in speech encounters. Speech is introduced to the study of interactions that result from discourse in such areas as the professions, social service agencies, government service, the military, and private-sector organization.

ED 4433 (3CR) PROFESSIONALS: AGENTS FOR CHANGE

This course addresses discursive practices used in professional settings to inform or persuade. Students will explore how professionals use cultural language in their everyday work and in their production of transformative speech. They will critique public and private speech that responds to social situations, communicates social identities, or expresses leadership behaviors. We study professionals' approach to speech performance and their evaluation of the cultural practices they willingly appropriate in their speech.

SO 4173 (3CR) SOCIALIZATION ACROSS PROFESSIONS

This course appropriates social theory to investigate and access the social value and purpose of professionalism and to legitimize the existence of a professional culture. Theoretical concepts situate the roles of empiricism and subjectivity in organizing cultural relations and framing high standards in professional work. Students are expected to critique the relevance of theory to ongoing encounters of the professional as both practitioner and evaluator of principled behaviors.

EG 4213 (3CR) LITERATURE, VALUES, AND SOCIAL RESPONSIBILITY

This course assigns value to literary texts on the premise that they occupy a place of esteem in various cultures. The course examines how values survive in the language and literature of particular peoples and how such values form part of their social identity. Focus is placed on the application of culturally based literatures to problems found in the spheres of politics, economics, social critique, and education.

CLUSTER 4

Culture of Discovery and Innovation

COURSES

ED 4443 (3CR) THE GLOBAL CYBER-CULTURE

This course connects innovation and virtual reality in raising pertinent questions about social interaction in cyberspace, the essence of technocratic thinking, and benefits equated with digital

cultures. The course also takes a balanced look at how cyberspace magnifies inequalities in identity and conflicts in social control. Students are tutored in how to make sense of an almost unlimited range of options about digital cultures and virtual communities.

GE 4223 (3CR) THE SPATIAL CITY

This course investigates the use of artificial intelligence to project the use of urban space for purposes that range from manufacturing to technological innovation to education to attack on social problems. Spatial reasoning has defined the contours of academic geography as a major contributor to discourse on transforming informational space. The course is a vital element in the study of the causes and effects of innovation.

SP 4213 (3CR) EPISODES OF INNOVATIVE BEHAVIOR

This course is organized as an introduction to the theory of expertise and has roots in studies of the social dimensions of cognition, science, and technology. The communicative content of discovery is relevant to the simulation of expertise and the culture of practicing technologists; the course appraises links between real and imagined expertise. Speech used in artificial intelligence circles is related to the riddle of cognition and the use of how isolated musings may be converted to patterns of integrated thinking.

GE 4233 (3CR) GEOGRAPHY OF THE INFORMATION ECONOMY

This course provides a geographic perspective on current developments in the information economy, using empirical analysis to conceptualize and investigate the spatial development of industries whose product or service is information- based. The course also looks at social and economic change that flows from the information economy. Networked connections are implicit in productive processes that generate spatial relationships.

ED 4466 (3CR) CAPSTONE ANALYSIS OF CULTURAL PRAXIS

Assessment of cultural goods, practices, and institutions is the theme of this course. Students are expected to undertake a project that will add to knowledge of the effects of cultural phenomena in society. Students are also expected to demonstrate competence in content areas covered by previous courses and projects. The project plan becomes the dossier of learning and the basis for assessment of project outcomes.

PSYCHOLOGY (PY)

PY 1011 (1CR) PERSONAL AND SOCIAL DEVELOPMENT

This course, required of all freshmen, is designed to provide exposure to the many facets of college life so that personal and social development will be facilitated and intellectual development enhanced.

PY 1113 (3CR) GENERAL PSYCHOLOGY

Basic course dealing with the origin and development of human behavior. Consideration will be given to the several schools of psychological thought.

PY 3013 (3CR) ABNORMAL PSYCHOLOGY

A study of the symptoms and therapy of mental deficiencies, behavior disorders and other abnormal conditions. Prerequisites: PY 1113, PY 3213, PY 3313.

PY 3023 (3CR) COGNITIVE PSYCHOLOGY

A general review of the learning process with intensive study of cognitive style and pertinent research. Prerequisites: PY 1113; PY 3313.

PY 3033 (3CR) ADOLESCENT BEHAVIOR AND DEVELOPMENT

A study of the educational implications of the growth and development of adolescents.

Prerequisites: PY 1113, PY 3313.

PY 3103 (3CR) EXPERIMENTAL PSYCHOLOGY

The purpose of the course is to develop an understanding of the experimental method as it applies to psychology. A study of research techniques and experimental design will acquaint the student with a rich background in the field of psychology. Prerequisites: PY 1113, PY 3313, PY 3233.

PY 3113 (3CR) PSYCHOLOGY OF THE ELDERLY

The purpose of the course is to explore the special psychological, social, intellectual, emotional, and occupational problems that affect the elderly. Special emphasis is placed upon the developmental process of persons from birth until death. Prerequisites: PY 1113, PY 3313.

PY 3203 (3CR) THEORIES OF PERSONALITY

Designed to study the methods and concepts which can be used in studying personality. Consideration is given to various theories as well as the experimental and clinical findings on personality. Prerequisites: PY 1113, PY 3313, PY 3013.

PY 3213 (3CR) PHYSIOLOGICAL PSYCHOLOGY

The study of the biological systems and processes that underlie behavior and experience with an emphasis upon neural mechanism. Prerequisites: PY 1113, PY 3313, NB 1113.

PY 3223 (3CR) PSYCHOLOGICAL TESTING

A course designed to help students understand the concepts involved in psychological testing. Emphasis is on the scientific approach to validation, interpretation and construction of standardized tests. Special attention is given to problems of testing handicapped children. Prerequisites: PY 1113, PY 3313.

PY 3233 (3CR) STATISTICAL METHODS IN PSYCHOLOGY

An introduction to the techniques appropriate for the treatment of psychological and educational data. Included are frequency distributions, percentiles, measures of central tendency and variability, the normal curve function, and some applications of sampling theory. Prerequisites: PY 1113, PY 3313, MT 1323.

PY 3313 (3CR) HUMAN GROWTH AND DEVELOPMENT

Deals with principles of understanding and guiding the development of infants into mature members of society. Significant aspects of life from conception to death are emphasized. Fifteen (15) hours of field experiences are required beyond regular class time (Teacher Education students only). Prerequisites: PY 1113, ED 2212.

PY 4003 (3CR) SEMINAR IN PSYCHOLOGY

Selected topics in psychology with emphasis on contemporary experimental and clinical research. Prerequisites: PY 1113, PY 3313, PY 3023, PY 3203, PY 4103.

PY 4103 (3CR) THEORIES OF LEARNING

Designed to study the basic problems of learning: reinforcement, extinction, motivation, punishment, retention, transfer of learning and forgetting. The various learning theories and their contributions to the psychology of learning will be considered. Prerequisites: PY 1113, PY 3313, PY 3032.

PY 4113 (3CR) HISTORY OF PSYCHOLOGY

Traces the development of the science of human behavior and mental processes from the time of the ancient Greek philosophers through the laboratories of nineteenth century Europe. Considers the proper position of psychology in the curriculum of post-secondary education in

the United States. Prerequisites: PY 1113, PY 3313, PY 3203, PY 4103.

PY 4223 (3CR) SENIOR PRACTICUM

The purpose of this course is to give the student practical experiences in working with a trained psychologist and observing behavior problems of individuals in an urban setting. Prerequisite: Must have completed a minimum of 90 credit hours.

PY 4226 (6CR) SENIOR PRACTICUM

The purpose of this course is to give the student practical experiences in working with a trained psychologist and observing behavior problems of individuals in an urban setting. Prerequisite: Must have completed a minimum of 90 credit hours.

PY 4228 (8CR) SENIOR PRACTICUM The purpose of this course is to give the student practical experiences in working with a trained psychologist and observing behavior problems of individuals in an urban setting. Prerequisite: Must have completed a minimum of 90 credit hours.

HEALTH EDUCATION (HD)

HD 2603 (3CR) PERSONAL HEALTH

(Formerly HD 1213)

Considers important principles, practices, and latest developments that will assist individual in safeguarding and improving his own health.

HD 2602 (2CR) FIRST AID AND SAFETY

(Formerly HD 2213)

A study of the causes, symptoms, and treatment of the more common types of accidental injuries.

HD 2223 (3CR) COMMUNITY AND SCHOOL HEALTH

A study of community and school health problems with special consideration given to the health of people as a group and the role of existing agencies in this area.

HEALTH, PHYSICAL EDUCATION AND RECREATION (PE)

PE 2122 (2CR) INTRODUCTION TO PHYSICAL EDUCATION AND RECREATION

An orientation course covering the historical background and present concepts in Physical Education and Recreation.

PE 3012 (2CR) SENIOR LIFE SAVING

Prerequisite: Demonstrated ability in swimming techniques. Swim 500 yards continuously using crawl, sidestroke and backstroke, dive from surface and swim 20 yards underwater.

PE 3022 (2CR) WATER SAFETY

Methods of teaching swimming, including principles of sequence, skill development and evaluation.

PE 3113 (3CR) CARE OF ATHLETIC INJURIES

Designed to familiarize the coach with the symptoms of common athletic injuries and their immediate treatment and care.

PE 3123 (3CR) PHYSICAL EDUCATION FOR THE SECONDARY SCHOOLS

The development of physical education programs of instruction in the secondary school. Selection and organization of content materials is emphasized.

PE 3133 (3CR) ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION

How to establish and conduct the program; care of facilities and equipment, handling finances, organizing intramural programs.

PE 3142 (2CR) COACHING THEORY AND PRACTICES

The methods, strategy and tactics used in coaching football, basketball, track and baseball.

PE 3152 (2CR) SPORTS FUNDAMENTALS I

Methods, procedures and techniques used in teaching fundamental motor skills in recreational games and sports.

PE 3153 (3CR) LEISURE/LIFETIME RECREATION

Designed to explore the various facets of recreation opportunities across the life span and cultures. Dimensions of urban, commercial, and outdoor recreation are incorporated.

PE 3162 (2CR) SPORTS FUNDAMENTAL II

Methods, procedures and techniques used in teaching fundamental motor skills in recreational games and sports. A continuation of PE 3152.

PE 3171 (1CR) SUPERVISION IN PHYSICAL EDUCATION

Designed to familiarize the potential teacher, leader, and coach with the traits and characteristics of school age children. Practicum experiences, lesson plans, and behavior modification techniques.

PE 3172 (2CR) FOLK DANCING (RHYTHMICS)

This course is designed to explore the multicultural aspects of our world and nation through dance. Basic steps and teaching techniques are emphasized as they are used in native folk dances themselves.

PE 4001 (1CR) SEMINAR IN RECREATION

This course is designed for individuals expressing an interest in recreation. It covers various dimensions of the discipline and explores diverse career options.

PE 4002 (2CR) SEMINAR IN PHYSICAL EDUCATION

Methods, techniques, procedures, and skill development for sport pedagogy. Emphasis is placed on motor skills and strategy for meeting participation criteria and stipulations.

PE 4013 (3CR) KINESIOLOGY

A study of mechanics of body movement and the relation to kinesiology. Prerequisite: PE 4133.

PE 4033 (3CR) URBAN RECREATION

Organizational and administrative changes and/or adjustments needed in urban settings to provide recreational and leisure activities.

PE 4122 (2CR) RECREATION MANAGEMENT AND PROGRAM PLANNING

Concerned with planning recreational activities and methods of directing them in the home, school, centers and/or other places where people meet for such purposes.

PE 4123 (3CR) PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS

The development of physical education programs of instruction in the elementary school. Selection and organization of content materials are emphasized with respect to progressive

activities as to age and incentives.

PE 4133 (3CR) APPLIED ANATOMY

A study of the bone, muscle, joint and organ structures of the body.

PE 4143 (3CR) PHYSIOLOGY OF EXERCISE

A study of the basic body functions as related to physical education and athletics, indicating the physical potentialities of the human body.

PE 4152 (2CR) SPORTS OFFICIATING

Rules and interpretations, techniques, and mechanics governing basketball, football, track, and baseball.

PE 4163 (3CR) TESTS AND MEASUREMENT IN PHYSICAL EDUCATION

Individual and team activities and the procedures, methods, and techniques involved in administering, scoring, and interpreting test results.

PE 4173 (3CR) ADAPTED PHYSICAL EDUCATION

Instruction in the adapting of physical activities and sports for physically and mentally challenged students. Prerequisite: PE 4133.

PE 4182 (2CR) CAMP LEADERSHIP

Emphasis on training for camp counselors including supervision, organization and activity program.

PE 4223 (3CR) RECREATION FOR SPECIAL POPULATIONS

Program planning for specific populations, organization and management for society's various components including, but not limited to, day care and nursing schools, industry, and minimum and maximum Security Systems.

PE 4993 (3CR) RECREATION INTERNSHIP

Students are assigned to work in campus and local community service programs. These experiences are under supervision of directors of recreation facilities and programs. Prerequisite: Junior standing and above.

PE 4996 (6CR) RECREATION INTERNSHIP

Students are assigned to work in agencies which emphasize recreation delivery services. Work sites are off campus and focused on career experiences. Prerequisite: Senior standing.