

## Art

**ART 0104 DESIGN FUNDAMENTALS (3)** This course explores the interaction of universal visual design elements, concepts, and media. Visual thinking through problem-solving exercises utilizing line, shape, form, texture, tone, color and space as well as the concepts of focal point, unity, variety, direction/movement, motif/pattern, and balance in a progressively complex format insures the understanding of compositional structures. The expressive possibilities of a variety of materials are also explored.

**ART 0106 ART SURVEY I (3)** Major representative works of western art and architecture from prehistoric times through the middle ages will be presented from a critical and historical viewpoint. The student will be introduced to the aesthetic and philosophical principles that underlie all art as well as to the relationship between the visual arts and the culture and society which produced them.

**ART 0107 ART SURVEY II (3)** The study of western art and architecture from the Renaissance to the present will be presented under the same format as ART SURVEY I.

**ART 0204 POTTERY I (3)** An introduction to all phases of creative ceramics, ranging from hand built pottery to slab sculpture and mosaics. Emphasis will be on exploration of the many decorative, functional and aesthetic aspects of ceramics.

**ART 0206 INTRODUCTION TO ELECTRONIC PUBLICATION DESIGN (3)** This course will be an introduction to basic publication design utilizing software such as Quark Xpress and/or PageMaker. Developing basic design skills for small ads and brochures as well as newsletter grid design in a digital environment will be emphasized. Discussion of output and offset printing will be included. Prerequisites: ART 0104 or "Learning to Use the Mackintosh".

**ART 0207 WATERCOLOR (3)** This course will emphasize the visual dynamics of the watercolor medium: its transparency and ability to interact directly with the paper (ground) to produce colors, textures, and forms. Through a series of exercises, the student will have an opportunity to develop skills and master the techniques of the medium. Prerequisite: ART 0202.

**ART 0304 POTTERY II (3)** A continuation of Pottery I with emphasis on wheel thrown pottery and individual investigation and experimentation with glazes. Prerequisite: ART 0204.

**ART 0357 ISLAMIC ART (3)** A course with focus on art created by or for Islamic people, and/or produced in historically Muslim regions. An emphasis will be placed on understanding the cultural, political, and religious significance of the works. Topics may include architecture, painting, calligraphy, decorative arts, and film. Prerequisite: ART 0106 or ART 0107.

## Biology

**BIOL 0102 ENVIRONMENTAL BIOLOGY (4)** An introduction to general ecological principles, and an examination of human interactions with, and effects upon, the environment.

**BIOL 0106 BIOLOGY TODAY (4)** An introduction to the study of cells, cellular reproduction, inheritance and the gene, molecular genetics, and the development of organisms. Concentrates on human genetics and development. Investigates the role of biotechnology in genetics and development. Prerequisite: None.

**BIOL 0237 HUMAN ANATOMY AND PHYSIOLOGY I (4)** Utilizes a general approach to the human body with emphasis on structure and function to show ways in which various organ systems interact. The integumentary, skeletal, muscular, and nervous systems and sense organs are studied. Prerequisite: BIOL 0106, BIOL 0104, BIOL 0129, or CHEM 0103.

## **BIOL 0500 CLIMATE CHANGE**

### **Business Management/Economics**

**ACCT 0105 PRINCIPLES OF ACCOUNTING II (3)** Continuation of the emphasis in Principles of Accounting I upon corporate financial reporting to external parties. An introduction to the concepts underlying the preparation of accounting information which is useful to management in the planning and control of business operations. Prerequisite: ACCT 0104. (Formerly MGMT 0105)

**ACCT 0316 INTERMEDIATE ACCOUNTING II (3)** Continues the advanced study of Generally Accepted Accounting Principles (GAAP) guiding the preparation of corporate financial statements. The topics addressed include: property, plant and equipment; depreciation; intangibles; liabilities; investments; stockholders' equity; earnings per share; and leases. Prerequisites: ACCT 0315. (Formerly MGMT 0316)

**ECON 0101 PRINCIPLES OF MACROECONOMICS (3)** An introduction to economic analysis with emphasis on the application of economic principles to an understanding of contemporary problems. Topics to be discussed include: the nature of a market economy, national income, employment and fiscal policy, characteristics of the American monetary and banking system, economic growth and international trade. ECON 0101 and ECON 0102 may be taken in either order.

**ECON 0102 PRINCIPLES OF MICROECONOMICS (3)** Emphasis on the economics of the firm and resource allocation. Topics to be discussed include: the price and output determination under pure competition, pure monopoly, monopolistic competition, and oligopoly, the resource market, international trade, and an evaluation of American capitalism. ECON 0101 and ECON 0102 may be taken in either order.

**FINC 0207 FINANCIAL MANAGEMENT (3)** An analysis of the financial structure of American business with major emphasis on corporate finance. Among the topics to be considered are: promotion, government regulation of security sales, stocks, bonds, and stock market, investment banking, corporate dividend and investment policies, security analysis, working capital, corporate capital structure, government regulation of financial policies and mutual funds. Some attention is given to broad economic problems such as the influence of corporate finance on prices, investment, saving, prosperity and depression. Prerequisite: ACCT 0105. (Formerly MGMT 0207)

**FINC 0318 ADVANCED MANAGERIAL FINANCE (3)** This course reinforces and extends the concepts introduced in FINC 0207 Financial Management. Topics include asset valuation, the time value of money, and a variety of issues facing corporate financial managers, such as the cost of capital, capital budgeting and risk, capital structure decisions, dividend policy, hedging and risk management, mergers and corporate governance. Casework and computer analyses are used extensively. Prerequisite: FINC 0207. (Formerly MGMT 0318)

**MGMT 0107 SOFTWARE APPLICATIONS IN MANAGEMENT (3)** Examines software designed for management including spreadsheets, data-base packages, and mainframe communications. Provides practical experience and systems theory necessary for managerial decision-making. Fundamentals of computer literacy and logical thinking, as they relate to management, are emphasized.

**MGMT 0220 PRODUCTION/OPERATIONS MANAGEMENT (3)** A state of the art strategic systems approach to the operations functions of manufacturing and service organizations. The course covers designing, acquiring, operating, and maintaining facilities and processes; managing the supply chain; controlling and maintaining inventories; and staffing and scheduling human resources needed to provide goods and services. Prerequisite: ACCT 0104, MGMT 0250 **and** MGMT 0107 (or CAIS 0124 or CAIS 0125).

**MGMT 0221 BUSINESS MANAGEMENT: A SURVEY OF ORGANIZATIONAL DEVELOPMENT AND MANAGEMENT PRINCIPLES (3)** Provides a general probe into the role of management in business, exploring concepts of management used in business, various issues of Business Management structures and the organization of management. Topics to be studied include: an examination of a systems approach to management, human behavior, personality conflict in organizations and techniques of creative management. The course shall touch upon several leadership development strategies, models of executive action in business policy or control, and provide a broad comprehensive over-view of current issues concerning women, minorities and social responsibility in the field of Business Management. Prerequisite: MGMT 0107.

**MGMT 0241 BUSINESS LAW I (3)** Develops an understanding of the philosophical and logical development of the law and its relationship to business through the use of text and case analysis. Explores, in-depth, substantive contract law, which forms the basis for business transactions, commencing with the initial negotiation and offer through performance of legally binding obligations and the remedies available if obligations are not performed.

**MGMT 0250 QUANTITATIVE APPROACHES TO BUSINESS DECISIONS (3)** Covers the application of quantitative techniques to business problem-solving and decision making. Subjects include linear programming, probabilities, simulations, PERT, queuing, and game theory. The application of these analytical tools to business decision problems such as: distribution, inventory control, product mix, scheduling, competitive strategy, and forecasting is covered through case analysis. Approximately 1/3 of the course is devoted to case work. Prerequisites: MGMT 0107 **and** MATH 0108.

**MGMT 0321 MANAGEMENT INFORMATION SYSTEMS (3)** A broad introduction to the use of computer-based information systems in all functional areas of a business. Students learn how information systems may be developed, used, and managed to support the strategic, tactical, and operational decision-making processes in an organization. Prerequisite: MGMT 0107 or Junior standing as a CAIS or COMS major.

**MGMT 0325 BUSINESS POLICY AND STRATEGY (3)** Emphasizes management planning and control techniques in solving business problems and in determining strategy for sales and profit growth. An integrated case study approach will be used. The course will illustrate the many factors that influence complex business decisions. FOR SENIORS ONLY. Prerequisites: FINC 0207, MGMT 0221, MRKT 0231, **and** MGMT 0241.

**MGMT 0338 INTERNATIONAL BUSINESS (3)** Provides an opportunity to bring the tools and information gained in previous courses to the task of solving managerial problems in international and foreign environments. Focuses on an analysis of market opportunities, methods of entry in foreign business areas, and related business problems. Prerequisites: MGMT 0221 **and** MRKT 0231.

**MGMT 0624 ADVANCED COST ACCOUNTING (3)** Course covers advanced treatment of cost accounting topics. Topics may include activity-based costing and management, statistical estimation of cost and revenue behavior, capital budgeting, linear programming, inventory control methods, transfer pricing, performance measurement in decentralized operations, and the impact of technology changes on the managerial structure.

**MGMT 0627 ISSUES IN ACCOUNTING FOR PUBLIC COMPANIES (3)** This course explores the recent developments in U.S. and international accounting for public companies. Topics may include issues associated with the globalization of business, consolidations and business combinations, pension plans, financial regulation and financial reporting standards for selected foreign operations, and recent standards set forth by the Securities and Exchange Commission's Public Companies' Accounting Oversight Board.

**MGMT 0631 MUNICIPAL AND FUND ACCOUNTING (3)** An overview of generally accepted accounting principles (GAAP) for non-for-profit and government agencies including FASB statements numbers 116 and 117, which have a significant impact on financial reporting for non-profit organizations. The goal is to come to a clear understanding of the accounting and financial principles required by GAAP, the limitations of GAAP financial statements, and what the implications are for the non-profit organization.

**MGMT 0632 BUSINESS LAW FOR ACCOUNTANTS (3)** Focuses on the law surrounding commercial transactions, particularly those relevant to accountants and auditors. Topics include contract law, the Uniform Commercial Code, agency law, the major forms of doing business including partnerships, corporations, and limited liability companies, securities regulations, bankruptcy, property laws, and accountant/auditor liability. Recent developments in law and relevant cases are discussed.

**MRKT 0231 MARKETING MANAGEMENT (3)** A developmental survey into the field of marketing in business, which will study the roles of marketers in business and society as a whole. Concentration shall be placed on defining marketing, the role of a marketing executive, the various systems of marketing, and the economic factors that affect marketing. In order to probe these questions, the course shall examine consumer behavior, purchase decision making, product pricing, policy and planning, channels of distribution in business, and marketing institutions and organizations. Further dimensions of advertising, marketing research, analysis, forecasting, and marketing information flows, controls, and performance shall be explored. Prerequisite: Sophomore standing. (Formerly MGMT 0231)

**MRKT 0306 LOGISTICS MANAGEMENT (3)** The process of planning, implementing, and controlling the efficient flow and storage of raw materials, in-process inventory, finished goods, and related information from point of origin to point of consumption for the purpose of conforming to customer requirements. Logistics is a systems approach to business problems and company objectives that can be realized by recognizing the mutual interdependence of the functional areas of the firm. Prerequisite: MRKT 0231. (Formerly MGMT 0306)

**MRKT 0337 CONSUMER BEHAVIOR (3)** By gaining a better understanding of the factors that affect consumer behavior, marketers are in a better position to predict how consumers will respond to their marketing strategies. Consumer Behavior draws on the Social Sciences in addition to the quantitative characteristics of the market such as: population patterns, income distribution, living standards, and occupational changes. (formerly MGMT 0337)

## **Computer and Information Science**

**CAIS 0120 COMPUTER SCIENCE/PROGRAM DESIGN I(4)** A theoretical introduction to computer science and program design for computer science and computer information systems majors. A current high-level programming language is utilized. Topics include software design techniques, object-oriented programming, procedural abstraction, event-driven programming, and graphical user interfaces. Extensive program development is required of students. No previous programming experience is necessary. Prerequisite: MATH 0104 **or** 2 years of high school algebra.

**CAIS 0310 DATABASE MANAGEMENT (3)** An introductory course in database, to include fundamental concepts, design and underlying theory. Data structures supportive of the database environment, along with rationale, objectives, and design and data modeling concepts will be considered. The relational model will be emphasized, to include relational operations, normalization and anomalies, and data definition, manipulation and query techniques. Technical aspects of database administration, such as security, recovery and concurrency will also be considered. Prerequisite: CAIS 0210 **or** CAIS 0230.

**CAIS 0316 WEB PROGRAMMING (3)** An introduction to server-side and client-side Web Programming. One or more popular Web scripting languages will be used to write programs intended to run under a Web browser. Applications of client-side programming and the security issues involved will be explored. The use of one or more languages intended to run on a web server will be illustrated with applications such as remote database access, forms-based systems for e-business and information gathering, and personalized Web pages. Students will be expected to write significant Web applications using both client-side and server-side programming techniques. Prerequisites: CAIS 0216 **and** either CAIS 0120 or CAIS 0212.

**CAIS 0353 APPLIED DEVELOPMENT PROJECT (3)** A capstone project experience for Computer Information Systems majors involving the selection, investigation, analysis, design, development, implementation, and documentation of a computerbased information system. Students are required to apply concepts, principles, problem-solving strategies, and tools and techniques learned in previous computer and business coursework in developing a fully-functioning information system. Oral and written presentations at various stages of the project's development will be required. Prerequisites: CAIS 0346 **and** senior standing in Computer Information Systems.

**CAIS 0396 COMPUTER SCIENCE INTERNSHIP A (3)** An on-campus internship experience for computer science and computer information systems majors. This experience will involve 8-10 hours per week. Prerequisite: Permission of instructor.

**CAIS 0397 COMPUTER SCIENCE INTERNSHIP B (3)** An internship experience which may be on or off campus depending on availability. Students might participate in a major system design project on-campus or might be interning at a business location in the Greater Springfield Area. Prerequisite: Permission of instructor.

## **Criminal Justice**

**CRJU 0121 THEORIES OF CRIME (3)** An exploration of prominent theories of crime causation, ranging from biological, psychological, sociological, and cultural explanations. Theories are compared and contrasted and implications are discussed as foundations for criminal justice system policy.

**CRJU 0202 INTRODUCTION TO CORRECTIONS (3)** An in-depth examination of the American Correctional System. Traditional punitive measures will be analyzed in relation to current reintegration alternatives. Prerequisite: CRJU 0101.

**CRJU 0231 RESEARCH METHODS IN CRIMINAL JUSTICE (3)** An introduction to scientific methodology as related to criminal justice. The course will focus on the development of hypotheses, data collection, data analysis and hypothesis verification. Attention is also given to basic statistical techniques appropriate for criminal justice research. Prerequisite: CRJU 0101.

**CRJU 0316 CIVIL LIABILITIES OF CRIMINAL JUSTICE PROFESSIONALS (3)** The civil liability for harm inflicted on another. Topics to be considered will include: intentional torts such as assault, battery, and false imprisonment; negligence; torts of strict liability; libel, slander and defamation; liability of owners and occupiers of land; and the liability of state and federal employees for harm caused in their respective professional capacities. Prerequisite: CRJU 0101, CRJU 0205, **and** Junior standing.

**CRJU 0328 COMPUTER APPLICATION IN CRIME ANALYSIS (3)** This course is designed to examine developments in information systems and their applications in the crime analysis environment. Particular attention will be given to management and analysis of crime-related data as well as an assessment of current and future applications in crime analysis. Previous computer experience is not required. Prerequisite: CRJU 0101, CRJU 0201, **and** Junior standing.

**CRJU 0340 ST: CRIME PROBLEM ANALYSIS (3)** Every community has long-term or chronic problems in crime, disorder, and safety, such as an increase in thefts of GPS devices, thefts of copper wire and piping, a park that has been a drug dealing hot spot for a decade, an intersection that is the top traffic accident hot spot in town, noise complaints associated with early-morning trash pickup, and so on. These problems are caused not by a single offender (as in a crime series) but by multiple actors influenced by the right conditions or opportunities. Traditional police responses--patrol, investigation, arrest--do not work to address these underlying causes. In this class, we examine how thorough analysis of crime problems can give rise to more creative, more effective problem-solving techniques. The course is particularly valuable for students who plan to enter law enforcement, but some of its strategies and techniques are widely applicable to any criminal justice field.

**CRJU 0603 RESEARCH METHODS (3)** Examines the logic of scientific inquiry and the nature and process of social research as applied to criminal justice. Concentrates on theory, concepts, methodological techniques, and demonstration of their reliability and validity. Attention will also be given to methods of sampling design, techniques of data collection, and methodological problems. (Required)

**CRJU 0608 METHODS OF OFFENDER REHABILITATION (3)** An examination of a variety of techniques for altering behavior that have been, or might be, applied in criminal corrections. Examples include psychoanalysis, behavior modification, relaxation techniques, reality therapy, work release, vocational training, etc. Techniques of implementing, administering, and evaluating these programs will be considered.

**CRJU 0624 ADMINISTRATIVE THEORY OF CRIMINAL JUSTICE (3)** An examination of the management of organizations with a focus on theories of management, the individual in the organization (motivation, change, stress), groups (norms, influence, conflict), and the interaction of individuals and the organization (power, communication, leadership). (Required)

**CRJU 0642 TERRORISM AND INTELLIGENCE ANALYSIS (3)** This graduate course will examine the development of modern terrorism referencing more than four decades, from origins during the Cold War to present, and study various intelligence analysis methodologies used to develop effective intelligence modeling. Students will study terrorist organizations to understand the ideologies, cultures, structures, and causative factors behind major movements. The course will, also, focus on intelligence paradigms in an effort to understand how threat information is collected, analyzed and disseminated.

## **Criminal Justice- Framingham**

**CRJU 0316 CIVIL LIABILITIES OF CRIMINAL JUSTICE PROFESSIONALS (3)** The civil liability for harm inflicted on another. Topics to be considered will include: intentional torts such as assault, battery, and false imprisonment; negligence; torts of strict liability; libel, slander and defamation; liability of owners and occupiers of land; and the liability of state and federal employees for harm caused in their respective professional capacities. Prerequisite: CRJU 0101, CRJU 0205, **and** Junior standing.

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**CRJU 0605 CONTEMPORARY PROBLEMS IN CRIMINAL LAW (3)** An investigation of the operation of substantive criminal law in its procedural context. Topics to be investigated through the case method include *mens rea*; the role of mental illness in determining culpability; preparatory crimes; group liability; and justification and excuse.

**CRJU 0606 CRIMINOLOGICAL THEORY I (3)** An overview of sociological, psychological, economic, environmental, and biological theories about the etiology of crime. Theories will be examined in terms of the context in which they were presented and their implications for criminal justice practices. (Required)

**CRJU 0613 STATISTICS (3)** Basic statistical principles and techniques and their applications in criminal justice. Brief review of descriptive statistics, sampling distributions, hypothesis testing, t-tests, chi-square, analysis of variance, and correlational techniques. Analysis of statistics appropriate for various forms of the general linear model to include multiple regression and path analysis. (Required)

**CRJU 0698 ST: PROFILING SERIAL OFFENDERS (3)**

## Education

### **EDUC 0213 TEACHING METHODS FOR VOCATIONAL TECHNICAL EDUCATION – EDUCATING AND ASSESSING THE VOCATIONAL TECHNICAL EDUCATION LEARNER (3)**

This course is designed to prepare vocational technical teachers with the knowledge and tools to instruct and assess the technical, academic, and employability skills of vocational technical education students. Students in this course will be able to identify, develop, and model appropriate learning activities and assessments for the vastly divergent student population in vocational-technical education. (Pending Governance Approval)

**EDUC 0220 SCHOOLS IN AMERICAN CULTURE (3)** This course is designed to stimulate creative and critical thinking about the nature and value of education. Participants will be introduced to the role of the teachers, learners, and schools in society. The role of schools in maintaining and perpetuating culture will be considered as well as issues and controversies confronting American education. Students will also be familiarized with important global educational issues and developments. Field experience required for teacher licensure students.

**EDUC 0221 STUDENTS WITH SPECIAL NEEDS (3)** Content and experiences will focus on both inter- and intra-individual differences as well as group variables to be considered in teaching such as ethnic background, race, gender, and developmental differences. Historical and current approaches to the education of those with disabling conditions will be examined, as well as issues such as identification, placement, and evaluation. Special attention will be given to the prospective value of Individualized Educational Programs and education in inclusive settings. (Field Experience Required).

**EDUC 0300 TEACHING ENGLISH LANGUAGE LEARNERS**

**EDUC 0303 EARLY LITERACY AND READING (3)** Provides the prospective teacher with an introduction to early literacy and reading program development. The course emphasizes skills related to emergent literacy, word recognition, comprehension, critical and oral reading, continuous evaluation of developmental reading skills, diagnostic teaching, and individualized instruction of reading in early childhood and elementary education. Corequisite: EDUC 0319. **Note: Teaching candidates should take this course prior to taking the MTEL Foundations of Reading Test – Field #90.**

**EDUC 0304 TEACHING WRITING AND THE EXPRESSIVE ARTS: PRE-K-6 (3)** This course will focus on teaching writing of all discourse styles including personal narrative, creative writing and poetry, and expository writing for early childhood and elementary populations including students with moderate special needs. It also will emphasize teaching oral language expression, effective listening skills and strategies, creative drama, and the relationship between integration of listening and the creative arts. This course is intended to provide pre-service early childhood and elementary school teachers with in-depth theoretical and practical bases for teaching and assessing language arts beyond the curriculum presented in EDUC 0305, Literature and the Language Arts, a foundation course in these areas offered by the College. Co-requisite EDUC 0305.

**EDUC 0306 ELEMENTARY CURRICULUM AND INSTRUCTION (3)** Elementary Curriculum and Instruction Students will be introduced to the major concepts of the elementary school social studies, science, mathematics, the arts, physical education/health, and drug and substance abuse curricula. The relationship among the elementary disciplines will be demonstrated in the development of a unit of work and learning center activities. The application of the curricular concepts and unitary procedure will be demonstrated in a required 30 hour field experience. Prerequisite: EDUC 0319.

**EDUC 0308 EARLY CHILDHOOD CURRICULUM (3)** Curriculum and principles of early childhood education for children with and without special needs are identified for students through lectures supported by observations and demonstrations. Curricular adaptations and relationships among the disciplines taught in early childhood are presented. A thirty hour (minimum) field placement is required. Prerequisite: EDUC 0319 or equivalent, **or** permission of instructor.

**EDUC 0314 CLASSROOM MANAGEMENT (3)** An introduction to solving classroom management problems through an analysis of factors influencing student behavior. Specifically, the course examines classroom teaching practices that prevent behavior problems as well as methods for enhancing student social skills. Additionally, the course introduces procedures and practices that enable students to take responsibility for their behavior. The “Discipline Pyramid” serves as a model for integrating community, prevention, correction and conflict resolution into a comprehensive classroom management system. Cognitive-behavioral approaches are integrated with applied behavioral analysis, developmental theory, and psycho-educational strategies.

**EDUC 0318 READING IN THE CONTENT AREAS (3)** Approaches reading as a tool in the content areas of the curricula. All of the major subject matter areas will be explored. The general reading abilities involved in these areas as well as the specialized reading needs will be examined. The objectives, techniques, procedures, and material will be identified and utilized. Designed for teachers in the intermediate- and secondary-level programs.

**EDUC 0319 PRINCIPLES OF TEACHING AND LEARNING (3)** Introduces students to planning procedures and methods leading to the creation of successful and appropriate learning with particular emphasis on creating developmentally appropriate lesson plans that are consistent with professional standards and state curriculum frameworks for early childhood and elementary educators. The course responds to four fundamental questions: How do children learn? What are we going to teach and why? How are we going to teach and why? How will we know that learning has occurred? The course specifically treats modes of teaching, classroom interaction strategies, approaches to grouping, teaching diverse student populations, using instructional technology, and learning fundamental approaches to classroom assessment. Students will apply course acquired knowledge, skills, and dispositions in a required thirty hour field experience. Prerequisites: EDUC 0220, EDUC 0221, **and** PSYC 0202.

**EDUC 0344 DEVELOPING AND IMPLEMENTING A STANDARDS-BASED CURRICULUM IN VOCATIONAL TECHNICAL EDUCATION (3)** Concepts relating to career education will be defined. Development activities relating to career education will be explored in order to enable students to implement curriculum through various areas of concentration. Through an integrated curriculum, learning activities which involve the occupational world and its facilities will be identified. (Pending Governance Approval)

**EDUC 0352 EDUCATIONAL PLANNING AND EVALUATION: MIDDLE SCHOOLS (3)** Provides preparation for direct school experience at the middle level. Lesson plans, unit structures, methods and techniques of teaching, classroom management, test construction, interpretation and usage, the standards for provisional licensure, form the basis of this course. Thirty hours of field experience is required. Prerequisites: EDUC 0220 **and** EDUC 0221.

**EDUC 0353 EDUCATIONAL PLANNING AND EVALUATION: SECONDARY SCHOOLS (3)** Provides preparation for direct school experience at the secondary level. Lesson plans, unit structures, methods and techniques of teaching, classroom management, test construction, interpretation and usage, the standards for provisional licensure, form the basis for this course. Thirty hours of field experience is required. Prerequisites: EDUC 0220 **and** EDUC 0221.

**EDUC 0354 EDUCATIONAL PLANNING AND EVALUATION: MIDDLE AND SECONDARY SCHOOLS (3)** Provides preparation for direct school experience at the secondary level. Lesson plans, unit structures, methods and techniques of teaching, classroom management, test construction, interpretation and usage, the standards for provisional licensure, form the basis for this course. Thirty hours of field experience is required. Prerequisites: EDUC 0220 **and** EDUC 0221.

**EDUC 0367 IDENTIFICATION, ASSESSMENT, PLACEMENT, AND PROGRAMMING IN SPECIAL EDUCATION (Severe Special Needs) (3)** Curriculum resources, methods and materials for children with severe special needs are developed on the basis of on-going diagnosis. Thirty hours of field experience are required. Prerequisite: EDUC 0221 **and** EDUC 0319.

**EDUC 0370 SPEECH AND LANGUAGE PROBLEMS OF THE SPECIAL NEEDS CHILD (3)** Normal speech and language expectancies, problems of the special needs child in language acquisition, speech and hearing mechanisms. Speech and language pathologies, their incidence and etiology, Regulations of "766" and "94-142" regarding speech and language habilitation of difficulties.

**EDUC 0371 IDENTIFICATION, ASSESSMENT, PLANNING AND PROGRAMMING (Moderate Special Needs) (3)** Curriculum resources, methods and materials for children with moderate special needs are developed on the basis of on-going diagnosis. Thirty hours of field experience are required. Prerequisite: EDUC 0319 **or** EDUC 0354.

**EDUC 0377 LEARNING DISABILITIES AND INSTRUCTIONAL STRATEGIES (3)** Introduction to the history and current practices in the diagnosis and remediation of learning disabilities, major theories of etiology, commonly used assessment instruments, and remedial materials and methods. Research findings, issues and controversies in the field will be discussed. Prerequisite: EDUC 0221.

**EDUC 0378 CLASSROOM MANAGEMENT: STUDENTS WITH BEHAVIORAL/EMOTIONAL PROBLEMS (3)** Psychoeducational assessment, identification, choice of intervention, and management of children with special needs and behavioral difficulties, are main areas of study. The home, school, and community are considered in relation to the child's mental health. Prerequisites: EDUC 0220 and EDUC 221.

**EDUC 0380 MULTICULTURAL EDUCATION (3)** Discussion of children from various ethnic, cultural, and linguistic backgrounds in terms of their physical, social, emotional, economic, psychological, and educational needs. Emphasis placed on causal factors as well as factors affecting successful educational practice. Racial identity theories and theories of multicultural education will be also reviewed.

**EDUC 0386 ACCOMMODATIONS AND SUPPORTS MEDICAL/SOCIAL/COMMUNICATION**

**(3)** This course is a systematic study of neurophysiological deviations that cause severe disabilities. Emphasis is also placed on method and techniques for increasing motivation and improving performance. Students will develop an understanding of concepts and procedures necessary to work cooperatively with medical professionals, physical therapists, occupation therapists, communication specialists, and parents. Fifteen hours of field experience are required.

**EDUC 0390 ADDRESSING THE NEEDS OF STUDENTS WITH DISABILITIES IN**

**VOCATIONAL TECHNICAL EDUCATION (3)** This course will provide vocational technical educators with an overview of the Federal and State Special Education Laws and Regulations and how they are implemented in schools in Massachusetts. Students will learn about the elements of an Individualized Education Program (IEP) and the roles of special and general educators. Students will also learn how to design curriculum and instruction using the information on the IEP and how to modify their related classrooms and vocational technical shops/laboratories to accommodate students with disabilities. (Pending Governance Approval)

**EDUC 0396 SEMINAR RECENT DEVELOPMENTS: COMPUTERS IN EDUCATION (3)**

This course requires no previous experience with computers and will be comprised of three major components: (a) an introduction to software tools for teachers, (b) exposure to and analysis of commercially available educational software and hardware, (c) an analysis of both practical and theoretical issues related to the use of microcomputers in education.

**EDUC 0500 (3) TCHNG. ENGL. LANG. LEARNERS**

**EDUC 0502 INSTRUCTIONAL PRACTICES: MATERIALS AND CLASSROOM PROCEDURES**

**(Elementary and Early Childhood) (3)** This course is designed to present advanced concepts and methods in elementary education. New approaches, innovative materials, and procedures will be presented. Designed for provisionally or fully certified teachers. (Early Childhood, Elementary, Special Needs - All) Prerequisite: EDUC 0319/0519 Educational Planning and Evaluation: Early Childhood and Elementary or equivalent

**EDUC 0503 EARLY LITERACY AND READING (3)**

Provides the prospective teacher with an introduction to early literacy and reading program development. The course emphasizes skills related to emergent literacy, word recognition, comprehension, critical and oral reading, continuous evaluation of developmental reading skills, diagnostic teaching, and individualized instruction of reading in early childhood and elementary education. Co- or prerequisite: EDUC 0319/0519 Educational Planning and Evaluation: Early Childhood and Elementary or equivalent

**EDUC 0504 READING AND CREATIVE WRITING FOR THE CLASSROOM TEACHER (3)**

Designed both to aid the teacher in his/her awareness of creative expression and to provide a better understanding of basic objectives, techniques, and means of fostering creativity within the actual classroom. A wide variety of creative writing experiences will be explored, identified, and applied. Creating classroom climate conducive to creativity and establishing learning centers will also be major goals of this course. (Elective)

**EDUC 0506 ELEMENTARY CURRICULUM AND INSTRUCTION (3)**

Students will be introduced to the major concepts of the elementary school social studies, science, mathematics, the arts, physical education/health, and drug and substance abuse curricula. The relationship among the elementary disciplines will be demonstrated in the development of a unit of work and learning center activities. The application of the curricular concepts and unitary procedure will be demonstrated in a required field experience. Prerequisites: EDUC 0319/0519 Principles of Teaching and Learning, equivalent, or permission of instructor.

**EDUC 0508 EARLY CHILDHOOD CURRICULUM (3)** Curriculum and principles of early childhood education for children with and without special needs are identified for students through lectures supported by observations and demonstrations. Curricular adaptations and relationships among the disciplines taught in early childhood are presented. A thirty hour (minimum) field placement is required. Prerequisites: EDUC 0319/0519 Principles of Teaching and Learning, equivalent, or permission of instructor.

**EDUC 0513 EVALUATION TECHNIQUES IN EDUCATION (3)** Appraisal of the development and significance of educational measurements. Emphasis is on uses and limitations of standardized tests; construction, validation, and limitations of classroom tests, analysis, interpretation, and utilization of test results. (Early Childhood, Secondary, Middle, Elementary, Special Needs - All)

**EDUC 0514 CLASSROOM MANAGEMENT (3)** An introduction to solving classroom management problems through an analysis of interactional factors influencing student behavior. Specifically, the course examines classroom teaching practices that prevent behavior problems as well as methods for enhancing student social skills. Additionally, the course introduces procedures and practices that enable students to take responsibility of their behavior. The "Discipline Pyramid" serves as a model for integrating community, prevention, correction, and conflict resolution into a comprehensive classroom management system. Cognitive-behavioral approaches are integrated with applied behavioral analysis, developmental theory, and psychoeducational strategies.

**EDUC 0518 READING IN THE CONTENT AREA (3)** The course provides theoretical background and practical knowledge of reading instruction in the content areas of the curricula (e.g., mathematics, science and social studies). It also provides the background necessary for developing in children and adolescents the strategic and critical reading ability necessary to comprehend expository texts (information texts). A major course theme is the development of an active purposeful response by developing readers to content area texts published in various media (textbooks, newspapers, multimedia, and the internet). The course is appropriate for intermediate elementary level through the secondary level. (Middle, elective in Secondary)

**EDUC 0519 PRINCIPLES OF TEACHING AND LEARNING (3)** Introduces educational planning procedures including: modes of teaching, classroom interaction strategies, media, grouping for instruction, classroom interaction behaviors, Individual Educational Plans, community resources, and parent-teacher conferencing. The course also emphasizes the selection and development of evaluation measures to assess student learning. The application of methodology, concepts, and skills and the ability to modify teaching strategies will be demonstrated in a required thirty hour (minimum) field experience. Prerequisites: EDUC 0220 Schools in American Culture, EDUC 0221 Equity in Education or EDUC 0170/540 Education of the Exceptional Child and PSYC 0202 Child Psychology or permission of the instructor.

**EDUC 0540 STUDENTS WITH SPECIAL NEEDS (3)** Content and experiences will focus on both inter- and intra-individual differences as well as group variables to be considered in teaching such as ethnic background, race, gender and developmental differences. Historical and current approaches for the education of those with disabling conditions will be examined, as well as issues such as identification, placement and evaluation. Special attention will be given to the prospective value of Individualized Educational Programs and a greater emphasis on "inclusion." This course is required of students seeking any teaching certificate, and is a prerequisite to all other special education offerings. (15 hours of field experience required.)

**EDUC 0552 EDUCATIONAL PLANNING & EVALUATION: MIDDLE SCHOOL (3)** Provides preparation for direct school experience at the middle level. Lesson plans, unit structures, methods and techniques of teaching, classroom management, test construction, interpretation and usage, the standards for provisional certification, form the basis for this course. Thirty hours of field experience are required. Prerequisites: EDUC 0220 and either EDUC 0540 or EDUC 0221, and PSYC 0202.

**EDUC 0553 EDUCATIONAL PLANNING AND EVALUATION: SECONDARY SCHOOLS (3)**

Provides preparation for direct school experience at the secondary level. Lesson plans, unit structures, methods and techniques of teaching, classroom management, test construction, interpretation and usage, the standards for provisional certification, form the basis for this course. Thirty hours of field experience are required. Prerequisites: EDUC 0220 and either EDUC 0540 or EDUC 0221, and PSYC 0202.

**EDUC 0554 EDUCATIONAL PLANNING AND EVALUATION: MIDDLE AND SECONDARY SCHOOL (3)** Provides preparation for direct school experience at the middle and secondary level. Lesson plans, unit structures, methods and techniques of teaching, classroom management, test construction, interpretation and usage, the standards for provisional certification, form the basis for this course. Thirty hours of field experience are required. Prerequisites: EDUC 0220 and either EDUC 0540 or EDUC 0221, and PSYC 0202.

**EDUC 0567 IDENTIFICATION, ASSESSMENT, PLACEMENT AND PROGRAMMING IN SPECIAL EDUCATION (SEVERE) (3)** Curriculum resources, methods and materials for students with intensive special needs are developed on the basis of on-going assessment. (30 hours of field experience required)

**EDUC 0570 SPEECH AND LANGUAGE PROBLEMS OF THE SPECIAL NEEDS STUDENT (3)** Normal speech and language expectancies, speech and hearing mechanism, acquisition patterns, problems of students with various disabilities as they acquire and utilize language. Theories of language acquisition, linguistic and cognitive interactions. Common problems in language processing as they affect students in preschool, elementary and secondary schools. Assistive and augmentative language systems used by students are presented. (Early Childhood, Special Needs Pre K-8, 5-12, N-21). Prerequisite: EDUC 0170/0540 Education of the Exceptional Child or EDUC 0221 Equity in Education

**EDUC 0571 IDENTIFICATION, ASSESSMENT, PLANNING AND PROGRAMMING (MODERATE) (3)** Curriculum resources, methods and materials for students with mild special needs are developed on the basis of ongoing assessment. (30 hours of field experience required)

**EDUC 0577 LEARNING DISABILITIES AND INSTRUCTIONAL STRATEGIES (3)**  
**Former title: Students with Specific Learning Problems** Introduction to the history and current practices in the diagnosis and remediation of disabilities Major theories of etiology, commonly used assessment instruments, and remedial materials and methods are explained. Research findings, issues and controversies of the field will be discussed. Emphasis is on teaching students with learning disabilities in the regular classroom. Prerequisite: EDUC 0170/0540 Education of the Exceptional Child or EDUC 0221 Equity in Education

**EDUC 0578 CLASSROOM MANAGEMENT OF STUDENTS WITH SPECIAL BEHAVIORAL/EMOTIONAL NEEDS (3)** The purpose of this course is to develop effective management skills in regular and special classrooms. Preventive discipline and teacher behaviors that promote prosocial student skills are highlighted. Regular and special education programming models for students with emotional and behavioral problems will be described.

**EDUC 0580 MULTICULTURAL EDUCATION (3)** Multicultural Education addresses the issue of providing students with equitable education. This course examines major theories, approaches and concepts within multicultural education and their application. Institutional and societal structures, such as tracking and funding, are studied for their effect on student achievement. Students reflect on individual and group factors, such as race/ethnicity, gender, socio-economic class, and sexual orientation that influence educational settings and the delivery of instruction. In addition, students gain a greater understanding of the history, culture, and values of diverse groups.

**EDUC 0586 ACCOMMODATIONS AND SUPPORTS: MEDICAL/SOCIAL/COMMUNICATION**

**(3) Former title: Education and Training of the Substantially Handicapped Child** This course is a systematic study of neurophysiological deviations that cause severe disabilities. Emphasis is also placed on method and techniques for increasing motivation and improving performance. Students will develop an understanding of concepts and procedures necessary to work cooperatively with medical professionals, physical therapists, occupational therapists, communication specialists and parents.

**EDUC 0587 INSTRUCTIONAL PRACTICES: MATERIALS & CLASSROOM PROCEDURES IN MIDDLE AND SECONDARY EDUCATION**

**(3)** This course will present advanced concepts and methods of middle and secondary classroom instruction. It is designed to allow educators to expand their repertoire of methods, materials, skills, and strategies to meet the needs of all students. Prerequisite: Educational Planning and Evaluation: Middle and Secondary. (Secondary, Middle)

**EDUC 0590 VOCATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS**

**(3)** An introductory offering in Occupational Education designed to provide a basic understanding of handicapped conditions. Concentration will be placed on the characteristics and problems of all types of exceptional children. Special emphasis is placed on essential educational adaptations and utilization of available resources in developing occupational programs for special needs students. A major focus will be to examine the current legislation and its implications for educating the handicapped. (Occupational Education)

**EDUC 0596 SEMINAR: RECENT DEVELOPMENTS FOR COMPUTERS IN**

**EDUCATION** **(3)** An introductory course requiring no previous knowledge of computers, this seminar is comprised of three major components: (a) an introduction to software tools for teachers, (b) exposure to and analysis of commercially available educational software and hardware, and (c) an analysis of both practical and theoretical issues related to the use of microcomputers in education. Graduate level projects and applications are central to the course concerns.

**EDUC 0601 SCHOOL ORAL AND WRITTEN LITERARY PRACTICES**

**(3)** This course provides K-12 teachers with knowledge and skills to improve speaking and writing instruction within their classrooms using an integrated language arts approach. At the primary grade level, the course includes theory and best practices for teaching interactive writing and a process approach to writing. At the intermediate, middle and high school levels, the course emphasizes the reading-writing-speaking-listening connection; speaking and writing in response to literature and exposition; writing in the narrative, expository, and poetic styles; and writing and speaking across the curriculum. Emphases also include assessment of writing using holistic writing rubrics at all levels. Students are expected to write in a variety of styles and to critique their own writing.

**EDUC 0604 THE SCHOOL PRINCIPAL**

**(3)** An analysis of theory underlying the position of school principal; the means undertaken by persons to fulfill the role of school principal; the community-school problems that arise; and the possible solution to problems, will be the emphasis in this course. The role of the principal with reference to M.E.R.A. '93 will be explored. Documented field experience (10 hours) is required. (School Principal)

**EDUC 0611 ORGANIZATION AND ADMINISTRATION OF MIDDLE SCHOOLS**

**(3)** A basic introduction to the principles of school administration for middle schools. Topics to be included are: organizational characteristics of middle schools, strategies for institutional change, theories and methods of staff development, in-service education and the impact of '93 M.E.R.A. on organization and administration. Documented field experience (15 hours) is required. (School Principal: Middle School)

**EDUC 0612 ORGANIZATION AND ADMINISTRATION OF ELEMENTARY SCHOOLS**

**(3)** A basic introduction to the principles of school administration for elementary schools. Topics to be included are: organizational characteristics of elementary schools, strategies for institutional change, theories and methods of staff development, in-service education and the impact of M.E.R.A. '93 on organization and administration. Documented field experience (15 hours) is required. (School Principal: Elementary Education)

**EDUC 0613 ORGANIZATION AND ADMINISTRATION OF SECONDARY SCHOOLS (3)** A basic introduction to the principles of school administration for secondary schools. Topics to be included are: organizational characteristics of secondary schools, strategies for institutional change, theories and methods of staff development, in-service education and the impact of M.E.R.A. '93 on organization and administration. Documented field experience (15 hours) is required. (School Principal: Secondary)

**EDUC 0621 SUPERVISION IN THE SCHOOLS (3)** An introductory course in supervision for teachers, school administrators, and supervisors. Significant topics included in the course are: concepts for supervision; organization for supervision; group process; techniques of supervision; and the evaluation and improvement of instruction, curriculum and the supervisory program and the impact of M.E.R.A. '93 on organization and administration. Documented field experience (20 hours) is required. (School Principal)

**EDUC 0622 CASE STUDIES IN MIDDLE AND SECONDARY EDUCATION (3)** This course seeks to integrate theories of effective teaching and the practice of teaching through the use of case studies. The primary objective of the course is to encourage learners to examine the practice of teaching, to apply theory to the practice of teaching, to facilitate process whereby teachers learn to reflect on their practice, and to encourage the use of research to inform practice. These objectives will be met by analyzing case studies in which participants must come to terms with the ambiguity of school and classroom situations and develop problem solving methods in response to those situations.

**EDUC 0623 PRACTICUM II: READING TEACHER: CONSULTANT, SUPERVISOR, AND ADMINISTRATOR (3)** This course is expressly designed to meet the needs of the teacher of reading in his/her role as consultant, supervisor, curriculum developer, and administrator of the reading program within a school system. Special emphasis will be placed upon the various approaches to peer and team teaching, staff development in reading as well as in content area programs, designs for in-service programs for staff and parents. Practicum experiences provide scope and sequence to the reading curriculum and the means of achieving reading goals. An understanding of federal and state laws and programs regarding all types of reading instruction (such as special needs in reading, and Title I programs) will be included. (75 hours) (Reading Specialist) Prerequisite: Practicum I: Clinical Experiences in Reading Elementary or Secondary (EDUC 0645 or EDUC 0646) Permission of program coordinator required

**EDUC 0630 SCHOOL-COMMUNITY RELATIONS (3)** An inquiry into the origin, nature, and types of current problems concerning school-community relations. Significant topics include: presenting needs, instructional goals, and policies to school and community; techniques for encouraging staff and community initiative and involvement; techniques for establishing an equitable, sensitive, and responsive school environment. Approaches for increasing parent involvement in schools. Documented field experience (15 hours) is required. (School Principal)

**EDUC 0632 RESEARCH IN EDUCATION (3)** Stresses the use of appropriate research and evaluation methodology in education. Structured to aid school personnel in the preparation and understanding of educational research. Points of emphasis will include the nature of research, selection and delimitation problems, appraisal of educational literature, necessary statistical concepts as well as participant observer approaches and research design.

**EDUC 0633 SOCIAL CULTURAL THEORIES: FOUNDATIONS OF EDUCATION (3)** A comprehensive survey and critical analysis of the philosophical, sociological, historical and economic foundations of current major views regarding the nature and aims of education, curriculum design and validation, school organization and policy, and teaching-learning. The foundations of current proposals for school reform will be examined in depth. (Early Childhood, Reading, Secondary, Middle, Elementary, Special Needs - All, School Principal)

**EDUC 0636 SCHOOL LEGAL THEORIES AND PRACTICES (3)** Provides the student with an understanding of school law and its development, taking into account the separation of governmental powers, the roles of federal and state government, appellate court decisions and legal principles and practices pertaining to education. Course topics include "Open Meeting" law; tort liability of school personnel; collective bargaining; student rights related to discipline, due process, equal protection, speech, search and seizure, and education records; child abuse reporting; laws and guidelines for special needs students; school desegregation; and a review of selected provisions of Massachusetts education reform laws. (School Principal)

**EDUC 0643 ISSUES AND CONCERNS ABOUT THE YOUNG CHILD'S NEEDS (3)** The course is designed to study and review the issues and concerns that deal with the social, racial, sexual, and cultural needs of young children. It will review the levels of growth and development of young children as they relate to academic achievement. It will discuss the influence of state and local agencies as they deal with the issues surrounding child abuse, neglect, parenting, home relationships, self-esteem and the rights of the young child. (Early Childhood)

**EDUC 0645 PRACTICUM I: CLINICAL EXPERIENCES IN READING -- ELEMENTARY (6)** Designed to help classroom teachers, remedial teachers, and clinicians diagnose and correct various kinds of problems which might be identified under the heading of "reading disability," through the examination of both group and individual standardized as well as informal tests. Faced with the need to select appropriate tests for immediate use with a pupil in a clinical situation, the clinician must apply his theoretical and practical knowledge. (A practicum of 250 hours at the practicum site is required.) (Reading Specialist). Prerequisites: Minimum of one year teaching experience, certification as a teacher, a passing score on the MTEL Reading Specialist Test, and approval of instructor.

**EDUC 0646 PRACTICUM I: CLINICAL EXPERIENCES IN READING (SECONDARY) (6)** Purpose: To enable teachers to diagnosis and correct reading difficulties; formal and informal diagnostic testing and use of appropriate remedial and/or corrective materials. (A practicum of 250 hours at the practicum site is required.) (Reading Specialist). Prerequisites: One year teaching experience, certification as a teacher, and approval of instructor

**EDUC 0648 DIAGNOSIS OF READING ABILITIES (3)** Students will analyze various formal and informal assessment instruments designed to provide information about the development of skills within a reader. In addition, numerical testing situations will be utilized and interpreted. The course participants will also develop informal diagnostic measures. Field experiences are required. (Teacher of Reading). Prerequisite: Basic course in reading and teaching experience.

**EDUC 0657 APPLYING LINGUISTICS TO THE TEACHING OF READING (3)** This course is designed to assist teachers in acquiring a foundation in the application of linguistic principles related to the teaching of word recognition and word meaning skills. The advantages, limitations and utilization of various word identification techniques will be explored. Equal emphasis will be placed on factors and ideas related to context, syntax and semantics in the student's vocabulary development. Field experiences are required.

**EDUC 0661 STORYTELLING AND LITERATURE FOR THE VERY YOUNG CHILD (3)** To provide teachers and prospective teachers with the criteria for selection of literature for young children and a knowledge of the authors and illustrators, both in the past and contemporary times, who have contributed to the field. Emphasis will be placed on picture books, nursery rhymes, poetry, fiction and non-fiction, and building an interest in literature and books and their place in the curriculum for young children. Storytelling techniques will be discussed. Each student will get experience in storytelling and selecting stories to tell at the Kindergarten and primary levels. (Elective)

**EDUC 0665 CONSULTATION AND PREVENTION OF LEARNING PROBLEMS (3)** Many learning problems can be solved at their point of origin in the regular classroom. Using a consultation model as a base, this course identifies effective collaboration practices and describes how special educators can utilize consultation skills to help maintain students with mild-moderate disabilities in the regular classroom. Curriculum, behavior management, and community based strategies that support full inclusion of students with disabilities will be highlighted.

## English

**ENGL 0102 ENGLISH COMPOSITION II (3)** A course in writing about literature that covers critical reading of fiction, drama, poetry, and the essay. Provides instruction in research techniques. A research paper is required. **SUCCESSFUL COMPLETION OF THIS COURSE IS A PREREQUISITE FOR ALL 0200- AND 0300-LEVEL ENGLISH COURSES OFFERED.** ENGL 0102 must be taken during the second semester of the freshman year. **STUDENTS MAY DROP THIS COURSE ONLY UNDER EXTRAORDINARY CIRCUMSTANCES AND WITH THE SPECIAL PERMISSION OF THE WRITING COORDINATOR.** Prerequisite:ENGL 0101.

**ENGL 0103 SPEECH (3)** A course that gives students an opportunity to practice the fundamental principles of oral communication. It includes experience in organizing and delivering various kinds of talks, participating in group and panel discussions, and evaluating speech habits. Voice quality, articulation and pronunciation are studied.

**ENGL 0211 BRITISH LITERATURE 1603-1780 (3)** Students read British classics from the seventeenth century through the period of the Pre-Romantics, by authors such as Shakespeare, Milton, Dryden, Pope, and Swift. This course emphasizes identifying the connections between literature and history, philosophy, and the arts. Literary and intellectual currents of the Renaissance, the Enlightenment, and the Age of Sensibility are closely examined. Essential for the serious student of literature, and required of all English majors except those concentrating in Theatre. Prerequisites: ENGL 0101 **and** ENGL 0102.

**ENGL 0217 AMERICAN LITERATURE SINCE 1865 (3)** This survey course introduces students to the expansive range of works comprising American literature from 1865 to the present. Students explore diverse voices, genres, and themes that offer a vision of America's complex plurality. The course considers literature in relation to such artistic, historical, and cultural topics as regionalism, naturalism, realism, feminism, the Harlem Renaissance, developments in poetry, modernism, postmodernism, experimentation, civil rights movements, ethnic identity, and multiculturalism. Intended for serious students of literature, and required of all English majors except those concentrating in Theatre. Prerequisite: ENGL 0102.

**ENGL 0221 WORLD LITERATURE I (3)** A comparative study of non-western and western literary works from at least three disparate regions of the world, ranging from antiquity to the 18th century. Readings will include prose fiction, plays, poems, and selections from epics. Prerequisites: ENGL 0101 **and** ENGL 0102.

**ENGL 0527 CONTEMPORARY CROSS -CULTURAL LITERATURES (3)** A comparative study of contemporary Non-western literature from major regions, such as Africa, the Middle East, Latin America, and Asia. Works from various genres will be considered in light of their cultural implications as well as their distinctive literary features. Selections from Western literature may also be included for comparison. Students taking the course will be required to complete a research project that includes a curricular component.

**ENGL 0538 LITERATURE AND THE ADOLESCENT (3)** Detailed examination of the teaching of literature in the junior and senior high school, with emphasis on literature written expressly for adolescents. Attention will also be given to related matters: (1) objectives and functions of literature study in the secondary curriculum; (2) a pedagogical approach to major genres; (3) new approaches to literature study; (4) methods of teaching reading.

**ENGL 0630 SPEC. STUDIES/LITERATURE (3)** Intensive study of significant figures, movements or periods drawn from diverse literatures. Emphasis designated each semester by a course subtitle.

**ENGL 0631 STUDIES IN AMERICAN LITERATURE (3)** Intensive study of figures, movements or ideas drawn from American Literature. Focus designated each semester by a course subtitle. Course syllabus is dependent upon the topic.

## **Ethnic and Gender Studies**

**MCES 0101 INTRODUCTION TO MULTICULTURAL AND ETHNIC STUDIES (3)** The focus in this introductory course centers on the meaning and significance of multiculturalism and the nature of ethnic diversity. Students will have the opportunity to study different cultural and ethnic groups and learn about the permanence of such groups within the United States and other countries. Students will be exposed to basic concepts in ethnic studies such as ethnicity, culture, race, socialization, cultural assimilation, acculturation, migration, immigration, social protest, and resistance. This course will be taught from an interdisciplinary perspective, thereby allowing students to build a multicultural/ethnic base from various viewpoints: historical, political, economical, sociological, and psychological.

**MCES 0201 INTRODUCTION TO THE AFRICAN AMERICAN EXPERIENCE (3)** An overview involving the study of the content and evolution of African American historical experiences, cultural expression, and political and economic struggles. Topics to be considered include the construction of race, slavery and Jim Crow, the fight for citizenship rights, and literary and musical traditions.

**MCES 0205 ST: HIP HOP CULTURE (3)**

**WSTP 0101 INTRODUCTION TO WOMEN'S STUDIES (3)** Introduces and develops the idea of Women's Studies as an approach to intellectual inquiry. Addresses a variety of Women's Studies issues in an interdisciplinary format, generally focusing on women's lives and experiences as illuminated by the social sciences and humanities.

**WSTP 0221 RELIGION, GENDER AND SOCIETY (3)** Examines the intersection of contemporary feminisms with the multicultural American religious landscape. Particular attention to issues of race, class, multiple identities, and the shaping of public discourse.

## **Geography and Regional Planning**

**GARP 0101 WORLD REGIONAL GEOGRAPHY (3)** Within a world regional context, the course offers an examination of the patterns and underlying processes comprising both the human and natural realms of geography. Course content deals with the earth, places, people, the natural environment, human-environmental interaction, and the movement of people, goods, and ideas. Special emphasis is given to achieving a degree of literacy in world locations and developing map interpretation skills. The course also introduces various topical specializations in geography such as economic geography, political geography, population geography, physiography, and urban geography.

**GARP 0102 PHYSICAL GEOGRAPHY (4)** Physical Geography is the study of the spatial variations of the physical phenomena on the surface of the Earth. It focuses on the geo-systems of the Earth, including the four major "spheres": Atmosphere (weather, climatology); Lithosphere (landforms); hydrosphere (water resources); and Biosphere (flora, fauna). The human-environmental interaction is emphasized. Laboratory and field experiments will explore the various spheres of the Earth and include map interpretation, remote sensing analysis, atmospheric studies, geomorphology investigation, and other human-environment interactions. No prerequisite.

**GARP 0210 CULTURAL GEOGRAPHY (3)** An examination of the world's major geographic realms, focusing on characteristics such as language, religion, population growth, and national development which give identity to these realms and often spawn conflict between realms.

**GARP 0345 GEOGRAPHY SKILLS AND THEMES FOR TEACHERS (3)** This course updates basic geographic skills of teachers. The geographic themes of location, place, human-environmental interactions, movement, and regions are introduced, discussed and demonstrated. Emphasis is placed upon techniques for teaching concepts of spatial analysis. Prerequisite: GARP 0101 or permission of instructor.

**GARP 0545 GEOGRAPHY SKILLS AND THEMES FOR TEACHERS (3)** This course updates basic geographic skills of teachers. The introduction of the geographic themes of location, place, human environment interactions, movement, and regions are introduced, discussed and demonstrated. Emphasis is placed upon spatial understanding relating to the classroom.

## History

**HIST 0102 WESTERN EXPERIENCE II (3)** A multi-disciplinary approach to understanding the nature of modern (post-1500 A.D.) European civilization. Through lectures and discussions, students will explore demographic, sociological, political, and cultural elements of Europe's evolution from traditional to modern modes of activity and thought.

**HIST 0132 UNITED STATES HISTORY AND GOVERNMENT 1865 - PRESENT (3)** This course traces the history of the United States from the Civil War to the present, surveying the political, economic, social and cultural aspects. Topics include the Civil War, Reconstruction, Industrial Revolution, Progressive Period, 1920's, Great Depression, World War II, Cold War, Civil Rights, Vietnam War, and domestic and foreign politics to the present. The course focuses on major events, presidential administrations, United States Constitution, structure of state and federal government. Not open to students who have taken HIST 0130.

**HIST 0270 PROBLEMS IN AMERICAN HISTORY 20<sup>TH</sup> CENT. BIO (3)** Twentieth Century American Biography is a one semester upper-division course which presents the evolution of twentieth century American history through the medium of personal biography. The course will focus on specific individuals who impacted important events and movements in American politics, reform, war, race-relations, environmentalism, civil rights, academics, and culture. This course is dedicated to the proposition that teaching and learning about American history lose significance and even enjoyment when they are divorced from human beings. The individuals chosen for analysis impacted American history through most of their lives and thus can be regarded as monumentally significant.

**HIST 0300 PROBLEMS IN EUROPEAN HISTORY AGE OF NAPOLEON (3)** The course will examine the rise and fall of Napoleon Bonaparte as the last Enlightened despot and the first modern dictator. It will explore such topics as the Napoleonic code, his relations with the Catholic Church, his reorganization of French Education, Law, Military and the economy. The strategies employed in the decisive battle for control of Europe and the reasons for the downfall of Napoleon.

**HIST 0300 PROBLEMS IN EUROPEAN HISTORY REL./WSTRN CULT. (3)** This course examines the dialogue between the religious traditions of the West, principally Christianity, and other factors in the development of Western culture. Some of the areas of examination include the Jewish origins of the Jesus Movement, the role of women in early Christianity, the encounter between Greek thought and Christian theology, the origins of Western ideas about relations between Church and State, and the cultural synthesis achieved in the early medieval period between the Judeo-Christian, Greco-Roman, and Germanic cultural traditions.

**HIST 0300 INTRO TO HISTORICAL RESEARCH AND ANALYSIS (3)**

**HIST 0302 INTRODUCTION TO HISTORICAL RESEARCH AND ANALYSIS (3)** Seminar that cover the basic skills essential to studying history. Through intensive study of exemplary scholarly works, students learn how to read, discuss, and write about historical literature critically. Also provides workshops in which students develop and sharpen skills and oral presentation. Special attention is given to familiarizing students with all aspects of the research process. Prerequisites: HIST 0101 and 0102; and HIST 0131 and 0132; or permission of instructor.

**HIST 0640 READINGS: TOPICS IN WORLD HISTORY (3)** This is a variable-content class based on the instructor's expertise and interests. Topics may include the Ancient World, Islam, History of Religion, the World and the West, Colonization and Decolonization, or the history of selected regions (Africa, Asia, the Middle East, or Latin America). Readings will include both documentary and historiographical works.

## Interdisciplinary Studies

**IDIS 0610 INNOVATIONS IN THE TEACHING OF MATHEMATICS AND/OR THE SCIENCES 1-(3)** Students will work individually with a professor on a project or activity relating to current innovations in the teaching of mathematics and/or the sciences. Possible sources for studying innovations and developing applicable classroom activities are: new text, media, software, and laboratory materials; attendance at conferences; review and analysis of journal articles; and the presentation of reports on individual and institutional research activities. May be repeated once with consent of the instructor.

## Mathematics

**MATH 0108 ELEMENTARY STATISTICS (3)** An introduction to basic concepts and techniques of statistics for students needing skills for research techniques in education, business, and the physical, life, and social sciences, or simply to understand the mass of statistical information in modern life. Topics include: graphical techniques such as histograms or box plots; measures of location and spread; scatter plots and correlation; sampling and sampling distributions; estimation and statistical inference (confidence intervals and/or hypothesis testing). Prerequisite: High School Algebra II.

**MATH 0110 MATHEMATICAL EXPLORATIONS (3)** An introductory course designed to provide the liberal arts major with an opportunity to develop a broader appreciation of mathematics by exploring ways in which the artistic, aesthetic, intellectual, and humanistic aspects of mathematics are as important as its utility. Topics may include: mathematical reasoning, the infinite, topology, chaos and fractals, symmetry, elementary number theory, modern geometry, and the history of mathematics. Prerequisite: High School Algebra II.

## Movement Science

**MOVP 0100 INTRODUCTION TO EXERCISE SCIENCE (3)** Through observation and experimentation students will examine the cardiorespiratory, musculoskeletal and nervous systems of the body and the impact of exercise on their functioning. The effect of changing one's own personal exercise habits on risk factors for cardiovascular disease, longevity and quality of life will be explored.

**MOVP 0108 PRINCIPLES OF HEALTH AND WELLBEING (3)** Designed to assist the student in developing a lifestyle conducive to good health and wellbeing. Identification of risk factors which affect longevity will be discussed. Included will be substance abuse, emotional and environmental factors, diet and exercise.

**MOVP 0301 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (3)** Philosophy, program planning and methods of teaching children, guided observational experiences of children in schools, presentation of activities suitable in elementary school programs.

**MOVP 0303 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL (3)** An investigation of current content and practices necessary for implementation of effective, integrated early childhood and elementary school health education programs. This course provides an exploration of child health status and the vital role the elementary teacher plays in enabling children to acquire healthful lifestyle behaviors as they grow and develop. Prerequisite: MOVP 0108 or Permission of instructor.

**MOVP 0615 RESEARCH METHODS IN PHYSICAL EDUCATION (3)** This course is designed to provide the student with basic knowledge of research techniques, terminology and methodology in order to apply research findings to physical education teaching. Topics include the nature of research, interpretation of data, design of research and formulation and completion of a research project.

**MOVP 0620 CURRENT ISSUES IN PHYSICAL EDUCATION (3)** Examination and analysis of current issues and trends in physical education. Prerequisite: Permission of Instructor

## Music

**MUSC 0110 BASIC MUSIC THEORY (3)** An introduction to the fundamental aspects of music making including rhythm, notation, scales, intervals, chords, beginning harmony, sight singing, ear training, and keyboard harmony.

## Philosophy

**PHIL 0102 INTRODUCTION TO ETHICS (3)** Introduction to philosophy through consideration of classic and contemporary theories of morality and the best life. Topics may include the concepts of freedom, happiness, justice, dignity, virtue, right/wrong, good/bad, alienation, loneliness, obligation, responsibility, rights and duties, as well as the structure of morality. Special attention is given to the fundamentals of critical analysis.

**PHIL 0109 INTRODUCTION TO PHILOSOPHY OF RELIGION (3)** Introduction to philosophy through analysis of religious beliefs and values. Significant topics include the problem of the existence of god(s), the nature of faith, the nature of god(s) and reality, the question of religious revelation, the reliability of religious experience, as well as the sociological and psychology import of religious belief. Special attention is given to the fundamentals of critical analysis and the interpretation of original texts.

## Physical Science

**GEOL 0124 GEOLOGIC HAZARDS (3)** The Earth is a dynamic planet, whose surface is constantly being modified by the internal processes associated with plate tectonics and by the external processes associated with the hydrologic cycle. Those processes make the Earth an interesting, but sometimes dangerous place to live. This course will explore the factors that shape the Earth's surface by investigating the potential hazards associated with those processes (including volcanic eruptions, earthquakes, tsunamis, landslides, floods, and climate change) and human attempts to predict, prepare for and respond to such events. (formerly PHYS 0124)

**GNSC 0101 PHYSICAL SCIENCE (4)** Includes the basic concepts of physics, chemistry, earth-space science, and the application of scientific methodology to these areas. Topics may include mechanics, heat, sound, light, electricity, magnetism, atomic structure, chemical bonding, plate tectonics, the cycles of the Earth, and astronomy. The relationships of these concepts to societal issues are discussed. Three hours lecture, two hours laboratory per week. (formerly PHYS 0101)

# Psychology

**PSYC 0105 RESEARCH METHODS IN PSYCHOLOGY (3)** Introduction to the scientific method as used in psychology. Students are given laboratory experience at carrying out simple research. Lectures cover the concepts of a hypothesis, an experiment, control procedures, law, and theory. The course focuses on research methods, experimental techniques, and a mention of the basic statistical concepts as they are used in research. Prerequisite: 6 credits in Psychology at the 200-level or above **and** completion of English Composition I and II.

**PSYC 0200 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY (3)** Concerns the application of psychological principles to the problem of people operating within business or industry. Includes such topics as the nature of organizations, effective leadership styles, communication skills, group dynamics, and the role of leisure time. Prerequisite: PSYC 0101.

**PSYC 0203 ADOLESCENT DEVELOPMENT (3)** Course concerns are the adolescent period of life. Lectures cover the various aspects of development: physical, intellectual, social, emotional, and sexual. Several lectures involve the interpersonal aspects of the life of adolescents, including family, peer, and school relationships, vocational choice, and the self-concept. Also covered are various psychological theories of adolescent development as based on available research data. Prerequisite: PSYC 0101.

**PSYC 0303 ABNORMAL PSYCHOLOGY (3)** The etiology, development, and therapy of mental disorders. Stress will be on the psychodynamics of pathological behavior. Consideration will be given to various forms of unusual behavior ranging from anxiety states to psychosis. Analyses of pathological behavior will be based on current theories of maturation, emotion, and personality. Prerequisites: PSYC 0101 **and** PSYC 0201.

**PSYC 0304 SOCIAL PSYCHOLOGY (3)** The individual's behavior and cognition in the social setting. Social psychology includes the processes of interaction, enculturation, prejudice, attitudes, and a psychological analysis of social institutions such as church, family and school. Prerequisite: PSYC 0101.

**PSYC 0312 PHYSIOLOGICAL PSYCHOLOGY (3)** A presentation of the physiological mechanisms of behavior with application to both normal and abnormal human behavior. Includes elementary neuroanatomy and discussion of ethical issues of the discipline. Prerequisites: PSYC 0101 **and** PSYC 0105.

**PSYC 0316 PSYCHOLOGY OF HUMAN SEXUALITY (3)** An overview of human sexuality from the perspectives of physiological, developmental, social, and clinical psychology. Specific topics include theory and research methodology, sexual arousal and behavior, contraception, sexual orientation, variations in sexual behavior, sexual coercion, and sexual dysfunction and sex therapy. Emphasis is placed on the psychological sequelae of these topics rather than their biological, medical, sociological, or ethical aspects. Prerequisite: PSYC 0101.

**PSYC 0353 ST: FORENSIC PSYCHOLOGY (3)**

**PSYC 0359 SENSATION AND PERCEPTION (3)** This course deals with how we construct a conception of physical reality from sensory experience, particularly from sight and sound. We will review the main areas of perception from the neurophysiological, psychophysical, and cognitive points of view: the visual system and seeing, the auditory system and hearing, smell, taste, and touch. A series of lectures and demonstrations will introduce the students to interesting perceptual phenomena. Prerequisites: PSYC 0101 and PSYC 0105.

**PSYC 0555 ST: SPECIAL TOPICS IN GUIDANCE (3)**

**PSYC 0605 PSYCHOPATHOLOGY: DIAGNOSIS & TREATMENT OF CHILDREN AND ADOLESCENTS (3)** This course discusses clinical problems in childhood and adolescence. In particular, pathology found in these populations will be examined as it pertains to diagnosis, assessment, conceptualization and treatment planning. Additional emphasis will be placed on sexual abuse issues, their effects and treatment concerns. Prerequisite: Theories of Counseling or Instructor Permission.

**PSYC 0610 PRINCIPLES AND PRACTICES OF PSYCHOLOGICAL TESTING (3)** This course is designed to give students a broad understanding of the theory and application of group and individual psychological testing. Students will examine the theories and rationales of the instruments and will become acquainted with administration, scoring and interpretation of selected group and individual tests. An analysis of the strengths and limitations of each instrument along with administration criteria will be effected. Students will also examine the social implications and ethical considerations of psychological testing. Prerequisites: PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling or consent of the instructor.

**PSYC 0615 PSYCHOPATHOLOGY: DIAGNOSIS & TREATMENT OF ADULTS (3)** An in-depth look at the diagnosis and treatment of mental disorders in adulthood, focusing on differential diagnoses and contemporary treatment strategies. Class exercises, field trips and speakers will be scheduled.

**PSYC 0623 ADVANCED COUNSELING (3)** Students will further define and refine their theories and styles of counseling developed in Counseling: Theory and Practice. Basic counseling interpretation, confrontation, and self disclosure, will be discussed and practiced. Role plays and the use of audio tapes will be an essential part of this course. EXCEPT WITH WRITTEN PERMISSION OF THE PROGRAM DIRECTOR, THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSYCHOLOGY PROGRAM AT WSC. Prerequisites: PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling, PSYC 0523 Counseling: Theory & Practice.

**PSYC 0624 ADVANCED COUNSELING WITH SUPERVISION (4)** Students will further define and refine their theories and styles of counseling developed in Counseling: Theory and Practice. Basic counseling interpretation, confrontation, and self disclosure, will be discussed and practiced. Role plays and the use of audio tapes will be an essential part of this course. Pairs of students will work with assigned individual supervisors. Supervisors will use audiotapes, videotapes, role plays and/or direct observation, and written transcripts to aid students in the development of individual and group counseling. EXCEPT WITH WRITTEN PERMISSION OF THE PROGRAM DIRECTOR, THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSYCHOLOGY PROGRAM AT WSC. Prerequisites: PSYC 0101 Introduction to Psychology, PSYC0201 Theories of Personality, PSYC 0522 Theories of Counseling, PSYC 0524 Counseling: Theory and Practice. Matriculated students, others by permission of instructor.

**PSYC 0630 ADVANCED DEVELOPMENTAL PSYCHOLOGY (3)** This course will deepen students' understanding and respect for individuals and families at all points in the life-span. Basic and applied research provides a broad-based knowledge of the theories and issues of applied developmental psychology: its roots and new directions. Students pay particular attention to normative rather than maladaptive developmental outcomes, and diverse developmental processes across cultures. They view biological, psychological, and social development as influenced by cultural, economic, and political factors. Highlighted are issues of immediate social relevance, such as day care, adolescent pregnancy, child abuse, developmental assessment, and care for the elderly. Prerequisite: PSYC 0202 Child Psychology, PSYC 0203 Adolescent Psychology, Human Development or permission of instructor.

**PSYC 0635 CRISIS INTERVENTION IN SCHOOLS AND COMMUNITIES (3)** Crisis intervention training is essential for those working with children and adolescents in the schools and community. The course combines practice with principles of crisis prevention and intervention. Topics include crisis theory, adolescent suicide, suicide assessment, post-traumatic stress disorder, system-wide and building-based crisis management dealing with death in the classroom, children's reaction to trauma and child abuse. Prerequisite: Theories of Counseling or Instructor's Permission.

**PSYC 0647 AUTISM AND DEVELOPMENTAL DISABILITIES (3)** The purpose of this course is to familiarize students with autism and other developmental disabilities, as well as empirically validated treatment of these disabilities. Characteristics of the disabilities, reliable and valid diagnostic instruments, and etiological theories will be discussed. Behavior analytic treatment that address the theories related to these disorders will be a focus of the course. Students will become familiar with research based teaching methodologies that can be used effectively with those diagnosed with autism and other developmental disabilities. Prerequisites: PSYC 0646 Principles of Applied Behavior Analysis

**PSYC 0649 BEHAVIORAL INTERVENTIONS (3)** This course requires students to integrate and apply their knowledge of basic behavioral concepts and measurement to both the treatment of challenging behavior and the development of adaptive skills. Both antecedent and consequence-based behavioral interventions are presented through text readings, case studies, and applied research articles. Prerequisites: PSYC 0646 Principles of Applied Behavior Analysis.

**PSYC 0651 SINGLE SUBJECT RESEARCH METHODOLOGY & DESIGN (3)** This course is designed to provide students with knowledge in the theory underlying single subject research methodology and design as well as the application of single subject designs to problems within educational, clinical and other applied settings. Students will learn how to summarize and critically analyze research articles published in peer-reviewed journals. Prerequisites: PSYC 0646 Principles of Applied Behavior Analysis.

**PSYC 0675 CASE STUDY: APPLICATIONS OF THEORY AND PRACTICE WITH PROFESSIONAL ORIENTATION (4)** Required as a writing intensive and integrative capstone experience, students work both independently and in groups to develop integrative responses to a series of case-based questions. Students enroll in this course during their last academic term before entering Internship. Techniques and abilities to apply counseling skills with theoretical rationale will be stressed. The course will also include topics related to professional identity and orientation, human service's management of community programs, managed care, and the interaction and relationship of the mental health profession and public policy. Students will work with an assigned faculty member who is a mental health professional to develop an advanced understanding of the practical and management skills needed in the mental health profession. **THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSYCHOLOGY PROGRAM AT WSC.** Prerequisites: PSYC 0522 Theories of Counseling; PSYC 0524 Counseling Basics with Supervision; Matriculation in the M.A. Psychology program; Completion of a minimum of 24 credits of required work.

## **Public Administration**

**CRJU 0696 INDEPENDENT STUDY FOR M.P.A (3)** Prerequisite: 24 hours completed in M.P.A. program The student engaged in independent study will select and develop topics and readings in the field of criminal justice in cooperation with a professor from the Criminal Justice Department, with the approval of the chairperson and M.P.A. Program Advisor. The independent study must be in accordance with the student's approved program of study and may be used to prepare for the M.P.A. Capstone project requirement. Course syllabus is dependent upon the topic.

**GA RP 0599 INDEPENDENT STUDY (3)** Designed to meet the particular needs of individual students. Plans must be submitted in advance of registration to student's advisor for his/her approval and consent. Topics may include a supervised real-life grant-writing experience (with coaching on how to search for the appropriate funding agency, technical grant-writing skills, analytical research skills, chart and table design skills, and statistical writing skills) or other supervised research on topics in advanced regional planning.

**MGMT 0599 INDEPENDENT STUDY IN NON -PROFIT MANAGEMENT (3)** Designed to meet the needs of individual students. A plan of study including content and method of evaluation will be developed in consultation between the student and supervision graduate faculty member. This plan must be submitted in advance of registration to the student's advisor for his/her approval and consent. Topics such as advanced theories and practices of non-profit management, and issues relating to specific non-profit organizations will be addressed.

**PADM 0630 FOUNDATIONS OF PUBLIC ADMINISTRATION II: PUBLIC POLICY ANALYSIS (3)** Fundamental treatment of the policy-making process in the United States with an emphasis on theoretical explanations of why particular policies are proposed, adopted and implemented by federal, state and local governments. Political science theories of the policy process, methodological problems in the study of public policy, and modes of policy and program evaluation are featured.

**PADM 0680 ST: MANAGING TOWNS AND CITIES (3)**

**PADM 0690 CAPSTONE (3)** This course is required for all students in the master of public administration program and designed as a capstone experience for the program. Under the supervision of a member of the graduate faculty and following approval of the public administration graduate committee, students will undertake a final graduate experience that integrates the principles of the program as exemplified by program standards and specialization with appropriate professional experience. The project consists of an experiential component as well as a research/writing component and is tailored to meet the career goals of the individual student. Students will meet periodically in a seminar to share the work in progress with other students and will present their final project in a public forum arranged by the public administration graduate committee.

**PADM 0690 ST:STRAT. MGMT/NON-PROFIT SECTOR (3)**

## **Social Work**

**SOCW 0103 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE (3)** Pre-professional course designed to introduce the student to the present profession of social work, present social welfare programs, and the history of social work and social welfare.

## **Sociology**

**SOCI 0202 RACE AND ETHNIC RELATIONS (3)** A study of the phenomena which arise when different biological and cultural groups interact, and of theories and methods calculated to reduce antipathy and discrimination against minority groups, with an emphasis on American relations. Prerequisite: SOCI 0101.

**SOCI 0314 COLLECTIVE BEHAVIOR (3)** Study of such phenomena as crowds and mobs, panics and riots, fads and fashions, rumor and propaganda, the formation of publics, and public opinions. Examines the transition from unorganized to organized group behavior, from behavior based largely on emotional contagion to behavior on a shared symbolic framework. Prerequisite: SOCI 0101.

**SOCI 0316 SMALL GROUPS (3)** A systematic study of the influential theoretical and empirical writings and studies, classical and current, dealing with the structure and functioning of small groups; the influence of small groups research on theoretical perspectives in macro-sociology. Prerequisite: SOCI 0101.

**SOCI 0317 SOCIOLOGY OF DEVIANT BEHAVIOR (3)** This is an upper-level course which will examine various social behaviors that are considered as “deviant”. Beginning with definitions of deviance, the course will progress to an examination of the extent of deviant behaviors, theories of the causes of deviant behavior, and the role of social control. There will be a rather broad range of specific behaviors considered, with an overall aim to provide students with a distinctly sociological frame of reference through which a fuller understanding of such behaviors may be gained. Policy implications will also be discussed. Prerequisite: SOCI 0101.

**SOCI 0318 SOCIOLOGY OF MEDICAL CARE (3)** Examination of existing theory and research on medical care of a social institution. Study of the relation of social factors to illness, both physical and mental, and its distribution. Attitudes and beliefs regarding illness and the response to illness in various societies. Sociological analysis of hospitals as social organizations, of the medical profession, and of medical education. Comparison of medicine as it is practiced in the United States and in other countries. Prerequisite: SOCI 0101.

## **World Language Studies**

**LANG 0210 LANG., CULTURE AND SOCIETY (3)**