

| Course ID | Course Title                              | SH | GE Student Learning Outcomes | Area of Knowledge      | Curricular Theme | Pre-Req | Course Description   |
|-----------|---|----|------------------------------|------------------------|------------------|---------|--|
| AAS 1301  | Introduction to Africana Studies          | 3  | Critical Reading             | Foreign Lang & Culture | None             | None    | Formally institutionalized in the American academy in the last half of the twentieth century, Africana Studies is a vibrant and dynamic discipline that creates new knowledge about the world and human existence through the critical and comprehensive study of the peoples, cultures, and ideas of Africa and the African diaspora. In this introductory lecture course students will examine the history and evolution of the discipline, key scholars, ideas, and themes, ideas, central disciplinary questions and debates, and prominent theoretical and methodological frameworks used by Africana Studies scholars. Students will also engage Africana social and political thought and literary, cultural, and aesthetic forms and expressions. In all, this course is designed to enable students to develop a solid disciplinary understanding of Africana Studies, gain facility in understanding the conceptual, theoretical, and analytical frameworks of the discipline, and acquire skills in critically comprehending interdisciplinary scholarship. |
| AAS 2301  | Intro to African/AA Studies               | 3  | Critical Reading             | Foreign Lang & Culture | None             | None    |  |
| AAS 2312  | Afrocentric Wisdom and Value              | 3  | Critical Thinking            | Foreign Lang & Culture | Ethics           | None    | This course in critical thinking focuses on wisdom literature from selected African countries, Brazil, the West Indies, and the United States. Students will read and critically discuss Afrocentric folk literature, proverbs, poetry, music, mother-wit, essays, films, and sacred texts. Emphasis is placed on analyzing the subtle messages that exist within the selected literatures and the value of literature within Afrocentric cultures and societies. Upon completion of this course, students will demonstrate effective critical thinking skills.  |
| AAS 2313  | From Back Stage/Center Stage              | 3  | Critical Thinking            | Foreign Lang & Culture | Diversity        | None    |  |
| AAS 2314  | Shades of Black                           | 3  | Critical Thinking            | Foreign Lang & Culture | Diversity        | None    |  |
| AAS 2315  | Black Female Identity through Time        | 3  | Critical Thinking            | Foreign Lang & Culture | None             | None    |  |
| AAS 2315  | Language, Literacy & Liberation in Africa | 3  | Critical Reading             | Foreign Lang & Culture | Globalization    | None    | This course introduces students to issues of language in African education. Language is a major tool that each education system uses either to make education accessible or inaccessible to its intended population. Through close reading and critical analysis of carefully selected material on language and education in Africa, students will be exposed to different aspects of African indigenous knowledge and how language has been used to convey or offer those kinds of "knowledges." Texts introduced in class will be used to foster students' critical reading skills and at the same time enable them discover the pivotal role of language in African education prior to colonialism, during colonialism, and after colonialism. Discussions in this course will be used to generate critical perspectives on the role of African languages vis-a-vis former colonial languages that have now taken over the role of media of instruction in education.   |
| ACC 1301  | Introduction to Financial Literacy        | 3  | Critical Reading             | Soc/Beh Science        | None             | None    | This course introduces basic concepts of financial literacy. Students will increase awareness of how emotional decision-making and manipulative messaging of marketers, the media, family, and peers affect financial behavior. The concepts learned will help students to be informed and prepared to be effective managers of financial resources, as well as to avoid emotional pitfalls and understand the costs and benefits of financial decisions.  |
| ART 1301  | Intro to Art                              | 3  | Critical Thinking            | Fine Arts              | None             | None    |  |
| ART 1311  | Drawing I                                 | 3  | Critical Thinking            | Fine Arts              | None             | None    | This course provides a comprehensive and systematic introduction to the art of drawing, focusing on the mystery of traditional skills as the basis for expressive drawing. The course offers an introduction to the range of subjects, media, and techniques that provide a framework for developing individual ideas and approaches, with expression as the goal. (Five hours per week)   |
| ART 1314  | Intro/Comp Art & Design                   | 3  | Critical Thinking            | Fine Arts              | None             | None    | This course is designed to introduce the student to the fundamentals of computer imaging. The basic objective of this course is to show the artist or designer how creativity, graphic design, and technical skill can be enhanced by using the computer as a powerful design tool. (Five hours per week)  |
| ART 1315  | Electronic Imaging                        | 3  | Critical Thinking            | Fine Arts              | None             | None    | This studio course builds on Photoshop skills introduced in Introduction to Computer Art and Design. It introduces the tools needed to achieve professional-quality results in photo retouching, image editing, compositing, collages and photomontages. Students learn to create original artwork using the latest media and tools.   |
| ART 2301  | Art History                               | 3  | Critical Thinking            | Fine Arts              | None             | None    | This is a survey course which traces the development of the visual arts from cave paintings through the 17th century. Works from prehistoric, Egyptian, Greek, and Roman through Early Christian, Medieval, Renaissance, and Baroque art will be discussed. Emphasis will be placed upon understanding the various examples of painting, sculpture, and architecture both in the context within which they were created and as part of the larger picture that constitutes the history of art. (Three hours per week).   |

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| ART 2302 | Art History II                     | 3 | Critical Thinking     | Fine Arts       | None      | None                        | This is a survey course which follows the development of styles begun in the late 17th century to the profusion of styles in the 20th century. Emphasis will be placed upon the beginnings of the various styles and their contribution to the mainstream of what is known as modern art. (Three hours per week)   |
| ART 2309 | Latin American Women Artists       | 3 | Written Communication | Fine Arts       | Diversity | None                        | The course introduces students to major modern and contemporary Latin American women artists (1900 to the present). It addresses the education, status and working conditions of women artists in Latin America. The course will provide a survey of paintings, sculptures, prints, photographs, films/videos, literary works and installations by major Latin American women artists such as Frida Kahlo, Tina Modotti, Remedios Varo, Maria Izquierdo, Amelia Pelaez, and Ana Mendieta among many others.  |
| ART 2312 | Drawing II                         | 3 | Critical Thinking     | Fine Arts       | None      | ART 1311                    | This studio course is designed to build upon the traditional skills gained in the introductory drawing course. It provides a wider range of experiences in drawing for the student who is self-motivated and capable of reaching beyond traditionally acceptable solutions.  |
| ART 2331 | Painting I                         | 3 | Critical Thinking     | Fine Arts       | None      | None                        | This is a studio art course that develops skills and techniques in watercolor, oil and acrylic painting. Old Master techniques of glazing, scumbling, etc., will be introduced as well as modern techniques of <u>we-into-wet, half and full impasto, and palette knife.</u>   |
| ART 3303 | Figure Drawing                     | 3 | None                  | Fine Arts       | None      | ART 1311 & 1312             | This course is designed for art majors who have completed both Drawing I and II. It utilizes live models in order to help students understand the vast range of lines, shapes, forms, textures, colors, values, rhythms, and gestures that exist within the universal microcosm of the human form. Students will use a wide variety of materials and techniques, and exercises will range from quick gesture drawings to fully developed anatomical studies to personal aesthetic statements inspired by the human figure.   |
| ART 3305 | African American Art               | 3 | Written Communication | Fine Arts       | None      | ART 2302 or Perm            | This course examines art created by African-American artists in the United States from the 19th century to the present day. Painting, sculpture, architecture, textiles, and other artistic forms, are examined, considering formal style, subject matter, function, context and meaning. A particular focus is placed on the emergence of African-American artists in the post-Civil War period, the Harlem Renaissance, mural production, and artists working in contemporary society. As much as possible, the course will examine works of art that can be viewed in person: in the Diggs Gallery, O'Kelly Library and elsewhere on campus, and in the local community. There is an emphasis placed on writing in this course. |
| ART 3354 | Digital Photography                | 3 | Critical Thinking     | Fine Arts       | None      | None                        |  |
| BCO 2311 | Business Communications            | 3 | Written Communication | None            | None      | ENG 1302                    | This course examines the application of communication principles to current business situations. Emphasis is placed on memoranda, letters, policy statements, procedures, interviews, group discussions, research methodology, organizations and interpretations of data and report writing.   |
| BIO 1301 | Biological Concepts (Level 1)      | 3 | Scientific Literacy   | Natural Science | None      | RED 1311                    | This introductory course covers basic biological principles and mechanisms, such as cells, molecules, evolution, diversity, physiology and genetics. This is a three credit hour course and may be accompanied by BIO 1101. Please note that this course does not fulfill a pre-requisite for BIO 2311 (Anatomy and Physiology I) or BIO 1331 (General Microbiology).  |
| BIO 1302 | Plants & Civilization              | 3 | Scientific Literacy   | Natural Science | Health    | None                        | This course explores the fascinating ways in which plants have an impact on the quality of human life, from the perspectives of science, history, economics, and sociology. The relationship between plants and people is discussed in terms of how and why plants are used for food, medicines, clothing, and other products. Introductory course that fulfills the natural science and scientific literacy general education requirements. Not normally open to biology or biotechnology majors.   |
| BIO 1303 | Scientific Ethics                  | 3 | Oral Communication    | None            | Ethics    | None                        | This course describes the ethical foundations of scientific practices and some of the personal and professional issues that researchers encounter in their work. The code of conduct that professional scientists agree to follow will also be discussed along with the consequences of misconduct in science. The collection and presentation of data, authorship, and conducting human animal research will also be shared through professor and student-led discussions.  |
| BIO 1305 | Human Heredity, Genetics & society | 3 | Scientific Literacy   | Natural Science | None      | None                        | Human Heredity, Genetics and Society is an introductory genetics course that fulfills the natural science and scientific literacy general education requirements. This course explores the basic principles of human genetics, including chromosomes, cell division, and Mendelian inheritance. Environmental and social issues such as cancer, cloning, biotechnology and reproductive technology are discussed.  |
| BIO 1307 | Scientific Writing                 | 3 | Written Communication | None            | None      | ENG 1302 & BIO 1315 or 2302 | This course will introduce students to the special kinds of writing that science demands: lab reports, articles, review articles, and responsibly researched essays for the general public. Emphasis is placed on the sorts of reading and writing that scientists are expected to do. Discussion focuses on the qualities that are acceptable in scientific writing, and the pitfalls that science writers must avoid. Finally, the aim of this course is to develop skills both in critical reading and in preparation of clear, persuasive scientific writing.  |

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| BIO 1311 | Intro to Biology                                     | 3 | Scientific Literacy  | Natural Science | None    | RED 1311         | This course is intended for Health Sciences and related majors. It will cover major biological concepts that are the basis of modern biology and medicine. These concepts include, but are not limited to, the classification of organisms, cell biology, biomolecules, genetics, cellular respiration and photosynthesis.  |
| BIO 1313 | General Biology I                                    | 3 | Scientific Literacy  | Natural Science | None    | RED 1311         | Biology 2301 is a first year course emphasizing basic biological principles and the process of science. Biology 2301 is specifically designed for pre-biology, pre-health, and pre-exercise science majors and provides background for molecular and cellular concepts including, but not limited to molecules, cells, and membranes. The course also provides the background needed to progress to advanced courses. Three hours of lecture and one hour of recitation per week. <b>For biology and Biotechnology Pre-Majors, a corequisite of BIO 2101 is required.</b>   |
| BIO 1314 | General Biology II                                   | 3 | Scientific Literacy  | Natural Science | None    | BIO 2101 & 2301  | Biology 2302 is a curriculum course emphasizing basic biological principles. Biology 2302 is specifically designed for biology majors and honors students and provides an introductory survey of the diversity of life: prokaryotes, protists, plants, fungi and animals. The structure and function of plants and animals will be covered in more depth. There will be an introduction to ecology and the environment. The course provides the background needed for biology majors as they progress to advanced courses.  |
| BIO 1315 | Intro to Biotechnology and Molecular Biology (Lvl 2) | 3 | Scientific Literacy  | Natural Science | None    | BIO 2301         | This course provides an introduction that is needed by students planning on pursuing graduate studies in Biotechnology and Biomedical Research. Introduction to Molecular Biology and Biotechnology is designed for students interested in pursuing a career in biomedical research and biotechnology. The lecture course focuses on basic knowledge needed for success in the biotech industry laboratory by presenting a balanced coverage of molecular biology, historical developments and contemporary applications. Cutting-edge technologies and concepts in biotechnology will be discussed, as well as detailed information on agricultural, medical, forensic, and regulatory issues that impact the biotechnology industry   |
| BIO 1320 | Environmental Biology                                | 3 | Scientific Literacy  | Natural Science | Sustain | RED 1311         | This course will provide students with an understanding of major environmental issues from a basic science perspective. Basic science topics include ecosystem structure, energy flow, biogeochemical cycles, population growth and regulation and evolution. Environmental issues covered include human population growth, agriculture and food, and pest control. Conservation of forests and wildlife, preservation biological diversity, energy use, water and air pollution, ozone depletion and global warming.   |
| BIO 1331 | General Microbiology (Lvl 2)                         | 3 | Scientific Literacy  | Natural Science | None    | BIO 1311         | This course acquaints the student with the fundamental principles governing the diversity, morphology, activities and significance of microorganisms such as bacteria, rickettsias, clamydias, fungi, algae, protozoa, and viruses. In laboratory work, attention is given to the study, techniques and growth conditions of some of these organisms. <b>This course is for Nursing majors.</b>   |
| BIO 1340 | Human Biology & Disease (Lvl 1)                      | 3 | Scientific Literacy  | Natural Science | Health  | RED 1311         | Disease affects all people. In this course, students will examine basic biological concepts and their relationship with human health and disease. Questions to be addressed include: Why does disease occur? How is disease influenced by lifestyle? How is disease influenced by genetics? Why do some ethnic groups get certain diseases more often than other ethnic groups? Diseases to be discussed include, but are not limited to, sickle cell anemia, diabetes, obesity, cancer and AIDS. Students will learn how the structure and function of normal molecules, cells, and systems differ from those that are diseased. Additional concepts include the scientific method, natural selection, immunity and nutrition. Students will explore the concepts of disease using case studies, news articles, assignments and a required textbook. Evaluation will be based on participation, completed assignments, oral presentations, and exams. <b>This course satisfies the general education requirement for Biology. Please note that this course does not fulfill a pre-requisite for BIO 2311 (Anatomy and Physiology I) or BIO 1331 (General Microbiology).</b>  |
| BIO 2304 | Scientific Invest. Of Diseases                       | 3 | Information Literacy | Natural Science | None    | None             | Scientific Investigation of Diseases is an information literacy course that will equip students with the set of abilities that will allow them to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. This course will involve students being presented with hypothetical medical scenarios in which pseudo patients exhibit specific signs and symptoms of an unknown disease or disorder. The students will be presented with hypothetical scenarios in which pseudo-patients exhibit various symptoms and signs. The students will then be required to utilize various types of informational resources (i.e. scholarly articles, publications, and mass media sources) in an effort to identify the possible diseases or disorders possessed by the patients. In addition to making diagnoses, the students will also access, evaluate, organize and use various forms of information to make recommendations about treatment and prognosis for the patients. The students will then demonstrate their understanding of the biology behind various diseases and disorders by presenting the information they have accessed, organized and evaluated in written and/or presentation form. The students will leave this course being able to use not only classroom material provided by the instructor, but also the knowledge that will allow them to use other resources from the broader community and the mass media. Students in essence will learn how to learn in this course. |
| BIO 2310 | Zoology  | 3 | None                 | Natural Science | None    | 5/9/2019<br>None |   |

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| BIO 2311 | Anatomy & Physiology I        | 3 | Scientific Literacy   | Natural Science        | None   | BIO 1311 or BIO 2301 | In this course, students study the body as a whole by identifying surface landmarks, body cavities and viscera. Consideration of the relationship between structure and function of individual cell types and tissues precedes the study of the following systems: integumentary, skeletal, muscular and nervous. Three 50 minute or two 75 minute lectures periods per week. Pre-requisite: A grade of C or better in BIO 1311 or BIO 2301 or a satisfactory score on the Biology Placement test. Co-requisite: BIO 2111.  |
| BIO 2312 | Anatomy & Physiology II       | 3 | Scientific Literacy   | Natural Science        | None   | BIO 2311             | In this course, students learn to describe the anatomical features and physiological roles and mechanisms of action of the following systems: nervous system and special senses, endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. Students are required to relate the functions of the individual body systems to the functioning of the body as a whole. Three 50 minute or two 75 minute lecture periods per week.  |
| BIO 2316 | Botany                        | 3 | None                  | Natural Science        | None   | None                 |   |
| BIO 3231 | Microbiology                  | 2 | None                  | Natural Science        | None   | BIO 1315 or 2302     | The morphology and physiology of selected microorganisms are considered in detail. Their beneficial detrimental effects are studied. Immune mechanisms through which animals protect themselves from specific organisms are introduced.   |
| BLA 2325 | Business Law I                | 3 | Critical Thinking     | Soc/Beh Science        | Ethics | None                 | This course provides a broad analysis of the legal constraints and restraints placed on business. Emphasis is placed on the nature and function of legal rules; the courts and attendant legal processes, including judicial lawmaking; lawmaking by legislatures; government regulation and control of business; and the role and influence of various specific administrative agencies.   |
| BLA 2327 | Business Law II               | 3 | Critical Reading      | Soc/Beh Science        | Civics | BLA 2325             | This course deals with property law, contract law, estate law, bankruptcy law, partnership law, corporate law, and the role of government in the business world.  |
| BUA 2350 | Fundamentals of Intl Business | 3 | Information Literacy  | None                   | None   | None                 | This course is an overview of international business. Topics addressed include theories of international trade, foreign direct investment, evolution of the international monetary systems, balance of payments, international institutions such as WTO, IMF, OECD, OPEC, regional economic integrations such as NAFTA and EU, big emerging markets, currency regimes and exchange rates, political, legal, cultural, social, economic and technological dimensions of the international business environment, overview of entry modes such as exporting, licensing, franchising, joint venturing and outsourcing and future of the international business. |
| BUA 3302 | Business Ethics               | 3 | Written Communication | Soc/Beh Science        | Ethics | None                 | This course examines the ethical dimensions of business and the role ethics plays in sound business decisions and a healthy workplace environment. Various ethical theories and corporate models will be studied. Practical application of ethical theory will be discussed through case study analysis, study of various corporate ethics codes, and student research of current ethical issues in business.   |
| CHE 1311 | Gen Chem Health Sci Majors    | 3 | Scientific Literacy   | NA                     | None   | None                 |   |
| CHE 1313 | Gen Chem I                    | 3 | Critical Thinking     | Natural Science        | None   | None                 |   |
| CHE 1314 | Gen Chem II                   | 3 | Scientific Literacy   | Natural Science        | None   | None                 |   |
| CHE 2326 | Organic Chem I                | 3 | None                  | Natural Science        | None   | None                 |   |
| CHE 3346 | BioChemistry I                | 3 | None                  | Natural Science        | None   | None                 |   |
| CHI 1318 | Intro to China in the World   | 3 | Oral Communication    | Foreign Lang & Culture | Global | None                 | CHI 1318 is an introductory course on the general history of China and its engagement with the rest of the world. In addition, students will learn about the linguistic features of the Sino-Tibetan language family spoken in China and surrounding communities, and how the youth in China use the language to engage the outside world through social media. All materials for the course will be in English and discussions of culturally related topics will be conducted in English.  |
| CHI 2311 | Intermediate Chinese          | 3 | None                  | Foreign Lang & Culture | None   | None                 |   |
| CHI 2312 | Intermediate Chinese II       | 3 | None                  | Foreign Lang & Culture | None   | None                 |   |
| CLS 2402 | Medical Biochem               | 4 | Scientific Literacy   | Natural Science        | None   | BIO & CHE experience | This is a one semester course that emphasizes protein structure, function, synthesis, and characterization; energy yielding metabolism of sugars; biological membranes and pathways; flow of genetic information, DNA and RNA structure; constructing and cloning DNA; gene expression in eukaryotes and prokaryotes; viruses and oncogenes; and enzymes and enzymatic activities. Emphasis is placed on how each of these molecules affect health and disease. You also need to have computer skills, hardware and software to participate in this course.   |
| CSC 1306 | Computer & Its Use            | 3 | Information Literacy  | None                   | Ethics | None                 | This course provides an introduction to the use of digital computers, applications software, I/O devices, storage devices, systems software, software evaluation, and computer ethics. Laboratory sessions include extensive hands-on experience using word processing, database, spreadsheet, and other software used in various fields of study. Laboratory work required.  |
| CSC 1310 | Computer Programming          | 3 | Critical Thinking     | None                   | None   | None                 | This course is an introduction to problem-solving methods and algorithm development. It includes program design, coding, debugging and documentation using a high-level language. Laboratory work required.   |

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| CSC 1311 | Comp Programming II                           | 3 | Critical Thinking     | None                      | None          | CSC 1310                               | This course offers continued development in program design. Larger programs are introduced incorporating string and file processing, internal search/sort methods, and simple data structures. Laboratory work required.   |
| CSC 1315 | Intro to Data Science                         | 3 | None                  | Math & Quantitative Logic | None          | None                                   | This course serves as an introduction to the interdisciplinary field of data science. It covers key aspects of data exploration, fundamental concepts of data computation and focused subject areas such as data visualization based on practical and intuitive approach. Students will acquire a working knowledge of data science through hands-on class work using open data sources from areas such as finance, healthcare and science. Topics to be covered include data collection, cleansing, integration, modeling, analysis, prediction and visualization.  |
| CSC 2330 | Computer & Its Use II                         | 3 | Information Literacy  | None                      | Ethics        | CSC 1306                               | This course is a continuation of CSC 1306. It provides more advanced exposure to commonly used software, including computer graphics applications design, desktop publishing, database programming, spreadsheet functions, and other applications. Laboratory work required.   |
| DRA 2306 | Intro to Dramatic Arts                        | 3 | None                  | Fine Arts                 | None          | None                                   | This course is a survey covering the various periods of theater history, the styles of drama, and selected plays of the various periods. The course serves as an introduction to the field of drama.   |
| DRA 3321 | Play Production                               | 3 | None                  | Fine Arts                 | None          | SPH 2341 or DRA 2306                   | This course provides a study of all of the elements of production with special emphasis on the practical "Little Theatre" methods. Students make use of watercolors and paper in designing theater needs. The course is open to students taking art courses, future teachers, and students who are taking Introduction to Dramatic Arts or those who have had SPH 2341.  |
| ECO 2310 | Concepts of Health Econ                       | 3 | Critical Thinking     | Soc/Beh Science           | Civics        | None                                   |  |
| ECO 2311 | Principles of Micro Econ                      | 3 | Critical Thinking     | Soc/Beh Science           | Civics        | None                                   | In this course, a presentation is made of the fundamental principles and problems of economics, with emphasis on consumer demand, production costs and price determination within various market structures.   |
| ECO 2312 | Principles of Macro Econ                      | 3 | Critical Thinking     | Soc/Beh Science           | Globalization | None                                   | In this course a presentation is made of the fundamental principles and problems of economics, with emphasis on income distribution, money and banking, economic growth and stabilization, current domestic and international economic problems and world economics.   |
| EDU 1301 | CSI: Critiques of Societal Issues             | 3 | Information Literacy  | Soc/Beh Science           | None          | None                                   |  |
| EDU 1351 | Current Critical Issues & Trends in Education | 3 | Critical Reading      | Soc/Beh Science           | None          | None                                   | This course is a survey of the current and critical issues and trends in education. There will be a focus on critical reading, analysis and writing. This freshmen level course will help prepare students to become critical readers and better writers. No prior knowledge of these issues and trends is required. This is a level II course.  |
| EDU 2301 | Advancing the Academic Success of Black Males | 3 | Critical Thinking     | Soc/Beh Science           | Diversity     | None                                   | From a critical thinking perspective, this course will interpret and analyze the academic and social inequities affecting Black males in American P12 schools. Emphasis will be placed on building students' critical thinking skills as students unpack the current research on Black male academic and social progress as it relates to literacy development and discipline disproportionality. Students will identify culturally relevant practices for supporting the productive development of Black male students in a effort to cultivate more socially just learning environments for all students.  |
| EDU 2322 | Promoting Social Justice through Education    | 3 | Written Communication | Soc/Beh Science           | Diversity     | Lvl 1 writing course, Sophomore Status | This writing intensive course will provide students with the opportunity to develop an approved written proposal for service learning projects/problem based learning project based on the analysis of a series of complex, real-world problems regarding the social justice for parents and students within a specific low-income, high-need school community. The course emphasizes the ways students can advocate for parents and students in a community and use community agencies and resources to implement a project. This course emphasizes written communication for the purpose of seeking approval of a service learning project and emphasis is placed on working with culturally and linguistically diverse students, parents, schools and the community.      |
| EDU 2334 | Education, Culture & Society                  | 3 | Information Literacy  | Soc/Beh Science           | Diversity     | None                                   | This course provides an interdisciplinary perspective that focuses on the following issues: the purpose of education, who benefits from education, societal conditions that impact student learning, the organization of schooling, and contemporary issues in education. The course is designed to provide students with a clear understanding of the issues and controversies confronting American education today. The course will examine such questions as the following: (a) How do schools help maintain and perpetuate social inequality, (b) How do factors of race, class, and gender affect the educational experiences of students both within and across schools? (c) What is the ultimate purpose of education, and how can society best achieve this purpose? |
| ENG 1301 | Freshman Comp                                 | 3 | Written Communication | None                      | None          | Placement                              | This course is designed to improve the students' ability to understand the written language and to communicate their ideas to others, especially in written form. Students discover, develop, organize, and then communicate their thoughts and evaluate the ideas of others. They work on speaking and listening skills in group discussions and in oral presentations. They use word processing extensively, including completing the common examination in the Writing Laboratory.  |

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| ENG 1305 | Thinking and Writing Critically about Lit  | 3 | Written Communication                             | Literature             | None      | None                            | This course focuses upon the application of rhetorical and linguistic principles to the critical examination of various works of literature. Students will develop proficiency in reading literary works and use critical analysis skills to discuss, evaluate, and write about these works of art, their style and the context in which they were written. Works from various literary genres, will be utilized in a substantial number of writing assignments focused on both honing writing skills and the critical analysis of the literature presented.  |
| ENG 1312 | Engaging the World through writing         | 3 | Written Communication                             | None                   | None      | None                            |   |
| ENG 1313 | Writing in a Digital World                 | 3 | Written Communication                             | None                   | None      | None                            |   |
| ENG 1314 | Compositions/Current Events                | 3 | Written Communication                             | None                   | None      | None                            |   |
| ENG 1315 | BLK Spec LIT/20th & 21st Century           | 3 | Written Communication                             | None                   | Diversity | None                            |   |
| ENG 2301 | World Lit I                                | 3 | Critical Reading                                  | Literature             | None      | 2 Written Comm classes          | This is a study of selected world literature from its beginnings to the seventeenth century. Attention is given to major genres and to the intellectual and cultural values of the literature studied.  |
| ENG 2302 | World Lit II                               | 3 | Critical Reading                                  | Literature             | None      | 2 Written Comm classes          | This is a study of selected world literature from the seventeenth century to the present. Attention is given to major genres and to the intellectual and cultural values of the literature studied.   |
| ENG 2304 | Happily Ever After: Fairy Tales            | 3 | None  | Literature             | Diversity | None                            |   |
| ENG 2306 | Women's Lit in a Global Context            | 3 | Critical Reading                                  | Literature             | Global    | None                            |   |
| ENG 4328 | African American Women Writers             | 3 | Critical Reading, Critical Thinking, Written Comm | Literature             | None      | None                            | This course will introduce students to major modern African American women writers. The focus is on dominant themes, issues and the literary devices found in the texts.  |
| ESL 2305 | Lang, Culture & Crosse Culture Interaction | 3 | Written Communication                             | Foreign Lang & Culture | Global    | Sophomore                       | The course will engage students in critical inquiry about the relationship between language and culture, which defines humans' outlook on the world. Students will learn about diverse cultures and languages so that they acquire an integrative understanding of the shared human values across significant differences. Metaphorically put, the course will help students 'figure out the foreigners' and 'step out and fit in around the world.' The course will focus on language universals, on different linguistic ways used in communication by different societies, and on some effective strategies for appropriately addressing the challenges posed to cross-cultural communication by cultural and linguistic diversity. The course may be used as a course that satisfies some of WSSU'S general education requirements as well as an elective course for students majoring in elementary education with an academic concentration in TESL |
| ESL 2310 | Englises of the World                      | 3 | Critical Thinking                                 | Foreign Lang & Culture | Global    | Sophomore                       | This course will familiarize the students with the global spread of English and its linguistic, social and cultural implications for the world's nations as well as for international communication. The course aims at examining and re-evaluating concepts such as <i>native speaker</i> , <i>non-native speaker</i> , <i>linguistic ownership</i> , <i>language variety</i> as well as the new meaning attached to them in the globalized era. The course will serve as a course that satisfies some of the WSSU's general education requirements as well as an elective course for students majoring in elementary education with an academic concentration in TESL.  |
| ESL 3315 | Gender Differences in Language Use         | 3 | None  | Foreign Lang & Culture | Diversity | One Lvl 1 writing & 1 CT course | The course will introduce students to the study of the relationship between language as used by women and language as used by men as well as the cultural/social expectations of such use. Students will be introduced to investigative tools they need in order to be able to conduct their independent exploration of problematic areas, such as, language power and women's status, female vs. male style in communication and interaction, language and gender stereotypes, miscommunication across genders, promotion of gender equality in language use, and ungendered language.   |
| EXS 1301 | Lifestyle Behaviors for a Healthy Heart    | 3 | Quantitative Literacy                             | None                   | Health    | None                            | This course is designed to introduce the student to fundamental aspects of cardiovascular health, wellness, fitness and healthy lifestyle behaviors using evidence-based health data easily accessible to the public for free. With the emphasis on lifestyle modifications to promote heart health and overall health and wellness, this course will prepare undergraduate students to 1) calculate cardiovascular disease (CVD) risk factors and understand how lifestyle behaviors contribute to chronic disease risks, 2) organize and analyze data, 3) interpret quantitative information and draw conclusions and, 4) evaluate the presentation of health data in mass media, e-learning and web-based sources.   |

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| EXS 2301 | Decision Making & Character in Sports          | 3 | Oral Communication                  | Soc/Beh Science           | Ethics | None     | Would you participate in a hazing activity if all your friends were involved? Would you bench the best player on your team for violating a major rule the night before the championship? Would you intentionally go for the quarterback's injured leg? Throughout life, individuals are forced to make decisions that range from the mundanely simple to the stressfully complex. Individual decisions can lead to a character assassination or glorification. Athletes, coaches and others involved in the sports world make numerous decisions, which are quickly highlighted on the 6:00 news. Throughout this course, we will investigate some of those decisions, reasons we make good and poor decisions, and whether it's possible to avoid making costly mistakes. The purpose of this course is twofold: (a) to help students understand the decision making process and its impact on character, and (b) to teach students how to communicate their ideas and the ideas of others effectively. |
| EXS 2310 | Demystifying the Stats in Health Science       | 3 | Quantitative Literacy               | Math & Quantitative Logic | Health | None     | This course will introduce the students to the use of statistical methods for analyzing publically available data within the health sciences. The objective of the course is to guide students through common statistical methods including frequencies, descriptive statistics, means, correlations, t-tests, analysis of variance, and simple linear regression. This course meets the general education requirement for quantitative literacy.  |
| EXS 2325 | Sport & Exercise Psychology                    | 3 | Written Communication               | Soc/Beh Science           | None   | PSY 2301 | This course will aid students' familiarization with psychological concepts and their applications in a sport and exercise environment. Students will be introduced to theories and research in the field of sport and exercise psychology. The course is designed to address psychological factors affecting an individual's behaviors as they relate to sport performance, exercise, health and/or rehabilitation. In addition, the course will cover means to enhance performance in areas of sport, exercise, health and/or rehabilitation using psychological skills. Written communication is a primary focus.  |
| FIN 2357 | Personal Financial Planning                    | 3 | Quantitative Literacy               | None                      | None   | None     | This course will help students organize their financial lives by learning and implementing selected principles of accounting, finance, and management. The course will address value and risk determination by dealing specifically with the analysis of one's financial status, goal setting and planning, and decision making. Risk analysis, savings and investment principles, taxes, debt management, retirement, and estate considerations are areas which guide the financial management of individuals and businesses alike. Credit cannot be earned for both this course and FIN 2356.  |
| FLS 2303 | Literature of India & South Asia               | 3 | Critical Reading                    | Literature                | Global | None     | This course is a study of selected literary works and related artistic products from India and South Asia. The thematic and genre focus is broad, including works from the Ancient Hindu and Classical periods, early Buddhist tales, and medieval mystical poetry from a range of traditions. Though the texts are from before the eighteenth century, the course explores the persistent legacy and globalization of Indian ideas, as well as the diaspora of South Asians which echoes the past and spreads this legacy. Readings, film viewings, lectures, and discussion are in English, and no prior knowledge of the region is required.  |
| FLS 2315 | Literature of African Diaspora in the Americas | 3 | CR, Critical Thinking               | Literature                | Global | None     | Literature of the African Diaspora in the Americas is designed to introduce students to English translations of literary works originally composed in the languages offered in the Department of World Languages and Cultures. These texts will be studied within the framework of major literary and ideological movements that defined a Black aesthetics in the Americas. Principally, the course analyzes the concept of an African Diaspora and its impact on the literary expressions about the African presence and contributions in the Americas. The geographic scope of the course (from the Seward Peninsula to Patagonia) makes it amenable to different approaches and can be taught by any member of the faculty in the department.  |
| FLS 2317 | The African Epic & Oral Traditions             | 3 | Critical Reading, Critical Thinking | Literature                | Global | None     | This course investigates major epics from Africa and their significance to their respective communities. The course takes a context- performance perspective by asserting that the African epic is a living and lived event among its people. The course will explore the controversies that surround the African epic. Questions such as what is an African epic and how does the African epic differ from other epics of the world will be explored. Examples of works to be reviewed include Shaka Zulu, Furno Liyongo, Sundiata, Mwindo, Ozidi, etc. These works will be read and discussed to better understand their commonality and differences in representing their respective cultures.  |

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| FLS 2320 | Intro to Contemporary African Lit                 | 3 | Critical Reading, Critical Thinking | Literature                         | Global  | None            | This course introduces students to the social, cultural, political, and economic aspects of African people as represented by 21st century contemporary African writers in their literary works. Through close reading and critical analysis of novels, short stories, poetry, drama, and film, students will explore topics such as the aftermath of colonial encounter, the conflict between tradition and modernity, the negotiation of African identities, post-independence disillusionment, gender issues, and the impact of globalization on the modern African society. The discussion of the selected works of fiction will foster a comparative approach that enables students to discover the similarities and the differences apparent in the cultures and historical contexts where these literatures emerge. At the end of the course students will have an improved appreciation of literary works made possible through the linguistic richness of African writing and a better understanding of the African people and their ways of life.   |
| FLS 2323 | Intro to African Cultures through Music and Dance | 3 | None                                | Foreign Lang & Culture             | Global  | None            | This course introduces students to a variety of African traditional dances and music as a way of understanding major aspects of African cultures. The course underscores the importance of orality in African societies and requires students to locate and investigate how traditional music and dances have been used as vehicles and reservoirs of important cultural messages. The course examines selected traditional dances and music focusing on communities in sub Saharan Africa such as southern Africa, eastern Africa, central Africa and western Africa to better understand their role in the selected African communities. Students will have the opportunity to watch video clips and read about traditional performances and how they are used to convey important messages and mark important occasions in the lives of the selected cultures. Although the richness of these traditional performances will be discussed in class, students will be required to take this exercise beyond the classroom by searching, gathering, organizing, and sharing information with audience in acceptable formats. |
| FLS 3401 | Foreign Lang Studies I                            | 3 | None                                | Literature, Foreign Lang & Culture | Global  | Dept Approval   | This course is the first of a two-course elementary language proficiency instruction sequence designed to help students develop language skills in all areas - listening, speaking, reading, and writing - as well as other content as appropriate. The course is intended for world languages not previously or regularly taught on campus, courses offered through distance learning, or languages offered at other institutions.  |
| FRE 1311 | Elementary French I                               | 3 | None                                | Foreign Lang & Culture             | Global  | None            | This proficiency-oriented course is designed to develop usable language skills in all areas: speaking, reading, writing, and comprehension. The language laboratory will be used extensively. No previous knowledge of French is required.   |
| FRE 1312 | Elementary French II                              | 3 | None                                | Foreign Lang & Culture             | Global  | None            | This is a continuation of FRE 2311.  |
| FRE 2311 | Intermediate French I                             | 3 | None                                | Foreign Lang & Culture             | Global  | FRE 1311 & 1312 | Proficiency-oriented, this course upgrades language skills developed in the elementary course. Students develop speaking, reading, writing, and comprehension skills at a more advanced level. The language laboratory may also be used.   |
| FRE 2312 | Intermediate French II                            | 3 | None                                | Foreign Lang & Culture             | Global  | FRE 2311        | This is a continuation of FRE 2311.  |
| FRE 3306 | French Grammar & Comp                             | 3 | Written Communication               | Foreign Lang & Culture             | Global  | FRE 2312        | This course provides intensive practice in reading and writing French. There will be emphasis on training in creative and expository writing, and in comprehending and analyzing both literary and non-literary texts. The course introduces techniques for drafting, editing, and proofing, as well as strategies for stylistic analysis and appreciation of texts in French.   |
| FRE 3312 | French Conversation & Pronunciations              | 3 | Oral Communication                  | None                               | Global  | FRE 2312        | This course provides intensive oral practice in French with a strong focus on topics of current interest. Students will read texts on popular culture and current events, and they will watch and listen to audiovisual materials available on-line in preparation for classroom discussion. The course also provides a deeper understanding of the phonology of spoken French and practice in phonetic accuracy.  |
| GEO 2311 | Intro to Geography                                | 3 | Oral Communication                  | Soc/Beh Science                    | Global  | None            | This course introduces the student to the discipline of geography. Emphasis is placed on the spatial distribution of phenomena and on mapwork, which involves, basically, place identification and location. Several aspects of physical geography such as landforms, plate tectonics and agents of erosion are described. Additionally, subdivisions of human geography such as population distribution, cultural geography and human-environment relationships receive attention.  |
| GEO 2312 | Geography of North America                        | 3 | Critical Thinking                   | Soc/Beh Science                    | Civic   | None            | This course focuses on three aspects of North America: the physical setting, which includes glaciation, climate and physiography; the human/social realm, which discusses such topics as population distribution and racial groups, cities, the South and economic activities; and human-environment interaction on the continent.   |
| GEO 2313 | Environmental Geography                           | 3 | Critical Reading                    | Soc/Beh Science                    | Sustain | None            | This course introduces students to the classification of earth's resources and the concept of human-resource-environment interaction. Focus is placed on how physical, social and cultural factors help us to understand resource issues and how humans deliberately and unwittingly degrade the earth's environment. Environmental issues are discussed and ways are suggested to minimize environmental damage.  |

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| GEO 2315 | Intro to Geographic Info Systems                 | 3 | Information Literacy  | Soc/Beh Science   | None   | None                 | In this course the student will be introduced to the concept of visualizing, exploring and analyzing data geographically. The student will obtain hands-on experience of display, analysis and presentation of mapping functions using the latest ArcView GIS software. The student will also be given an introduction to the fundamental concepts of geographical information science (geographic data acquisition, representation, analysis, and interpretation). Technologies reviewed include topographic mapping, global positioning systems, aerial photography, and satellite remote sensing. Assignments will be geared toward analysis of data and decision-making.  |
| GEO 3311 | Urban Geography                                  | 3 | Written Communication | Soc/Beh Science   | Civic  | None                 | This course is a study of interurban and intraurban relationships, including analysis of spatial aspects of sociological, economic and political phenomena.   |
| GEO 3336 | World Econ Geography                             | 3 | Written Communication | Soc/Beh Science   | Global | None                 |   |
| GER 2301 | General Gerontology                              | 3 | Critical Thinking     | Soc/Beh Science   | Health | None                 |   |
| GER 2326 | Statistics for the Social and Behavioral Science | 3 | Quantitative Literacy | Soc/Beh Science Or Mathematics & Quantitative Literacy (not both) | None   | None                 | The objective of this course is to show the student how statistics are used. The student will gain an appreciation of the proper use of statistics and statistical terms in textbooks, newspapers, magazines and in research reports. The major emphasis of this course is an understanding of statistical measures, sampling and hypothesis testing. This course is a prerequisite to GER 4301. Students may not receive credit for both GER 2326 and MAT 2326 or PSY 2326 or SOC 2326.  |
| HED 1301 | Concepts of Fitness & Health                     | 3 | Critical Thinking     | None  | Health | None                 | This course is designed to introduce the student to fundamental aspects of healthful living. The student will gain an understanding of the relationship between fitness and good health, and the ability to reflect critically upon factors influencing health outcomes and health promotion/disease prevention. Through active participation in health-related fitness lab students will be able to take action toward preventing chronic diseases. Health-related topics including nutrition and weight control, chronic diseases and their relationship to exercise; stress reduction; substance abuse; and sexually transmitted diseases, including AIDS, are also introduced.  |
| HED 2206 | Community Health                                 | 2 | None                  | Soc/Beh Science   | None   | None                 | The purpose of this course is to introduce students to health topics relevant in today's society. Students will examine in depth the issues, responses, ramifications and potential solutions to a variety of health-related problems. Students will be encouraged to view health issues from a variety of angles while defining, evaluating and refining their personal responses to the issues being addressed.   |
| HED 2301 | Nutrition  | 3 | None                  | Natural Science   | None   | None                 | As our knowledge of nutrition and its effect on health is rapidly changing and expanding, this course is designed to help the student understand basic principles which will allow the student to critically analyze nutrition information encountered in the future. The areas which will be explored are the nutrients, digestion, metabolism, energy balance, obesity, weight management, nutritional assessment, diet planning, nutritional changes with aging and nutrition and disease. Students will also work with nutritional software and will apply knowledge gained in the course to analyze and plan diets.  |
| HED 2306 | Understanding Health Disparities                 | 3 | Information Literacy  | Soc/Beh Science   | Civic  | HED 1301 recommended | This web-based course focuses on understanding health disparities of vulnerable populations in the United States, and investigates the root causes and remediation of these persistent health disparities through examining case studies. Community organizing/building and program planning are addressed. This course meets the general education requirement for information literacy.   |
| HIS 1301 | World Civ to 1600                                | 3 | Critical Thinking     | History   | Global | None                 | This is a survey course which deals with a brief prelude to history and the origins and development of civilization. Consideration is given to the various civilizations and their interrelations from earliest times to about 1600.  |
| HIS 1302 | World Civ 1600-Present                           | 3 | Critical Thinking     | History   | Global | None                 | This is a continuation of HIS 1301 and deals with the more complex and far-reaching social, economic, political, and religious elements which have shaped the modern period.  |
| HIS 1305 | Africa's Impact on World History                 | 3 | Critical Thinking     | History   | Global | None                 | This course provides an introduction to the methodology of history and historical thought by tracing Africa's impact on World History. Beginning with early humanity, the class traces the history of the world through the lens of Africa's contributions to the political, social and economic.   |
| HIS 1320 | Comparative World History: Gender                | 3 | Critical Thinking     | History   | Global | None                 | This course provides an introduction to the methodology of history and historical thought, through the comparison of the role of gender in three or four different societies. Societies from at least two different continents are compared, and at least one society from the ancient (to 500 CE), medieval/early modern (400-1750), and modern (1600-present) eras are examined. Gender is used as the thematic lens in developing a historical analytical approach in identifying and explaining long-term historical developments over time in the context of the intersection of gender with culture, religion, politics, and economy both within specific societies and in relation to cross-cultural encounters and exchanges over time. Students are introduced to different methodological approaches used by historians to study gender as both a category and an agent of historical change in global history. |

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| HIS 1325 | The Atlantic World               | 3 | Critical Thinking                        | History                   | Global    | None   | This course provides an introduction to the methodology of history and historical thought by tracing the development of the Atlantic World: the social, cultural, political, economic, and ecological interactions of the peoples of the Americas, Africa, and Europe from the 1400s to the present. Students are introduced to different methodological approaches used by historians to study historical change in global history. This course may be substituted for HIS 1302.  |
| HIS 2306 | US History to 1865               | 3 | None                                     | History                   | None      | None   | This is a basic course in American history from explorations and the colonial periods through the Civil War. A study is made of the European background, colonial beginnings and growth, westward expansion, sectionalism and the slavery controversy and secession.   |
| HIS 2307 | US History 1865-Present          | 3 | None                                     | History                   | None      | None   | In this course, emphasis is placed on the political, constitutional, economic and social problems resulting from Reconstruction and the rise of "Big Business," the emergence of the United States as a world power, World War I, prosperity, the Depression and the New Deal, the Second World War and the position of the United States in the contemporary world community.   |
| HIS 3341 | African American History to 1865 | 3 | Written Communication                    | History                   | Diversity | None   | This course covers the history of black Americans' African background through the Civil War. Major emphasis is placed on the development and institutionalization of slavery and varied responses to it.   |
| HIS 3342 | African History since 1865       | 3 | Written Communication                    | History                   | Diversity | None   | This course covers developments in politics, civil rights, education and economics as well as the background and philosophy of outstanding blacks and organizations as they emerged during the period.   |
| IDS 2301 | Introduction to Urban Studies    | 3 | Critical Reading                         | Soc/Beh Science           | Civics    | None   | This course will introduce students to the interdisciplinary field of Urban Studies, the course will present models of how scholars approach cities from a variety of disciplinary viewpoints including: architecture, planning, law, sociology, history, political science, economics and geography. Students will learn some of the major concepts in the field of Urban Studies and they will study the works of leading scholars in the field over the last hundred years.   |
| JUS 2301 | Intro to Justice Stud.           | 3 | None                                     | Soc/Beh Science           | None      | None   |  |
| MAT 1311 | College Algebra                  | 3 | Quantitative Literacy                    | Math & Quantitative Logic | None      | MAT 1306 or Placement                            | This course covers topics in applied algebra. Topics include a review of factoring, algebraic fractions, rational exponents, radicals, first-degree linear equations and graphs, quadratic equations, first-degree inequalities, and linear systems of equations.  |
| MAT 1312 | PreCalculus I                    | 3 | Quantitative Literacy                    | Math & Quantitative Logic | None      | MAT 1311 or Placement                            | This course introduces techniques for solving inequalities involving absolute value, polynomials, and rational expressions. Included are discussions of functions and their graphs for linear, quadratic, and general polynomials, rational functions, exponentials, and logarithms. General graphing techniques and the conics are also discussed.  |
| MAT 1313 | PreCalculus II                   | 3 | Quantitative Literacy                    | Math & Quantitative Logic | None      | MAT 1312 or Placement                            | This course, a continuation of MAT 1312, helps to prepare a student for Calculus I. The following are among the topics studied: trigonometric functions and identities, solutions of trigonometric equations and triangles, graphs of the trigonometric functions, and verbal problems involving applications of trigonometric functions. Also included are sequences, series and mathematical induction.  |
| MAT 1401 | PreCalc & Trig                   | 4 | Quantitative Literacy                    | Math & Quantitative Logic | None      | Score on Calc readiness test or instructor perm. | Mat 1401 is a one semester accelerated precalculus for highly prepared students course aimed at preparing students for the study of Calculus. Students will study real numbers, polynomial, rational, exponential, logarithmic, trig functions and graphs, and analytic geometry. By the end of the semester, students will be able to analyze real world problems by using mathematical models and use appropriate techniques for solving various types of equations. Students will not receive credit for this course and MAT 1312 and MAT 1313. |
| MAT 2316 | Linear Algebra                   | 3 | None                                     | Math & Quantitative Logic | None      | MAT 2410   | This course presents systems of linear equations and matrices, determinants, vector spaces, linear transformations and their matrix representations, eigenvalues, eigenvectors, and some applications.   |
| MAT 2317 | Calculus I                       | 3 | Quantitative Literacy                    | Math & Quantitative Logic | None      | Placement  |  |
| MAT 2318 | Calculus II                      | 3 | Quantitative Literacy                    | Math & Quantitative Logic | None      | MAT 2317   |  |
| MAT 2326 | Elementary Stats                 | 3 | Critical Thinking, Quantitative Literacy | Math & Quantitative Logic | None      | Placement  |  |
| MAT 2333 | Calculus for Bus Majors          | 3 | Quantitative Literacy                    | Math & Quantitative Logic | None      | MAT 1312 or Placement                            | This course includes a brief review of the concepts of functions and combinations of functions. It also covers the basic concepts of differential and integral calculus and its applications. Special attention is given to problems in business and economics.  |
| MAT 3316 | Calculus III                     | 3 | None                                     | Math & Quantitative Logic | None      | MAT 2318   |  |
| MAT 4301 | Differential Equations I         | 3 | None                                     | Math & Quantitative Logic | None      | MAT 2411   | This course develops techniques for solving differential equations, presents theory to support those techniques, and includes applications of differential equations. The course includes the study of equations of order one, linear differential equations, nonhomogeneous equations, the Laplace transform, and systems of equations.   |

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| MAT1323                  | Topics in Contemporary Math       | 3 | Quantitative Literacy | Math & Quantitative Logic | None      | MAT 1306 or Placement | This course serves as the core requirement for those students whose departments do not require any more mathematics courses, with the exception of MAT 2326 (Elementary Statistics). Topics include basic algebraic concepts, sets, statistics, probability, mathematics of finance, and problem solving.   |
| MCM 1301                 | Intro to Human Comm Theory        | 3 | Critical Thinking, CR | Soc/Beh Science           | None      | None                  | Unknown stories, unheard stories, untellable stories; here are some ideas you may learn about in this course. Stories help communicators make sense of a situation. This course is open to all students who are interested in real-life application of communication theory and how daily occurrences make sense in an ever-changing communication environment.   |
| MCM 3342                 | Media, Comm & Culture             | 3 | Information Literacy  | Soc/Beh Science           | Global    | None                  | This is an Information Literacy course which will equip the students with a set of abilities that will allow them to recognize information pertaining to the mass and online media when needed and have the ability to identify, locate, evaluate, analyze and use effectively the needed information. Media, Communication and Culture will provide an overview of the structure and functions of mass media in contemporary society. The course will also promote awareness of the social, economic, cultural, political and technological aspects of mass communications along with an introduction to basic theory, business strategies and aesthetics. This course is designed to provide the student with an understanding of media and audience relationships, and the role of the media in shaping the public agenda. This course requires attendance, participation, and completion of assignments, discussions and presentations to ensure successful completion of the course. |
| MGT 1304                 | Intro to Business                 | 3 | Information Literacy  | Soc/Beh Science           | Civic     | None                  | This course is designed to introduce the various areas in the study of business. A threefold purpose is served: (1) to generate student interest in and enthusiasm for entering the study of business; (2) to teach business terminology; and (3) to provide a broad background in common business practices so that students may choose business specialization(s) more intelligently.   |
| MGT 3350 is now BUA 2350 | Fundamentals of Intl Business     | 3 | Information Literacy  | Soc/Beh Science           | Global    | None                  | This course is an overview of international business. Topics addressed include theories of international trade, foreign direct investment, evolution of the international monetary systems, balance of payments, international institutions such as WTO, IMF, OECD, OPEC, regional economic integrations such as NAFTA and EU, big emerging markets, currency regimes and exchange rates, political, legal, cultural, social, economic and technological dimensions of the international business environment, overview of entry modes such as exporting, licensing, franchising, joint venturing and outsourcing and future of the international business.   |
| MIS 1380                 | Business Computing                | 3 | Quantitative Literacy | Soc/Beh Science           | None      | None                  | This course provides in-depth experience with spreadsheets and other software. A graphical operating environment such as Windows is used. Students are required to design and develop projects which address common business problems. Relevant information systems concepts providing the foundation for advanced Business studies are provided.   |
| MIS 2312                 | Internet Technology               | 3 | Critical Thinking     | Soc/Beh Science           | None      | MIS 1380 or CSC 1306  | The student is introduced to information technology as available and used by today's organizations for the creation of intranet, Internet, and World Wide Web sites. The course focuses on the development of web-based information through the use of Hyper Text Markup Language (HTML) and scripting languages (e.g. JavaScript, VBScript, PERL). Students explore the issues related to the complete design of a web site, including: legal and ethical issues, design consistency, continuity, issues relating to the use of various browsers, and aesthetics.  |
| MIS 2350                 | Business Intelligence Concepts    | 3 | Information Literacy  | Soc/Beh Science           | None      | None                  |   |
| MUS 1131                 | University Choir                  | 1 | None                  | Fine Arts                 | None      | None                  | This ensemble provides an opportunity to study, rehearse, and perform a variety of choral literature. The choir performs frequently on campus and in the community, with periodic appearances out of town, on television, and with band and orchestra. Admission is by audition only. This ensemble is required of all voice majors.  |
| MUS 1301                 | Intro to Music                    | 3 | Written Communication | Fine Arts                 | None      | None                  | This course reviews rhythm, harmony, melody, form, and instruments of the orchestra which are the principal elements of an effective listening technique. It also presents historical and cultural characteristics of each period from the Middle Ages to the present. Selected works representing major composers of the different periods of music are approached through various performance media.  |
| MUS 1303                 | Music and The Movies              | 3 | Critical Thinking     | Fine Arts                 | None      | None                  |   |
| MUS 1304                 | Political Music                   | 3 | Critical Thinking     | Fine Arts                 | None      | None                  |   |
| MUS 1305                 | Music & Poetry/Art Song           | 3 | Critical Thinking     | Fine Arts                 | None      | None                  |   |
| MUS 1306                 | Medieval to Modern Women in Music | 3 | Critical Reading      | Fine Arts                 | Diversity | None                  |   |
| MUS 1307                 | Psychology of Music               | 3 | Scientific Literacy   | Fine Arts                 | None      | None                  |   |

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| MUS 1329 | Fundamentals of Music                 | 3 | Critical Thinking     | Fine Arts       | None      | None                          | This is developmental course that will cover the fundamentals of music notation, including: reading music notation from any clef, identification and notation of major and minor key signatures, identification and construction of major and minor scales, identification of simple and compound time signatures, identification and construction of intervals by size and quality, and identification and construction of all qualities of triads. Students will learn to understand all music symbols and related terminology. Students will also learn how concepts and ideas learned in the course are applicable to all instruments and all different genres of music. |
| MUS 3301 | Music Theory                          | 3 | None                  | Fine Arts       | None      | None                          | This course reviews the fundamentals of music notation and proceeds to the study of melody, period structures, decorative pitches, diatonic triads, and simple harmonization of melody and bass. Equal emphasis will be placed on four-part writing, free harmonization analysis, and keyboard studies. Additionally, in this course students must be able to perform accurately and musically simple sight melodies (rhythm and pitch). They must be able to take simple rhythmic and diatonic, melodic, and harmonic dictations.   |
| MUS 3303 | Music Theory II                       | 3 | None                  | Fine Arts       | None      | MUS 3301                      | A continuation of Music Theory I, this course proceeds to the study of simple binary forms, diatonic sevenths, secondary dominants, and modulations.   |
| MUS 3310 | Electronic Music                      | 3 | None                  | Fine Arts       | None      | MUS 1301 or 2290 and approval | This course is structured to give students a basic understanding of the educational and creative value of electronic compositional procedures. In addition to offering a review of representative literature, the course will require students to compose using natural and electronic sound sources. This course is open to music and non-music majors.   |
| MUS 3339 | Afro American Music                   | 3 | Written Communication | Fine Arts       | Diversity | None                          |  |
| MUS 3340 | Non-Western Music                     | 3 | Written Communication | Fine Arts       | Global    | None                          |  |
| NUR 1303 | Talking the Talk                      | 3 | Oral Communication    | None            | None      | Interest in Nursing           | This course will focus on Introduction to professional nursing practice with development of academic skills, personal and professional development and knowledge of university resources related to the nursing major. Explore the roles of the nurse as a professional and address the concepts in health care systems, encourage self-awareness, values clarification and communication patterns, and critical reasoning skills.   |
| PED 2302 | Found/PED and Sport                   | 3 | Critical Thinking     | Soc/Beh Science | None      | None                          | This initial course in physical education defines the discipline and explores opportunities for employment and graduate study. The course will also present the historical and philosophical perspective; the student will develop a personal philosophy and explore trends and future directions. The student will also be introduced to professional writing and speaking skills.  |
| PED 2321 | Physiological Basis of Human Movement | 3 | Scientific Literacy   | Natural Science | None      | None                          | This course is designed to help students understand human physiology in the conceptual framework of human movement. Special attention will be placed on the nervous, muscular, circulatory and respiratory systems. This course serves as a basis and prerequisite for PED 3411 and 3321.  |
| PHI 2301 | Intro to Philosophy                   | 3 | Critical Thinking     | Soc/Beh Science | None      | None                          | A critical examination of some of the classical questions of Western philosophy. Readings include excerpts from major philosophers, such as Plato, Aristotle, Aquinas, Marx and Nietzsche, covering traditional issues in ethics, epistemology, metaphysics, philosophy or religion, and political philosophy. The emphasis of the course will be on developing critical and analytical thinking skills.   |
| PHI 2303 | Intro to Logic                        | 3 | Quantitative Literacy | Soc/Beh Science | None      | None                          | A study of the basic principles of deductive reasoning. Focus will be on developing critical thinking and problem-solving skills. These skills are vital for success in any of the post-graduate standardized tests, such as the Graduate Record Examination (GRE), Law School Admission Test (LSAT), Graduate Management Admission Test (GMAT), and Medical College Admission Test (MCAT).  |
| PHI 2305 | Intro to Africana Philosophy          | 3 | Critical Thinking     | Soc/Beh Science | Ethics    | None                          | This course is a critical survey of the works of leading African, African-American, and Afro-Caribbean thinkers as they wrestle with a variety of philosophical issues. The topics covered include Africana theories of human nature, race and racial identity, racial justice, African humanism, Negritude, Afrocentricity, Eurocentrism, black liberation theory, and contemporary Africana social & political thought.  |
| PHS 2136 | Physical Sci Lab                      | 1 | Scientific Literacy   | Natural Science | None      | None                          |  |
| PHS 2137 | Intro to Planetary Sci Lab            | 1 | Scientific Literacy   | Natural Science | None      | None                          |  |
| PHS 2336 | Physical Science                      | 3 | Scientific Literacy   | Natural Science | None      | MAT 1306                      | This course reviews selected topics from the fields of chemistry and physics integrated to develop the fundamental concepts of space, mass, time and energy. One-hour lecture period and two two-hour laboratory periods per week.   |
| PHS 2337 | Intro to Planetary Sci                | 3 | Scientific Literacy   | Natural Science | None      | None                          | In this course subject matter is drawn from the fields of astronomy, geology and meteorology. The work embodied in the course includes a study of celestial bodies, the solar system, the history and structure of the earth and the natural forces which act on the earth and in its atmosphere. Demonstrations, experiments, field trips and visual aids supplement the lectures.  |

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| PHS 2340 | Renewable Energy and the Environment                   | 3 | Critical Thinking     | Natural Science        | Sustain | None                  | This course will explore the scientific principles associated with the environment and methods of harnessing renewable energy. Topics covered will include: environmental principles and technologies for utilizing renewable energy sources (i.e., wind, solar, and ocean currents) as well as bio-fuels, and fuel cells and their potential economic impact and effect on climate change, and global warming. In investigating energy needed for a sustainable future, this course compares the recent developments and innovations in various countries in resolving the future global energy crisis and reduction of global environmental pollution. |
| PHS 2341 | Environmental Sci                                      | 3 | Critical Thinking     | Natural Science        | Sustain | None                  | This course will focus on the chemical and physical aspects of the environment. The earth's natural systems as well as the effects of human activities on the environment will be explored. Scientific principles will be applied to investigate natural flows of chemicals, water and energy in terrestrial, aquatic and atmospheric systems, and how humans impact these natural flows and systems. Environmental issues related to health and disease, nuclear waste disposal, water resources, energy use and conservation, land reclamation, global climate change, and industrial pollution will also be addressed.                                |
| PHS 4111 | Astronomy  | 1 | None                  | Natural Science        | None    | None                  | Contemporary views of the origin of the universe will be studied in this course. Relativistic concepts in conjunction with observational data will be used to obtain working knowledge of current cosmology. Students will have access to the Hill Hall Observatory and telescopes.  |
| PHY 2121 | General Physics Lab                                    | 1 | Quantitative Literacy | Natural Science        | None    | None                  |  |
| PHY 2122 | General Physics II Lab                                 | 1 | Quantitative Literacy | Natural Science        | None    | None                  |  |
| PHY 2321 | General Physics  | 3 | Scientific Literacy   | Natural Science        | None    | None                  |  |
| PHY 2322 | General Physics II                                     | 3 | Scientific Literacy   | Natural Science        | None    | None                  |  |
| PHY 3131 | Prin of Physics I Lab                                  | 1 | Quantitative Literacy | Natural Science        | None    | None                  |  |
| PHY 3132 | Prin of Physics II Lab                                 | 1 | Quantitative Literacy | Natural Science        | None    | None                  |  |
| PHY 3331 | Prin of Physics  | 3 | Critical Thinking     | Natural Science        | None    | None                  |  |
| PHY 3332 | Prin of Physics II                                     | 3 | Critical Thinking     | Natural Science        | None    | PHY 3331              |  |
| POR 1311 | Elem Portuguese I                                      | 3 | None                  | Foreign Lang & Culture | Global  | None                  | Elementary Portuguese I is a proficiency-oriented course designed to help students develop language skills in all areas: listening, speaking, reading, and writing. Special emphasis is on aural comprehension and oral communication in professional and academic settings in Brazil. Independent work in the Multimedia Language Learning Center or online is an integral part of this course. No previous knowledge of Portuguese is required.  |
| POR 1312 | Elem Portuguese II                                     | 3 | None                  | Foreign Lang & Culture | Global  | POR 1311              | Elementary Portuguese II is a continuation of Elementary Portuguese I. It is a proficiency-oriented course designed to help students develop language skills in all areas: listening, speaking, reading, and writing. Special emphasis is on aural comprehension and oral communication in professional and academic settings in Brazil. Independent work in the Multimedia Language Learning Center or online is an integral part of this course.   |
| POR 2305 | Literature of Brazil and the Portuguese Speaking World | 3 | CR                    | Literature             | Global  | None                  | This course is a study of selected literary works and related artistic products from Brazil, Portugal, and the former Portuguese colonies in Africa and Asia. The geographic scope is global, but a thematic emphasis is on the culture of Africa and of Brazilians of African descent. Attention is given to major genres, to sociohistorical context, and to the intellectual, political and cultural values of the works studied. Readings, film viewings, lectures, and discussion are in English. No prior knowledge of the Portuguese language or the Portuguese-speaking world is required.   |
| POR 2311 | Intermediate Port I                                    | 3 | None                  | Foreign Lang & Culture | Global  | POR 1312 or Placement | This course continues to develop the fundamental language skills in Portuguese: listening, speaking, reading, and writing, with an emphasis in oral-aural practice. Through structured practice in reading authentic texts, composition, listening comprehension and conversation, this course trains students in active proficiency. Students will also continue to learn about the cultures of Brazil and the rest of the Portuguese-speaking world. Independent work in the Multimedia Language Learning Center or online is an integral part of this course.   |
| POR 2312 | Intermediate Port II                                   | 3 | None                  | Foreign Lang & Culture | Global  | POR 2312 or Placement | This course continues to development of the four language skills: listening, speaking, reading, and writing, with increasing attention to literary and non-literary texts of increasing complexity. Classroom discussions in Portuguese, emphasis on situational and functional use of the oral language, extensive guided and free compositions, and independent work in the Multimedia Language Learning Center or online are all integral parts of this course  |
| POR 3309 | Portuguese Conversation & Pronunciation                | 3 | Oral Communication    | None                   | Global  | POR 2312 or Approval  | This course provides intensive oral practice in Portuguese with a strong focus on topics of current interest. Students will read texts on popular culture and current events, and they will watch and listen to audiovisual materials available on-line in preparation for classroom discussion. The course also provides a deeper understanding of the phonology of spoken Portuguese and practice in phonetic accuracy.  |

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| POR 4301 | Adv. Port Composition     | 3 | None                  | Foreign Lang & Culture | None  |          |   |
| POS 1302 | Intro to Political Sci    | 3 | Written Communication | None                   | None  | None     | This course introduces students to the academic field of Political Science. Students will learn the relationship between citizens and their governments; economic and social justice issues; the rights that citizens have (or don't); what governments and non-governmental organizations can and cannot do as well as relations between diverse countries. Students will also be introduced to the economic, cultural, and political relations between North (and South (i.e. between developed and developing countries)) as well as to the sub-topics within the field of Political Science. Key thinkers who have shaped the field as well as the diverse methods used to carry out research will be introduced in this course which is required for Political Science majors but is open to all non-majors. |
| POS 2311 | American Government       | 3 | Critical Reading      | Soc/Beh Science        | Civic | None     | The course is a survey of the structure, organization, and functions of the legal and political processes of American national government. Emphasis is placed upon the theoretical foundations of the American constitutional system.   |
| POS 2316 | State/Local Govt          | 3 | None                  | Soc/Beh Science        | None  | POS 2311 | This course examines the political processes and institutions in state and local government in the United States, with special emphasis on the development of executive power, the legislative process, the role of political parties and interest groups and the changing character of urban government.   |
| POS 2341 | Intro to Political Theory | 3 | None                  | Soc/Beh Science        | None  | None     | In this course, students will examine the core ideas that have shaped the theory and practice of political science from Antiquity to the present, focusing on the seminal works of political philosophers and theorists whose ideas have been most influential throughout the ages. This course is equivalent to PHI 2xxx. Students may not receive credit for both POS 2xxx and PHI 2xxx.  |
| POS 3341 | International Relations   | 3 | None                  | Soc/Beh Science        | None  | POS 2311 | This course presents the basic factors underlying international relations, policy formulation and administration. The conduct of diplomacy and an analysis of problems in world politics will also be studied.  |
| PSY 1301 | Intro to Psych Sciences   | 3 | Critical Thinking     | Soc/Beh Science        | None  | None     | This course introduces students to the major theories, principles and concepts of psychological science. Areas of study are drawn from: research methodology, development, perception, learning, memory, motivation, intelligence, personality, abnormal behavior, and social psychology.   |
| PSY 2308 | Psy of Adjustment         | 3 | None                  | Soc/Beh Science        | None  | PSY 1301 | This course is a study of the adjustment process of individuals, including the adjustment process in situations of frustration, disability, and other potentially thwarting situations. The adjustment to significant life-changing situations will be considered.  |
| PSY 2318 | Intro to Forensic Psy     | 3 | Critical Reading      | None                   | None  | None     | This course introduces students to the field of forensic psychology, its history, and its impact in today's world as it relates to the criminal justice system. The course will provide an expansive overview of forensic psychology; including basic tenets, practices, and procedures and will explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues.   |
| PSY 2326 | Stats for SBS             | 3 | Quantitative Literacy | Soc/Beh Science        | None  | PSY 1301 | The objective of the course is to show the student how statistics are used. The student will gain an appreciation of the proper use of statistics and statistical terms in textbooks, newspapers, magazines and in research reports. The following topics will be developed: common statistical measures, histograms, probability, binomial distribution, sampling, the chi-square test, correlation and prediction, t-tests and analysis of variance. Students may not receive credit for MAT 2326 or SOC 2326 in addition to this course.   |
| PSY 3301 | Biological Psychology     | 3 | Scientific Literacy   | None                   | None  | PSY 1301 |   |
| PSY 3302 | Adolescence               | 3 | None                  | Soc/Beh Science        | None  | PSY 1301 | This course focuses upon the adolescent life stage. Emphasis will be given to the historical basis of adolescence, as well as the physical, cognitive, and socioemotional phenomena apparent in adolescence. In doing so, adolescence will be examined as a transitional life stage distinct from childhood and adulthood.  |
| PSY 3303 | Psych of Aging            | 3 | None                  | Soc/Beh Science        | None  | PSY 1301 | This course allows students to consider the physical, cognitive, social and personality processes apparent in an aging population. Emphasis is placed on the normal aspects of aging, but the psychopathology of aging will also be examined. Topic areas include, but are not limited to: research methods, biological aspects of aging, psychopathology and treatment, and grief, death and dying.  |
| PSY 3306 | Abnormal Behavior         | 3 | None                  | Soc/Beh Science        | None  | PSY 1301 | This course provides a descriptive analysis of the major types of mental disorder, their organic, psychological, and other causes, and possible treatment modalities. The philosophical, historical, and scientific/experimental bases of abnormal psychology will also be explored.  |
| PSY 3307 | Social Psych              | 3 | None                  | Soc/Beh Science        | None  | PSY 1301 | This course surveys social psychology research, theories, and phenomena. Social Psychology examines topics such as person perception, social cognition, theories on the self, prejudice, relationships, inter-personal influence, pro and anti-social behavior, and group dynamics. Students may not earn credit for SOC 3307 in addition to this course.   |

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| PSY 3310 | Drugs, Addiction & Behavior   | 3 | Information Literacy  | Soc/Beh Science   | Health    | PSY 1301 recommended | This course develops information literacy skills as students learn to ask appropriate questions and to access information regarding the investigation of the psychobiological and psychosocial factors influencing psychoactive drug use, abuse and dependence. In addition, students will engage in practices to improve their ability to evaluate and organize information and to communicate that knowledge efficiently and ethically regarding the effects these drugs have on behavior and consciousness. Students will also examine how some drugs may enhance as well as harm health status. Alcohol and other depressants, opiates, stimulants, and hallucinogens among other abused drugs will be investigated by students.               |
| PSY 3312 | Black Psych                   | 3 | Critical Thinking     | PSY 1301  | None      | PSY 1301             | The purpose of this course is to facilitate awareness and an understanding of the psychology of people of African descent; to develop an understanding of the breadth, scope, and development of the field of Black Psychology; and to generate an awareness of Afrocentric theories of development and pathology, as well as methodologies emerging from these theories and philosophies. Additionally, psychological, social and cultural forces which have helped to shape and determine the unique thought, styles, and behavior of people of African descent will be critically examined. The goal of this course is to promote a high level of critical thinking about the impact of race, ethnicity, and culture from a global perspective. |
| PSY 3329 | Psych of Personality          | 3 | None                  | Soc/Beh Science   | None      | PSY 1301             | This course is an introduction to the major concepts and empirical findings that contribute to theories of personality. The contributions of major theorists such as Freud, Jung, and others will be discussed, along with emphasis on more recent empirical research.   |
| PSY 3350 | Human Sexuality               | 3 | None                  | Soc/Beh Science   | None      | None                 |  |
| PSY 4310 | Health Psych                  | 3 | None                  | Soc/Beh Science   | None      | None                 |  |
| QBA 2325 | Business & Econ Stats         | 3 | None                  | Soc/Beh Science   | None      | None                 |  |
| REL 2301 | Intro to New Testament        | 3 | Critical Reading      | Literature  | None      | None                 | This is a study of the text and canon of the New Testament, Paul's Epistles, the Synoptic Gospels and the life and message of Jesus.   |
| REL 2302 | Intro to Old Testament        | 3 | Critical Reading      | Literature  | None      | None                 | This course is a survey of the religious ideas, literature and personalities of the Old Testament with the purpose of introducing students to the fundamentals of the Hebrew faith and of preparing them to understand and evaluate the significance of the Old Testament.   |
| REL 2303 | Intro to World Religions      | 3 | Critical Reading      | Soc/Beh Science   | Diversity | None                 |  |
| REL 3311 | History/The Black Church      | 3 | Critical Thinking     | Soc/Beh Science   | Diversity | None                 | This course is a critical examination of the history, beliefs, rituals, and ways of thinking reflected in some of the major denominations of the Black church and religious expressions in music, the arts, preaching, theater, and film.  |
| REL 3316 | Religion & Ethics             | 3 | Critical Thinking     | Foreign Lang & Culture  | Ethics    | None                 | This course is designed to explore some of the major questions that intersect religion and ethics. The majority of the course examines religious views on six (6) topics in ethics: sexual intimacy and marriage, abortion, genetic engineering and cloning, euthanasia and assisted suicide, the death penalty, and war and terrorism.  |
| REL 3330 | New Religious Movements       | 3 | Critical Thinking     | Soc/Beh Science   | Diversity | None                 | This course aims to introduce students to those religions that have originated in the nineteenth or twentieth century.   |
| RHS 2302 | American Sign Lang I          | 3 | None                  | Foreign Lang/Culture  | None      | None                 | This course will provide an introduction to a visual-gestural mode of communication, and the role it plays in the deaf community and in the United States. Students will learn basic and key American Sign Language vocabulary. Classroom instruction will be augmented by student interaction with the Winston-salem deaf community.  |
| RHS 2303 | American Sign Lang II         | 3 | None                  | Foreign Lang/Culture  | None      | RHS 2301             | This course will cover the integration of reception and expressive language skills, including an introduction to ASL facial grammar, non-manual markers, and discourse styles. Classroom activities foster learning in a contextually appropriate environment and includes continued interaction with the Winston-Salem deaf community.  |
| SOC 2301 | Intro to Sociology            | 3 | Critical Thinking     | Soc/Beh Science   | None      | None                 | This course makes a scientific study of social behavior. An investigation of functional and dysfunctional phenomena in society and culture is also conducted.  |
| SOC 2302 | Health/Society: Gen Sociology | 3 | Critical Thinking     | Soc/Beh Science   | None      | None                 |  |
| SOC 2326 | Stat for Soc/Beh Sciences     | 3 | Quantitative Literacy | Soc/Beh Science Or Mathematics & Quantitative Literacy (not both) | None      | None                 | The objective of this course is to show the student how statistics are used. The student will gain an appreciation of the proper use of statistics and statistical terms in textbooks, newspapers, magazines and in research reports. The major emphasis of this course is an understanding of statistical measures, sampling and hypothesis testing. Students may not receive credit for both SOC 2326 and MAT 2326. This course is a prerequisite to SOC 3352.   |
| SOC 2336 | Social Problems               | 3 | None                  | Soc/Beh Science   | None      | SOC 2301             | This course is designed to study some of the major social problems in contemporary society and their implications for social change.   |
| SOC 2341 | Sociology of Religion         | 3 | None                  | Soc/Beh Science   | None      | None                 |  |
| SOC 3307 | Social Psychology             | 3 | None                  | Soc/Beh Science   | None      | PSY 2301             | This course provides a study of individual and collective behavior in relation to various social and cultural influences. Selected crucial problem areas of psychological theory are intensively examined in a social and cultural perspective. Students may earn credit for only one of the following: SOC 3307 or PSY 3307.  |

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| SOC 3309 | Sociological Investigation & Research I   | 3 | Information Literacy or Critical Thinking | SL                     | None   | SOC 2301 or 2302; majors or minors only        | This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review of research, a research project, a research paper, or laboratory work.  |
| SOC 3310 | Sociological Investigation & Research II  | 3 | Critical Thinking                         | SL                     | None   | SOC 2301 or 2302 & 3309; majors or minors only | This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review of research, a research project, a research paper, or laboratory work.  |
| SOC 3344 | Sex, Gender, & Feminist Thought           | 3 | None                                      | Soc/Beh Science        | None   | None   |   |
| SOC 3347 | Deviant Behavior                          | 3 | None                                      | Soc/Beh Science        | None   | None   |   |
| SOC 3393 | Sociological Investigation and Research I | 3 | Critical Thinking                         | SL                     | None   | SOC 2301 or 2302, major or minor               | This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review or research, a research project, a research paper, or laboratory work.  |
| SOC 4311 | Socio/African American                    | 3 | Critical Thinking                         | Soc/Beh Science        | None   | None   | In this course a study is made in-depth of the most controversial minority in American history. The student is exposed to the new ideas that have evolved from recent changes in the area.  |
| SOC 4321 | Group Dynamics                            | 3 | None                                      | Soc/Beh Science        | None   | SOC 2302, PSY 2301 and major                   | This course is designed to develop an understanding of the dynamics of group behavior and to promote the development of the skills and attitudes essential for functioning effectively as a group member. Topics include: arousal and expression of emotions by group members; decision-making procedures; task orientation of the group; behavior relevant to task completion; power; the problem of intimacy within the group; and the role and procedures of communication within the group. Students may not receive credit for PSY 4321 or EDU 4321 in addition to this course. We respectfully ask that the dual designation/cross-listing of this course be removed and the course be titled PSY 4321. |
| SOC 4364 | Race and Culture                          | 3 | None                                      | Soc/Beh Science        | None   | None   | In this course a study will be made of American relations involving race, religion, nationality, and other ethnic groups. Some consideration will be given to race and culture outside the United States.   |
| SOS 2301 | Research in Social Sciences I             | 3 | Information Literacy                      | Soc/Beh Science        | None   | None   |   |
| SPA 1311 | Elementary Spanish                        | 3 | None                                      | Foreign Lang & Culture | Global | None   | This course introduces the fundamental structures of Spanish with emphasis on the acquisition of the basic language skills: listening, speaking, reading, and writing. Students will be required to make extensive use of the language laboratory. No previous knowledge of Spanish is required. (Four periods per week.)   |
| SPA 1312 | Elementary Spanish II                     | 3 | None                                      | Foreign Lang & Culture | Global | SPA 1311 or placement                          | This course is a continuation of Spanish 1311 and culminates in graduated readings, class discussions, and free compositions. (Four periods per week.)  |
| SPA 2309 | Inter Spanish Conversation                | 3 | Oral Communication                        | Foreign Lang & Culture | Global | SPA 1311, SPA 1312 or permission               | This course offers an opportunity for conversational practice in Spanish in practical situations that require an active and spontaneous use of the language.  |
| SPA 2311 | Intermediate Spanish I                    | 3 | None                                      | Foreign Lang & Culture | Global | SPA 1312 or placement                          | This course stresses the continued development of the fundamental language skills: listening, speaking, reading, and writing and the reading of advanced texts as well as oral expression. Students will be required to make extensive use of the language laboratory. A grammar review is also included. (Four periods per week.)  |
| SPA 2312 | Intermediate Spanish II                   | 3 | None                                      | Foreign Lang & Culture | Global | SPA 2311 or placement                          | This course is a continuation of Spanish 2311. Special attention is focused on the reading of advanced cultural, literary, and communication texts. Extended classroom discussions in Spanish, extensive guided and free compositions and intensive lab work are an integral part of the course. A brief grammar review will be included as necessary. (Four periods per week.)   |
| SPA 2320 | Spanish Int'l Affairs                     | 3 | None                                      | Foreign Lang & Culture | Global | SPA 2311                                       | This course introduces the student to the specialized vocabulary and styles peculiar to the conversation and written Spanish of international affairs. A special emphasis is given to reading native language periodicals and magazines related to international issues. Essential elements of international business correspondence are reviewed. Sensitivity to transcultural nuances is developed. Students of economics, business, and international relations are encouraged to enroll in this course.   |
| SPA 3311 | Hispanic Civilization                     | 3 | None                                      | History                | None   | SPA 2312 or permission                         | This course is a study of the development of Hispanic culture and civilization from its beginnings to the present day. It charts the significant historical, geographical, intellectual, artistic, social, literary, and political aspects of Hispanic life. A special emphasis will be placed on the twentieth century and cross-cultural comparisons.   |
| SPA 3323 | Cultures of the Spanish Speaking World    | 3 | None                                      | Foreign Lang & Culture | None   | None   |   |
| SPE 2310 | Intro Exceptional Individuals             | 3 | None                                      | Soc/Beh Science        | Civics | None   | This course explores the characteristics of individuals with special needs, with a focus on the historical and the legal aspects. Other topical issues, relative to Special Education, such as: stereotypes and prejudices against individuals with disabilities, recognizing myths and misconceptions of individuals with disabilities, will also be explored. Additionally, students will complete a service-learning project designed to improve the lives of individuals with exceptionalities.   |

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| SPH 2321 | Oral Inter/Lit                          | 3 | Oral Communication   | Literature             | None      | ENG 1301 & 1302       | This course introduces the student to the basic principles of oral communication through a study of the production of speech sounds, followed by a study of the principles of selection, analysis, and preparation of poetry, prose, and drama for oral presentation before an audience.  |
| SPH 2341 | Fundamentals of Speech                  | 3 | Oral Communication   | None                   | None      | ENG 1301 & 1302       | This course is a study and application of basic elements and processes essential to effective speech. Emphasis is placed upon practical speaking experiences that are valuable to individuals and groups. Emphasis is also given to general American phonetics and its relation to speech improvement.  |
| SPH 2345 | Great Af Am Speeches/ 20th & 21st Cent. | 3 | Oral Communication   | None                   | None      | None                  |   |
| SPH 2346 | Professional Presentations              | 3 | Oral Communication   | None                   | None      | None                  |   |
| SPH 3320 | Intercultural Comm                      | 3 | Oral Communication   | Foreign Lang & Culture | Diversity | None                  | This course serves as an introduction to the field of intercultural communication by examining the practical application of theory and research. The goal of this course is for students to develop an understanding of the communication process across cultural boundaries in a variety of contexts. The course focuses on challenges and issues important to the understanding of people of different racial, ethnic, national, and other cultural backgrounds in the US and abroad.   |
| SWA 1311 | Elementary Swahili I                    | 3 | None                 | Foreign Lang & Culture | Global    | None                  | Elementary Swahili I is a proficiency-oriented course designed to help students develop language skills in Standard Swahili in all communicative areas: listening, speaking, reading, and writing. Instruction will include use of multimedia material in the language laboratory. No previous knowledge of Swahili is required. (Four periods per week)  |
| SWA 1312 | Elementary Swahili II                   | 3 | None                 | Foreign Lang & Culture | Global    | SWA 1311 or placement | This course is the second part of the introductory course to Standard Swahili. As a continuation of Elementary Swahili I, it introduces more advanced grammar components and cultural information. At the same time, the course emphasizes more fluency in speaking, reading, listening, and writing simple sentences in standard Swahili.  |
| SWA 2311 | Intermediate Swahili I                  | 3 | None                 | Foreign Lang & Culture | Global    | SWA 1312 or placement | This course continues training in the Swahili language and cultural awareness skills begun in the Elementary Swahili sequence. The course affords students a survey of more advanced grammar, with emphasis on increasing conversational fluency, compositional skills, study of written texts in Standard Swahili, and discussion of grammatical variations. At the same time, the course emphasizes increased fluency in speaking, reading, listening, and writing short essays in standard Swahili.  |
| SWA 2312 | Intermediate Swahili II                 | 3 | None                 | Foreign Lang & Culture | Global    | SWA 2311 or placement | This course is the second part of Intermediate Swahili. It continues training in the Swahili language and cultural awareness skills begun in the Elementary Swahili sequence and Intermediate Swahili I. The course affords students a survey of more advanced grammar, with emphasis on increasing conversational fluency, compositional skills, study of written texts in Standard Swahili, and discussion of grammatical variations. At the same time, the course emphasizes increased fluency in speaking, reading, listening, and writing short essays in standard Swahili.  |
| TRC 1305 | Living Well! Benefits of Leisure for p  | 3 | Critical Reading     | Soc/Beh Science        | Diversity | None                  | This course explores recreation and leisure as it impacts health and well-being for persons with disabilities. Students will focus on critical reading skills as a way to understand a variety of disabilities and chronic illnesses with a particular focus on the benefits of recreation and leisure. A variety of written materials will be used to view challenges and trends in recreation for persons with disabilities.  |
| TRC 1307 | Play it Like you Mean It                | 3 | Information Literacy | Soc/Beh Science        | Diversity | None                  | This course is focused on using information effectively to examine recreational activities and cultural aspects of play, recreation and leisure. Various activities such as physical games, music, drama, arts and crafts, social activities and special events will be part of the course focus. Activity analysis and application of the characteristics of the developmental milestones of human growth in relation to recreation and leisure activities will be incorporated into the goal of increasing information literacy skills.   |
| TRC 1311 | Leisure and Society                     | 3 | Oral Communication   | Foreign Lang & Culture | Civic     | None                  | The leisure service industry's existence is based on the premise that leisure enhances the quality of life available to an individual, society, or culture. As in any profession, foundational perspectives and knowledge are required as a basis for further personal and professional development. In this course, students will engage in a variety of oral presentations to explore the historical, psychological and economic impact of recreation, leisure, and play in contemporary American society, information on the role of government at the local, state and federal levels and its influence on recreation will also be presented. The existing range of leisure agencies and career opportunities will be examined. |

| Course ID | Course Title            | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre Req  | Course Description   |
|-----------|-------------------------|----|------------------------------|-------------------|------------------|----------|--|
| ART 1301  | Intro to Art            | 3  | Critical Thinking            | Fine Arts         | None             | None     |  |
| ART 1311  | Drawing I               | 3  | Critical Thinking            | Fine Arts         | None             | None     | This course provides a comprehensive and systematic introduction to the art of drawing, focusing on the mystery of traditional skills as the basis for expressive drawing. The course offers an introduction to the range of subjects, media, and techniques that provide a framework for developing individual ideas and approaches, with expression as the goal. (Five hours per week)   |
| ART 1314  | Intro/Comp Art & Design | 3  | Critical Thinking            | Fine Arts         | None             | None     | This course is designed to introduce the student to the fundamentals of computer imaging. The basic objective of this course is to show the artist or designer how creativity, graphic design, and technical skill can be enhanced by using the computer as a powerful design tool. (Five hours per week)  |
| ART 1315  | Electronic Imaging      | 3  | Critical Thinking            | Fine Arts         | None             | None     | This studio course builds on Photoshop skills introduced in Introduction to Computer Art and Design. It introduces the tools needed to achieve professional-quality results in photo retouching, image editing, compositing, collages and photomontages. Students learn to create original artwork using the latest media and tools.   |
| ART 2301  | Art History             | 3  | Critical Thinking            | Fine Arts         | None             | None     | This is a survey course which traces the development of the visual arts from cave paintings through the 17th century. Works from prehistoric, Egyptian, Greek, and Roman through Early Christian, Medieval, Renaissance, and Baroque art will be discussed. Emphasis will be placed upon understanding the various examples of painting, sculpture, and architecture both in the context within which they were created and as part of the larger picture that constitutes the history of art. (Three hours per week). |
| ART 2302  | Art History II          | 3  | Critical Thinking            | Fine Arts         | None             | None     | This is a survey course which follows the development of styles begun in the late 17th century to the profusion of styles in the 20th century. Emphasis will be placed upon the beginnings of the various styles and their contribution to the mainstream of what is known as modern art. (Three hours per week)   |
| ART 2312  | Drawing II              | 3  | Critical Thinking            | Fine Arts         | None             | ART 1311 | This studio course is designed to build upon the traditional skills gained in the introductory drawing course. It provides a wider range of experiences in drawing for the student who is self-motivated and capable of reaching beyond traditionally acceptable solutions.  |
| ART 2331  | Painting I              | 3  | Critical Thinking            | Fine Arts         | None             | None     | This is a studio art course that develops skills and techniques in watercolor, oil and acrylic painting. Old Master techniques of glazing, scumbling, etc., will be introduced as well as modern techniques of wet-into-wet, half and full impasto, and palette knife.   |
| ART 3354  | Digital Photography     | 3  | Critical Thinking            | Fine Arts         | None             | None     |  |
| BLA 2325  | Business Law I          | 3  | Critical Thinking            | Soc/Beh Science   | Ethics           | None     | This course provides a broad analysis of the legal constraints and restraints placed on business. Emphasis is placed on the nature and function of legal rules; the courts and attendant legal processes, including judicial lawmaking; lawmaking by legislatures; government regulation and control of business; and the role and influence of various specific administrative agencies.  |
| CHE 2311  | Gen Chem I              | 3  | Critical Thinking            | Natural Science   | None             | None     |  |

| Course ID | Course Title                                   | SH | GE Student Learning Outcomes                      | Area of Knowledge      | Curricular Theme | Pre Req   | Course Description  |
|-----------|--|----|---|------------------------|------------------|-----------|---|
| CSC 1310  | Computer Programming                           | 3  | Critical Thinking                                 | None                   | None             | None      | This course is an introduction to problem-solving methods and algorithm development. It includes program design, coding, debugging and documentation using a high-level language. Laboratory work required.   |
| CSC 1311  | Comp Programming II                            | 3  | Critical Thinking                                 | None                   | None             | CSC 1310  | This course offers continued development in program design. Larger programs are introduced incorporating string and file processing, internal search/sort methods, and simple data structures. Laboratory work required.  |
| ECO 2310  | Concepts of Health Econ                        | 3  | Critical Thinking                                 | Soc/Beh Science        | Civics           | None      |   |
| ECO 2311  | Principles of Micro Econ                       | 3  | Critical Thinking                                 | Soc/Beh Science        | Civics           | None      | In this course, a presentation is made of the fundamental principles and problems of economics, with emphasis on consumer demand, production costs and price determination within various market structures.  |
| ECO 2312  | Principles of Macro Econ                       | 3  | Critical Thinking                                 | Soc/Beh Science        | Globalization    | None      | In this course a presentation is made of the fundamental principles and problems of economics, with emphasis on income distribution, money and banking, economic growth and stabilization, current domestic and international economic problems and world economics.  |
| EDU 2301  | Advancing the Academic Success of Black Males  | 3  | Critical Thinking                                 | Soc/Beh Science        | Diversity        | None      | From a critical thinking perspective, this course will interpret and analyze the academic and social inequities affecting Black males in American P12 schools. Emphasis will be placed on building students' critical thinking skills as students unpack the current research on Black male academic and social progress as it relates to literacy development and discipline disproportionality. Students will identify culturally relevant practices for supporting the productive development of Black male students in a effort to cultivate more socially just learning environments for all students.   |
| ENG 4328  | African American Women Writers                 | 3  | Critical Reading, Critical Thinking, Written Comm | Literature             | None             | None      | This course will introduce students to major modern African American women writers. The focus is on dominant themes, issues and the literary devices found in the texts.  |
| ESL 2310  | Englishes of the World                         | 3  | Critical Thinking                                 | Foreign Lang & Culture | Global           | Sophomore | This course will familiarize the students with the global spread of English and its linguistic, social and cultural implications for the world's nations as well as for international communication. The course aims at examining and re-evaluating concepts such as <i>native speaker</i> , <i>non-native speaker</i> , <i>linguistic ownership</i> , <i>language variety</i> as well as the new meaning attached to them in the globalized era. The course will serve as a course that satisfies some of the WSSU's general education requirements as well as an elective course for students majoring in elementary education with an academic concentration in TESL.  |
| FLS 2315  | Literature of African Diaspora in the Americas | 3  | Critical Reading, Critical Thinking               | Literature             | Global           | None      | Literature of the African Diaspora in the Americas is designed to introduce students to English translations of literary works originally composed in the languages offered in the Department of World Languages and Cultures. These texts will be studied within the framework of major literary and ideological movements that defined a Black aesthetics in the Americas. Principally, the course analyzes the concept of an African Diaspora and its impact on the literary expressions about the African presence and contributions in the Americas. The geographic scope of the course (from the Seward Peninsula to Patagonia) makes it amenable to different approaches and can be taught by any member of the faculty in the department. |

| Course ID | Course Title                       | SH | GE Student Learning Outcomes        | Area of Knowledge | Curricular Theme | Pre Req | Course Description   |
|-----------|------------------------------------|----|-------------------------------------|-------------------|------------------|---------|--|
| FLS 2317  | The African Epic & Oral Traditions | 3  | Critical Reading, Critical Thinking | Literature        | Global           | None    | This course investigates major epics from Africa and their significance to their respective communities. The course takes a context- performance perspective by asserting that the African epic is a living and lived event among its people. The course will explore the controversies that surround the African epic. Questions such as what is an African epic and how does the African epic differ from other epics of the world will be explored. Examples of works to be reviewed include Shaka Zulu, Furno Liyongo, Sundiata, Mwindo, Ozidi, etc. These works will be read and discussed to better understand their commonality and differences in representing their respective cultures.  |
| FLS 2320  | Intro to Contemporary African Lit  | 3  | Critical Reading, Critical Thinking | Literature        | Global           | None    | This course introduces students to the social, cultural, political, and economic aspects of African people as represented by 21st century contemporary African writers in their literary works. Through close reading and critical analysis of novels, short stories, poetry, drama, and film, students will explore topics such as the aftermath of colonial encounter, the conflict between tradition and modernity, the negotiation of African identities, post-independence disillusionment, gender issues, and the impact of globalization on the modern African society. The discussion of the selected works of fiction will foster a comparative approach that enables students to discover the similarities and the differences apparent in the cultures and historical contexts where these literatures emerge. At the end of the course students will have an improved appreciation of literary works made possible through the linguistic richness of African writing and a better understanding of the African people and their ways of life. |
| GEO 2312  | Geography of North America         | 3  | Critical Thinking                   | Soc/Beh Science   | Civic            | None    | This course focuses on three aspects of North America: the physical setting, which includes glaciation, climate and physiography; the human/social realm, which discusses such topics as population distribution and racial groups, cities, the South and economic activities; and human-environment interaction on the continent.   |
| GER 2301  | General Gerontology                | 3  | Critical Thinking                   | Soc/Beh Science   | Health           | None    |  |
| HED 1301  | Concepts of Fitness & Health       | 3  | Critical Thinking                   | None              | Health           | None    | This course is designed to introduce the student to fundamental aspects of healthful living. The student will gain an understanding of the relationship between fitness and good health, and the ability to reflect critically upon factors influencing health outcomes and health promotion/disease prevention. Through active participation in health-related fitness lab students will be able to take action toward preventing chronic diseases. Health-related topics including nutrition and weight control, chronic diseases and their relationship to exercise; stress reduction; substance abuse; and sexually transmitted diseases, including AIDS, are also introduced.   |
| HIS 1301  | World Civ to 1600                  | 3  | Critical Thinking                   | History           | Global           | None    | This is a survey course which deals with a brief prelude to history and the origins and development of civilization. Consideration is given to the various civilizations and their interrelations from earliest times to about 1600.   |

| Course ID | Course Title                      | SH | GE Student Learning Outcomes        | Area of Knowledge         | Curricular Theme | Pre Req         | Course Description  |
|-----------|-----------------------------------|----|-------------------------------------|---------------------------|------------------|-----------------|---|
| HIS 1302  | World Civ 1600-Present            | 3  | Critical Thinking                   | History                   | Global           | None            | This is a continuation of HIS 1301 and deals with the more complex and far-reaching social, economic, political, and religious elements which have shaped the modern period.  |
| HIS 1305  | Africa's Impact on World History  | 3  | Critical Thinking                   | History                   | Global           | None            | This course provides an introduction to the methodology of history and historical thought by tracing Africa's impact on World History. Beginning with early humanity, the class traces the history of the world through the lens of Africa's contributions to the political, social and economic.   |
| HIS 1320  | Comparative World History: Gender | 3  | Critical Thinking                   | History                   | Global           | None            | This course provides an introduction to the methodology of history and historical thought, through the comparison of the role of gender in three or four different societies. Societies from at least two different continents are compared, and at least one society from the ancient (to 500 CE), medieval/early modern (400-1750), and modern (1600-present) eras are examined. Gender is used as the thematic lens in developing a historical analytical approach in identifying and explaining long-term historical developments over time in the context of the intersection of gender with culture, religion, politics, and economy both within specific societies and in relation to cross-cultural encounters and exchanges over time. Students are introduced to different methodological approaches used by historians to study gender as both a category and an agent of historical change in global history. |
| HIS 1325  | The Atlantic World                | 3  | Critical Thinking                   | History                   | Global           | None            | This course provides an introduction to the methodology of history and historical thought by tracing the development of the Atlantic World: the social, cultural, political, economic, and ecological interactions of the peoples of the Americas, Africa, and Europe from the 1400s to the present. Students are introduced to different methodological approaches used by historians to study historical change in global history. This course may be substituted for HIS 1302.   |
| HUM 2310  | African American Culture          | 3  | Critical Thinking                   | Foreign Lang & Culture    | Diversity        | ENG 1301 & 1302 | This humanities course introduces students to various aspects of the African-American experience, using an interdisciplinary and cross-cultural approach to include history, literature, religion, music, dance, and art. Themes will focus on historical and cultural roots in Africa, slavery in America and the rest of the diaspora, and the post-slavery period up to contemporary times.  |
| HUM 2312  | Afro Wisdom & Values              | 3  | Critical Thinking                   | Foreign Lang & Culture    | Ethics           | None            |   |
| HUM 2313  | From Back Stage/Center Stage      | 3  | Critical Thinking                   | Foreign Lang & Culture    | Diversity        | None            |   |
| HUM 2314  | Shades of Black                   | 3  | Critical Thinking                   | Foreign Lang & Culture    | Diversity        | None            |   |
| HUM 2315  | BLK female Identity through time  | 3  | Critical Thinking                   | Foreign Lang & Culture    | None             | None            |   |
| MAT 2326  | Elementary Stats                  | 3  | Critical Thinking                   | Math & Quantitative Logic | None             | Placement       |   |
| MCM 1301  | Intro to Human Comm Theory        | 3  | Critical Reading, Critical Thinking | Soc/Beh Science           | None             | None            | Unknown stories, unheard stories, untellable stories, here are some ideas you may learn about in this course. Stories help communicators make sense of a situation. This course is open to all students who are interested in real-life application of communication theory and how daily occurrences make sense in an ever-changing communication environment.   |

| Course ID | Course Title                 | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre Req              | Course Description   |
|-----------|------------------------------|----|------------------------------|-------------------|------------------|----------------------|--|
| MIS 2312  | Internet Technology          | 3  | Critical Thinking            | Soc/Beh Science   | None             | MIS 1380 or CSC 1306 | The student is introduced to information technology as available and used by today?s organizations for the creation of intranet, Internet, and World Wide Web sites. The course focuses on the development of web-based information through the use of Hyper Text Markup Language (HTML) and scripting languages (e.g. JavaScript, VBScript, PERL). Students explore the issues related to the complete design of a web site, including: legal and ethical issues, design consistency, continuity, issues relating to the use of various browsers, and aesthetics.   |
| MUS 1303  | Music and The Movies         | 3  | Critical Thinking            | Fine Arts         | None             | None                 |  |
| MUS 1304  | Political Music              | 3  | Critical Thinking            | Fine Arts         | None             | None                 |  |
| MUS 1305  | Music & Poetry/Art Song      | 3  | Critical Thinking            | Fine Arts         | None             | None                 |  |
| MUS 1329  | Fundamentals of Music        | 3  | Critical Thinking            | Fine Arts         | None             | None                 | This is developmental course that will cover the fundamentals of music notation, including: reading music notation from any clef, identification and notation of major and minor key signatures, identification and construction of major and minor scales, identification of simple and compound time signatures, identification and construction of intervals by size and quality, and identification and construction of all qualities of triads. Students will learn to understand all music symbols and related terminology. Students will also learn to understand all music symbols and related terminology. Students will also learn how concepts and ideas learned in the course are applicable to all instruments and all different genres of music. |
| PED 2302  | Found/PED and Sport          | 3  | Critical Thinking            | Soc/Beh Science   | None             | None                 | This initial course in physical education defines the discipline and explores opportunities for employment and graduate study. The course will also present the historical and philosophical perspective; the student will develop a personal philosophy and explore trends and future directions. The student will also be introduced to professional writing and speaking skills.  |
| PHI 2301  | Intro to Philosophy          | 3  | Critical Thinking            | Soc/Beh Science   | None             | None                 | A critical examination of some of the classical questions of Western philosophy. Readings include excerpts from major philosophers, such as Plato, Aristotle, Aquinas, Marx and Nietzsche, covering traditional issues in ethics, epistemology, metaphysics, philosophy or religion, and political philosophy. The emphasis of the course will be on developing critical and analytical thinking skills.   |
| PHI 2305  | Intro to Africana Philosophy | 3  | Critical Thinking            | Soc/Beh Science   | Ethics           | None                 | This course is a critical survey of the works of leading African, African-American, and Afro-Caribbean thinkers as they wrestle with a variety of philosophical issues. The topics covered include Africana theories of human nature, race and racial identity, racial justice, African humanism, Negritude, Afrocentricity, Eurocentrism, black liberation theory, and contemporary Africana social & political thought.  |

| Course ID | Course Title                         | SH | GE Student Learning Outcomes | Area of Knowledge      | Curricular Theme | Pre Req  | Course Description   |
|-----------|--------------------------------------|----|------------------------------|------------------------|------------------|----------|--|
| PHS 2340  | Renewable Energy and the Environment | 3  | Critical Thinking            | Natural Science        | Sustain          | None     | This course will explore the scientific principles associated with the environment and methods of harnessing renewable energy. Topics covered will include: environmental principles and technologies for utilizing renewable energy sources (i.e., wind, solar, and ocean currents) as well as bio-fuels, and fuel cells and their potential economic impact and effect on climate change, and global warming. In investigating energy needed for a sustainable future, this course compares the recent developments and innovations in various countries in resolving the future global energy crisis and reduction of global environmental pollution.   |
| PHS 2341  | Environmental Sci                    | 3  | Critical Thinking            | Natural Science        | Sustain          | None     | This course will focus on the chemical and physical aspects of the environment. The earth's natural systems as well as the effects of human activities on the environment will be explored. Scientific principles will be applied to investigate natural flows of chemicals, water and energy in terrestrial, aquatic and atmospheric systems, and how humans impact these natural flows and systems. Environmental issues related to health and disease, nuclear waste disposal, water resources, energy use and conservation, land reclamation, global climate change, and industrial pollution will also be addressed.  |
| PHY 3331  | Prin of Physics                      | 3  | Critical Thinking            | Natural Science        | None             | None     |  |
| PHY 3332  | Prin of Physics II                   | 3  | Critical Thinking            | Natural Science        | None             | PHY 3331 |  |
| PSY 1301  | Intro to Psych Sciences              | 3  | Critical Thinking            | Soc/Beh Science        | None             | None     | This course introduces students to the major theories, principles and concepts of psychological science. Areas of study are drawn from: research methodology, development, perception, learning, memory, motivation, intelligence, personality, abnormal behavior, and social psychology.  |
| PSY 3312  | Black Psych                          | 3  | Critical Thinking            | None                   | None             | PSY 2301 | The purpose of this course is to facilitate awareness and an understanding of the psychology of people of African descent; to develop an understanding of the breadth, scope, and development of the field of Black Psychology; and to generate an awareness of Afrocentric theories of development and pathology, as well as methodologies emerging from these theories and philosophies. Additionally, psychological, social and cultural forces which have helped to shape and determine the unique thought, styles, and behavior of people of African descent will be critically examined. The goal of this course is to promote a high level of critical thinking about the impact of race, ethnicity, and culture from a global perspective. |
| REL 3311  | History/The Black Church             | 3  | Critical Thinking            | Soc/Beh Science        | Diversity        | None     | This course is a critical examination of the history, beliefs, rituals, and ways of thinking reflected in some of the major denominations of the Black church and religious expressions in music, the arts, preaching, theater, and film.  |
| REL 3316  | Religion & Ethics                    | 3  | Critical Thinking            | Foreign Lang & Culture | Ethics           | None     | This course is designed to explore some of the major questions that intersect religion and ethics. The majority of the course examines religious views on six (6) topics in ethics: sexual intimacy and marriage, abortion, genetic engineering and cloning, euthanasia and assisted suicide, the death penalty, and war and terrorism.  |
| REL 3330  | New Religious Movements              | 3  | Critical Thinking            | Soc/Beh Science        | Diversity        | None     | This course aims to introduce students to those religions that have originated in the nineteenth or twentieth century.   |

| Course ID | Course Title                                | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre Req  | Course Description   |
|-----------|---|----|------------------------------|-------------------|------------------|--|--|
| SOC 2301  | Intro to Sociology                          | 3  | Critical Thinking            | Soc/Beh Science   | None             | None   | This course makes a scientific study of social behavior. An investigation of functional and dysfunctional phenomena in society and culture is also conducted.  |
| SOC 2302  | Health/Society: Gen Sociology               | 3  | Critical Thinking            | Soc/Beh Science   | None             | None   |  |
| SOC 3310  | Sociological Investigation & Research II    | 3  | Critical Thinking            | SL                | None             | SOC 2301 or 2302 & 3309; majors or minors only         | This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review of research, a research project, a research paper, or laboratory work.   |
| SOC 3393  | Sociological Investigation and Research I   | 3  | Critical Thinking            | SL                | None             | SOC 2301 or 2302, major or minor                       | This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review or research, a research project, a research paper, or laboratory work.   |
| SOC 4311  | Socio/African American                      | 3  | Critical Thinking            | Soc/Beh Science   | None             | None   | In this course a study is made in-depth of the most controversial minority in American history. The student is exposed to the new ideas that have evolved from recent changes in the area.   |
| SOC 4312  | Sociological Investigation and Research III | 3  | Critical Thinking            | SL                | None             | SOC 2301 or 2302, 3309 and 3310, majors or minors only | This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review of research, a research project, a research paper, or laboratory work.   |
| SOC 4345  | Special Topics in Soc: Inequalities I       | 3  | Critical Thinking            | None              | None             | SOC 2301 or 2302, upper level in the major or minor    | This upper-division seminar in selected topics in Sociology will provide a track-specific treatment of current theoretical or applied issues within the discipline. Course content will vary according to the instructor, and that content will be announced prior to registration. This course focuses on a variety of social inequalities-related topics not offered on a regular basis. |
| SOC 4346  | Special Topics in Soc: Inequalities II      | 3  | Critical Thinking            | None              | None             | SOC 2301 or 2302, upper level in the major or minor    | This upper-division seminar in selected topics in Sociology will provide a track-specific treatment of current theoretical or applied issues within the discipline. Course content will vary according to the instructor, and that content will be announced prior to registration. This course focuses on a variety of social inequalities-related topics not offered on a regular basis. |
| SOC 4356  | Special Topics in Soc: Health & Wellness I  | 3  | Critical Thinking            | None              | None             | SOC 2301 or 2302, upper level in the major or minor    | This upper-division seminar in selected topics in Sociology will provide a track-specific treatment of current theoretical or applied issues within the discipline. Course content will vary according to the instructor, and that content will be announced prior to registration. This course focuses on a variety of health-related topics not offered on a regular basis.              |
| SOC 4358  | Special Topics in Soc: Health & Wellness II | 3  | Critical Thinking            | None              | None             | SOC 2301 or 2302, upper level in the major or minor    | This upper-division seminar in selected topics in Sociology will provide a track-specific treatment of current theoretical or applied issues within the discipline. Course content will vary according to the instructor, and that content will be announced prior to registration. This course focuses on a variety of health-related topics not offered on a regular basis.              |

| Course ID | Course Title  | SH | GE Student Learning Outcomes                      | Area of Knowledge      | Curricular Theme | Pre-Req         | Course Description  |
|-----------|---|----|---|------------------------|------------------|-----------------|---|
| AAS 1301  | Introduction to Africana Studie                               | 3  | Critical Reading                                  | Foreign Lang & Culture | None             | None            | Formally institutionalized in the American academy in the last half of the twentieth century, Africana Studies is a vibrant and dynamic discipline that creates new knowledge about the world and human existence through the critical and comprehensive study of the peoples, cultures, and ideas of Africa and the African diaspora. In this introductory lecture course students will examine the history and evolution of the discipline, key scholars, ideas, and themes, central disciplinary questions and debates, and prominent theoretical and methodological frameworks used by Africana Studies scholars. Students will also engage Africana social and political thought and literary, cultural, and aesthetic forms and expressions. In all, this course is designed to enable students to develop a solid disciplinary understanding of Africana Studies, gain facility in understanding the conceptual, theoretical, and analytical frameworks of the discipline, and acquire skills in critically comprehending interdisciplinary scholarship. |
| AAS 1305  | Living Well! Benefits of Leisure for people with Disabilities | 3  | Critical Reading                                  | Soc/Beh Science        | Diversity        | None            | This course explores recreation and leisure as it impacts health and well being for persons with disabilities. Students will focus on critical reading skills as a way to understand a variety of disabilities and chronic illnesses with a particular focus on the benefits of recreation and leisure. A variety of written materials will be used to view challenges and trends in recreation for persons with disabilities.  |
| AAS 2301  | Intro to African/AA Studies                                   | 3  | Critical Reading                                  | Foreign Lang & Culture | None             | None            |   |
| AAS 2315  | Language, Literacy & Liberation in Africa                     | 3  | Critical Reading                                  | Foreign Lang & Culture | Globalization    | None            | This course introduces students to issues of language in African education. Language is a major tool that each education system uses either to make education accessible or inaccessible to its intended population. Through close reading and critical analysis of carefully selected material on language and education in Africa, students will be exposed to different aspects of African indigenous knowledge and how language has been used to convey or offer those kinds of "knowledges." Texts introduced in class will be used to foster students' critical reading skills and at the same time enable them discover the pivotal role of language in African education prior to colonialism, during colonialism, and after colonialism. Discussions in this course will be used to generate critical perspectives on the role of African languages vis-a-vis former colonial languages that have now taken over the role of media of instruction in education.  |
| ACC 1301  | Introduction to Financial Litera                              | 3  | Critical Reading                                  | Soc/Beh Science        | None             | None            | This course introduces basic concepts of financial literacy. Students will increase awareness of how emotional decision-making and manipulative messaging of marketers, the media, family, and peers affect financial behavior. The concepts learned will help students to be informed and prepared to be effective managers of financial resources, as well as to avoid emotional pitfalls and understand the costs and benefits of financial decisions.   |
| BLA 2327  | Business Law II   | 3  | Critical Reading                                  | Soc/Beh Science        | Civics           | BLA 2325        | This course deals with property law, contract law, estate law, bankruptcy law, partnership law, corporate law, and the role of government in the business world.  |
| EDU 1351  | Current Critical Issues & Trends in Education                 | 3  | Critical Reading                                  | Soc/Beh Science        | None             | None            |   |
| ENG 2301  | World Lit I   | 3  | Critical Reading                                  | Literature             | None             | ENG 1301 & 1302 | This is a study of selected world literature from its beginnings to the seventeenth century. Attention is given to major genres and to the intellectual and cultural values of the literature studied.  |
| ENG 2302  | World Lit II  | 3  | Critical Reading                                  | Literature             | None             | ENG 1301 & 1302 | This is a study of selected world literature from the seventeenth century to the present. Attention is given to major genres and to the intellectual and cultural values of the literature studied.   |
| ENG 2306  | Women's Lit in a Global Context                               | 3  | Critical Reading                                  | Literature             | Global           | None            |   |
| ENG 4328  | African American Women Writers                                | 3  | Critical Reading, Critical Thinking, Written Comm | Literature             | None             | None            | This course will introduce students to major modern African American women writers. The focus is on dominant themes, issues and the literary devices found in the texts.  |
| FLS 2303  | Literature of India & South Asia                              | 3  | Critical Reading                                  | Literature             | Global           | None            | This course is a study of selected literary works and related artistic products from India and South Asia. The thematic and genre focus is broad, including works from the Ancient Hindu and Classical periods, early Buddhist tales, and medieval mystical poetry from a range of traditions. Though the texts are from before the eighteenth century, the course explores the persistent legacy and globalization of Indian ideas, as well as the diaspora of South Asians which echoes the past and spreads this legacy. Readings, film viewings, lectures, and discussion are in English, and no prior knowledge of the region is required.   |

| Course ID | Course Title   | SH | GE Student Learning Outcomes        | Area of Knowledge      | Curricular Theme | Pre-Req | Course Description   |
|-----------|--|----|-------------------------------------|------------------------|------------------|---------|--|
| FLS 2315  | Literature of African Diaspora in the Americas         | 3  | Critical Reading, Critical Thinking | Literature             | Global           | None    | Literature of the African Diaspora in the Americas is designed to introduce students to English translations of literary works originally composed in the languages offered in the Department of World Languages and Cultures. These texts will be studied within the framework of major literary and ideological movements that defined a Black aesthetics in the Americas. Principally, the course analyzes the concept of an African Diaspora and its impact on the literary expressions about the African presence and contributions in the Americas. The geographic scope of the course (from the Seward Peninsula to Patagonia) makes it amenable to different approaches and can be taught by any member of the faculty in the department.  |
| FLS 2317  | The African Epic & Oral Traditions                     | 3  | Critical Reading, Critical Thinking | Literature             | Global           | None    | This course investigates major epics from Africa and their significance to their respective communities. The course takes a context- performance perspective by asserting that the African epic is a living and lived event among its people. The course will explore the controversies that surround the African epic. Questions such as what is an African epic and how does the African epic differ from other epics of the world will be explored. Examples of works to be reviewed include Shaka Zulu, Furno Liyongo, Sundiata, Mwindo, Ozidi, etc. These works will be read and discussed to better understand their commonality and differences in representing their respective cultures.  |
| FLS 2320  | Intro to Contemporary African Lit                      | 3  | Critical Reading, Critical Thinking | Literature             | Global           | None    | This course introduces students to the social, cultural, political, and economic aspects of African people as represented by 21st century contemporary African writers in their literary works. Through close reading and critical analysis of novels, short stories, poetry, drama, and film, students will explore topics such as the aftermath of colonial encounter, the conflict between tradition and modernity, the negotiation of African identities, post-independence disillusionment, gender issues, and the impact of globalization on the modern African society. The discussion of the selected works of fiction will foster a comparative approach that enables students to discover the similarities and the differences apparent in the cultures and historical contexts where these literatures emerge. At the end of the course students will have an improved appreciation of literary works made possible through the linguistic richness of African writing and a better understanding of the African people and their ways of life. |
| GEO 2313  | Environmental Geography                                | 3  | Critical Reading                    | Soc/Beh Science        | Sustain          | None    | This course introduces students to the classification of earth's resources and the concept of human-resource-environment interaction. Focus is placed on how physical, social and cultural factors help us to understand resource issues and how humans deliberately and unwittingly degrade the earth's environment. Environmental issues are discussed and ways are suggested to minimize environmental damage.  |
| HUM 2311  | Masc, Resist Narratives and AA Cultural Texts          | 3  | Critical Reading                    | Foreign Lang & Culture | Diversity        | None    |  |
| IDS 2301  | Introduction to Urban Studies                          | 3  | Critical Reading                    | Soc/Beh Science        | Civics           | None    | This course will introduce students to the interdisciplinary field of Urban Studies, the course will present models of how scholars approach cities from a variety of disciplinary viewpoints including: architecture, planning, law, sociology, history, political science, economics and geography. Students will learn some of the major concepts in the field of Urban Studies and they will study the works of leading scholars in the field over the last hundred years.   |
| MCM 1301  | Intro to Human Comm Theory                             | 3  | Critical Reading, Critical Thinking | Soc/Beh Science        | None             | None    | Unknown stories, unheard stories, untellable stories; here are some ideas you may learn about in this course. Stories help communicators make sense of a situation. This course is open to all students who are interested in real-life application of communication theory and how daily occurrences make sense in an ever-changing communication environment.  |
| MUS 1306  | Medieval to Modern Women in Music                      | 3  | Critical Reading                    | Fine Arts              | Diversity        | None    |  |
| POR 2305  | Literature of Brazil and the Portuguese Speaking World | 3  | Critical Reading                    | Literature             | Global           | None    | This course is a study of selected literary works and related artistic products from Brazil, Portugal, and the former Portuguese colonies in Africa and Asia. The geographic scope is global, but a thematic emphasis is on the culture of Africa and of Brazilians of African descent. Attention is given to major genres, to sociohistorical context, and to the intellectual, political and cultural values of the works studied. Readings, film viewings, lectures, and discussion are in English. No prior knowledge of the Portuguese language or the Portuguese-speaking world is required.   |
| POS 2311  | American Government                                    | 3  | Critical Reading                    | Soc/Beh Science        | Civic            | None    | The course is a survey of the structure, organization, and functions of the legal and political processes of American national government. Emphasis is placed upon the theoretical foundations of the American constitutional system.  |
| PSY 2318  | Intro to Forensic Psy                                  | 3  | Critical Reading                    | None                   | None             | None    | This course introduces students to the field of forensic psychology, its history, and its impact in today's world as it relates to the criminal justice system. The course will provide an expansive overview of forensic psychology; including basic tenets, practices, and procedures and will explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues.  |

| Course ID | Course Title                     | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req | Course Description   |
|-----------|----------------------------------|----|------------------------------|-------------------|------------------|---------|--|
| REL 2301  | Intro to New Testament           | 3  | Critical Reading             | Literature        | None             | None    | This is a study of the text and canon of the New Testament, Paul's Epistles, the Synoptic Gospels and the life and message of Jesus.   |
| REL 2302  | Intro to Old Testament           | 3  | Critical Reading             | Literature        | None             | None    | This course is a survey of the religious ideas, literature and personalities of the Old Testament with the purpose of introducing students to the fundamentals of the Hebrew faith and of preparing them to understand and evaluate the significance of the Old Testament.   |
| REL 2303  | Intro to World Religions         | 3  | Critical Reading             | Soc/Beh Science   | Diversity        | None    |  |
| TRC 1305  | Living Well! Benefits of Leisure | 3  | Critical Reading             | Soc/Beh Science   | Diversity        | None    | This course explores recreation and leisure as it impacts health and well being for persons with disabilities. Students will focus on critical reading skills as a way to understand a variety of disabilities and chronic illnesses with a particular focus on the benefits of recreation and leisure. A variety of written materials will be used to view challenges and trends in recreation for persons with disabilities. |

| Course ID | Course Title  | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre Req | Course Description  |
|-----------|---|----|------------------------------|-------------------|------------------|---------|---|
| AAS 1307  | "Play it Like You Mean It!": Analysis and Applications of Recreation Activities | 3  | Information Literacy         | Soc/Beh Science   | Diversity        | None    | This course is focused on using information effectively to examine recreational activities and cultural aspects of play, recreation and leisure. Various activities such as physical games, music, drama, arts and crafts, social activities and special events will be part of the course focus. Activity analysis and application of the characteristics of the developmental milestones of human growth in relation to recreation and leisure activities will be incorporated into the goal of increasing information literacy skills.   |
| BIO 2304  | Scientific Invest. Of Diseases  | 3  | Information Literacy         | Natural Science   | None             | None    | Scientific Investigation of Diseases is an information literacy course that will equip students with the set of abilities that will allow them to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. This course will involve students being presented with hypothetical medical scenarios in which pseudo patients exhibit specific signs and symptoms of an unknown disease or disorder. The students will be presented with hypothetical scenarios in which pseudo-patients exhibit various symptoms and signs. The students will then be required to utilize various types of informational resources (i.e. scholarly articles, publications, and mass media sources) in an effort to identify the possible diseases or disorders possessed by the patients. In addition to making diagnoses, the students will also access, evaluate, organize and use various forms of information to make recommendations about treatment and prognosis for the patients. The students will then demonstrate their understanding of the biology behind various diseases and disorders by presenting the information they have accessed, organized and evaluated in written and/or presentation form. The students will leave this course being able to use not only classroom material provided by the instructor, but also the knowledge that will allow them to use other resources from the broader community and the mass media. Students in essence will learn how to learn in this course. |
| BUA 2350  | Fundamentals of Intl Business   | 3  | Information Literacy         | None              | None             | None    | This course is an overview of international business. Topics addressed include theories of international trade, foreign direct investment, evolution of the international monetary systems, balance of payments, international institutions such as WTO, IMF, OECD, OPEC, regional economic integrations such as NAFTA and EU, big emerging markets, currency regimes and exchange rates, political, legal, cultural, social, economic and technological dimensions of the international business environment, overview of entry modes such as exporting, licensing, franchising, joint venturing and outsourcing and future of the international business.   |
| CSC 1306  | Computer & Its Use  | 3  | Information Literacy         | None              | Ethics           | None    | This course provides an introduction to the use of digital computers, applications software, I/O devices, storage devices, systems software, software evaluation, and computer ethics. Laboratory sessions include extensive hands-on experience using word processing, database, spreadsheet, and other software used in various fields of study. Laboratory work required.  |

| Course ID | Course Title                      | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre Req  | Course Description  |
|-----------|-----------------------------------|----|------------------------------|-------------------|------------------|----------|---|
| CSC 2330  | Computer & Its Use II             | 3  | Information Literacy         | None              | Ethics           | CSC 1306 | This course is a continuation of CSC 1306. It provides more advanced exposure to commonly used software, including computer graphics applications design, desktop publishing, database programming, spreadsheet functions, and other applications. Laboratory work required.  |
| EDU 1301  | CSI: Critiques of Societal Issues | 3  | Information Literacy         | Soc/Beh Science   | None             | None     |   |
| EDU 2334  | Education, Culture & Society      | 3  | Information Literacy         | Soc/Beh Science   | Diversity        | None     |   |
| GEO 2315  | Intro to Geographic Info Systems  | 3  | Information Literacy         | Soc/Beh Science   | None             | None     | In this course the student will be introduced to the concept of visualizing, exploring and analyzing data geographically. The student will obtain hands-on experience of display, analysis and presentation of mapping functions using the latest ArcView GIS software. The student will also be given an introduction to the fundamental concepts of geographical information science (geographic data acquisition, representation, analysis, and interpretation). Technologies reviewed include topographic mapping, global positioning systems, aerial photography, and satellite remote sensing. Assignments will be geared toward analysis of data and decision-making.  |
| HED 2306  | Understanding Health Disparities  | 3  | Information Literacy         | Soc/Beh Science   | Civic            | None     | This web-based course focuses on understanding health disparities of vulnerable populations in the United States, and investigates the root causes and remediation of these persistent health disparities through examining case studies. Community organizing/building and program planning are addressed. This course meets the general education requirement for information literacy.   |
| MCM 3342  | Media, Comm & Culture             | 3  | Information Literacy         | Soc/Beh Science   | Global           | None     | This is an Information Literacy course which will equip the students with a set of abilities that will allow them to recognize information pertaining to the mass and online media when needed and have the ability to identify, locate, evaluate, analyze and use effectively the needed information. Media, Communication and Culture will provide an overview of the structure and functions of mass media in contemporary society. The course will also promote awareness of the social, economic, cultural, political and technological aspects of mass communications along with an introduction to basic theory, business strategies and aesthetics. This course is designed to provide the student with an understanding of media and audience relationships, and the role of the media in shaping the public agenda. This course requires attendance, participation, and completion of assignments, discussions and presentations to ensure successful completion of the course. |
| MGT 1304  | Intro to Business                 | 3  | Information Literacy         | Soc/Beh Science   | Civic            | None     | This course is designed to introduce the various areas in the study of business. A threefold purpose is served: (1) to generate student interest in and enthusiasm for entering the study of business; (2) to teach business terminology; and (3) to provide a broad background in common business practices so that students may choose business specialization(s) more intelligently.   |

| Course ID | Course Title                            | SH | GE Student Learning Outcomes              | Area of Knowledge | Curricular Theme | Pre Req                                 | Course Description   |
|-----------|---|----|---|-------------------|------------------|---|--|
| MGT 3350  | Fundamentals of Intl Business           | 3  | Information Literacy                      | Soc/Beh Science   | Global           | None                                    | This course is an overview of international business. Topics addressed include theories of international trade, foreign direct investment, evolution of the international monetary systems, balance of payments, international institutions such as WTO, IMF, OECD, OPEC, regional economic integrations such as NAFTA and EU, big emerging markets, currency regimes and exchange rates, political, legal, cultural, social, economic and technological dimensions of the international business environment, overview of entry modes such as exporting, licensing, franchising, joint venturing and outsourcing and future of the international business.  |
| MIS 2350  | Business Intelligence Concepts          | 3  | Information Literacy                      | Soc/Beh Science   | None             | None                                    |  |
| PSY 3310  | Drugs, Addiction & Behavior             | 3  | Information Literacy                      | Soc/Beh Science   | Health           | PSY 2301 recommended                    | This course develops information literacy skills as students learn to ask appropriate questions and to access information regarding the investigation of the psychobiological and psychosocial factors influencing psychoactive drug use, abuse and dependence. In addition, students will engage in practices to improve their ability to evaluate and organize information and to communicate that knowledge efficiently and ethically regarding the effects these drugs have on behavior and consciousness. Students will also examine how some drugs may enhance as well as harm health status. Alcohol and other depressants, opiates, stimulants, and hallucinogens among other abused drugs will be investigated by students. |
| SOC 3309  | Sociological Investigation & Research I | 3  | Information Literacy or Critical Thinking | SL                | None             | SOC 2301 or 2302; majors or minors only | This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review of research, a research project, a research paper, or laboratory work.   |
| SOS 2301  | Research in Social Sciences I           | 3  | Information Literacy                      | Soc/Beh Science   | None             | None                                    |  |
| TRC 1307  | Play it Like you Mean It                | 3  | Information Literacy                      | Soc/Beh Science   | Diversity        | None                                    | This course is focused on using information effectively to examine recreational activities and cultural aspects of play, recreation and leisure. Various activities such as physical games, music, drama, arts and crafts, social activities and special events will be part of the course focus. Activity analysis and application of the characteristics of the developmental milestones of human growth in relation to recreation and leisure activities will be incorporated into the goal of increasing information literacy skills.  |

| Course ID | Course Title                          | SH | GE Student Learning Outcomes | Area of Knowledge      | Curricular Theme | Pre Req             | Course Description   |
|-----------|---------------------------------------|----|------------------------------|------------------------|------------------|---------------------|--|
| BIO 1303  | Scientific Ethics                     | 3  | Oral Communication           | None                   | Ethics           | None                | This course describes the ethical foundations of scientific practices and some of the personal and professional issues that researchers encounter in their work. The code of conduct that professional scientists agree to follow will also be discussed along with the consequences of misconduct in science. The collection and presentation of data, authorship, and conducting human animal research will also be shared through professor and student-led discussions.  |
| CHI 1318  | Intro to China in the World           | 3  | Oral Communication           | Foreign Lang & Culture | Global           | None                | CHI 1318 is an introductory course on the general history of China and its engagement with the rest of the world. In addition, students will learn about the linguistic features of the Sino-Tibetan language family spoken in China and surrounding communities, and how the youth in China use the language to engage the outside world through social media. All materials for the course will be in English and discussions of culturally related topics will be conducted in English.   |
| EXS 2301  | Decision Making & Character in Sports | 3  | Oral Communication           | Soc/Beh Science        | Ethics           | None                | Would you participate in a hazing activity if all your friends were involved? Would you bench the best player on your team for violating a major rule the night before the championship? Would you intentionally go for the quarterback's injured leg? Throughout life, individuals are forced to make decisions that range from the mundanely simple to the stressfully complex. Individual decisions can lead to a character assassination or glorification. Athletes, coaches and others involved in the sports world make numerous decisions, which are quickly highlighted on the 6:00 news. Throughout this course, we will investigate some of those decisions, reasons we make good and poor decisions, and whether it's possible to avoid making costly mistakes. The purpose of this course is twofold: (a) to help students understand the decision making process and its impact on character, and (b) to teach students how to communicate their ideas and the ideas of others effectively. |
| FRE 3312  | French Conversation & Pronunciations  | 3  | Oral Communication           | None                   | Global           | FRE 2312            | This course provides intensive oral practice in French with a strong focus on topics of current interest. Students will read texts on popular culture and current events, and they will watch and listen to audiovisual materials available on-line in preparation for classroom discussion. The course also provides a deeper understanding of the phonology of spoken French and practice in phonetic accuracy.  |
| GEO 2311  | Intro to Geography                    | 3  | Oral Communication           | Soc/Beh Science        | Global           | None                | This course introduces the student to the discipline of geography. Emphasis is placed on the spatial distribution of phenomena and on mapwork, which involves, basically, place identification and location. Several aspects of physical geography such as landforms, plate tectonics and agents of erosion are described. Additionally, subdivisions of human geography such as population distribution, cultural geography and human-environment relationships receive attention.  |
| NUR 1303  | Talking the Talk                      | 3  | Oral Communication           | None                   | None             | Interest in Nursing | This course will focus on introduction to professional nursing practice with development of academic skills, personal and professional development and knowledge of university resources related to the nursing major. Explore the roles of the nurse as a professional and address the concepts in health care systems, encourage self-awareness, values clarification and communication patterns, and critical reasoning skills.   |

| Course ID | Course Title                            | SH | GE Student Learning Outcomes | Area of Knowledge      | Curricular Theme | Pre Req                          | Course Description   |
|-----------|---|----|------------------------------|------------------------|------------------|----------------------------------|--|
| POR 3309  | Portuguese Conversation & Pronunciation | 3  | Oral Communication           | None                   | Global           | POR 2312 or Approval             | This course provides intensive oral practice in Portuguese with a strong focus on topics of current interest. Students will read texts on popular culture and current events, and they will watch and listen to audiovisual materials available on-line in preparation for classroom discussion. The course also provides a deeper understanding of the phonology of spoken Portuguese and practice in phonetic accuracy.  |
| SPA 2309  | Inter Spanish Conversation              | 3  | Oral Communication           | Foreign Lang & Culture | Global           | SPA 1311, SPA 1312 or permission | This course offers an opportunity for conversational practice in Spanish in practical situations that require an active and spontaneous use of the language.   |
| SPH 2321  | Oral Inter/Lit                          | 3  | Oral Communication           | Literature             | None             | ENG 1301 & 1302                  | This course introduces the student to the basic principles of oral communication through a study of the production of speech sounds, followed by a study of the principles of selection, analysis, and preparation of poetry, prose, and drama for oral presentation before an audience.   |
| SPH 2341  | Fundamentals of Speech                  | 3  | Oral Communication           | None                   | None             | ENG 1301 & 1302                  | This course is a study and application of basic elements and processes essential to effective speech. Emphasis is placed upon practical speaking experiences that are valuable to individuals and groups. Emphasis is also given to general American phonetics and its relation to speech improvement.   |
| SPH 2345  | Great Af Am Speeches/ 20th & 21st Cent. | 3  | Oral Communication           | None                   | None             | None                             |  |
| SPH 2346  | Professional Presentations              | 3  | Oral Communication           | None                   | None             | None                             |  |
| SPH 3320  | Intercultural Comm                      | 3  | Oral Communication           | Foreign Lang & Culture | Diversity        | None                             | This course serves as an introduction to the field of intercultural communication by examining the practical application of theory and research. The goal of this course is for students to develop an understanding of the communication process across cultural boundaries in a variety of contexts. The course focuses on challenges and issues important to the understanding of people of different racial, ethnic, national, and other cultural backgrounds in the US and abroad.  |
| TRC 1311  | Leisure and Society                     | 3  | Oral Communication           | Foreign Lang & Culture | Civic            | None                             | The leisure service industry's existence is based on premise that leisure enhances the quality of life available to an individual, society, or culture. as in any profession, foundational perspectives and knowledge are required as a basis for further personal and professional development. in his course, students will engage in a variety of oral presentations to explore the historical, psychological and economic impact of recreation, leisure, and play in contemporary American society, information on the role of government at the local, state and federal levels and its influence on recreation will also be presented. the existing range of leisure agencies and career opportunities will be examined. |

| Course ID | Course Title                                     | SH | GE Student Learning Outcomes | Area of Knowledge         | Curricular Theme | Pre-Req               | Course Description  |
|-----------|--|----|------------------------------|---------------------------|------------------|-----------------------|---|
| EXS 1301  | Lifestyle Behaviors for a Healthy Heart          | 3  | Quantitative Literacy        | None                      | Health           | None                  | This course is designed to introduce the student to fundamental aspects of cardiovascular health, wellness, fitness and healthy lifestyle behaviors using evidence-based health data easily accessible to the public for free. With the emphasis on lifestyle modifications to promote heart health and overall health and wellness, this course will prepare undergraduate students to 1) calculate cardiovascular disease (CVD) risk factors and understand how lifestyle behaviors contribute to chronic disease risks, 2) organize and analyze data, 3) interpret quantitative information and draw conclusions and, 4) evaluate the presentation of health data in mass media, e-learning and web-based sources. |
| GER 2326  | Statistics for the Social and Behavioral Science | 3  | Quantitative Literacy        | Soc/Beh Science           | None             | None                  | The objective of this course is to show the student how statistics are used. The student will gain an appreciation of the proper use of statistics and statistical terms in textbooks, newspapers, magazines and in research reports. The major emphasis of this course is an understanding of statistical measures, sampling and hypothesis testing. This course is a prerequisite to GER 4301. Students may not receive credit for both GER 2326 and MAT 2326 or PSY 2326 or SOC 2326.  |
| MIS 1380  | Business Computing                               | 3  | Quantitative Literacy        | Soc/Beh Science           | None             | None                  | This course provides in-depth experience with spreadsheets and other software. A graphical operating environment such as Windows is used. Students are required to design and develop projects which address common business problems. Relevant information systems concepts providing the foundation for advanced Business studies are provided.   |
| MAT 1311  | College Algebra                                  | 3  | Quantitative Literacy        | Math & Quantitative Logic | None             | MAT 1306 or Placement | This course covers topics in applied algebra. Topics include a review of factoring, algebraic fractions, rational exponents, radicals, first-degree linear equations and graphs, quadratic equations, first-degree inequalities, and linear systems of equations.   |
| MAT 1312  | PreCalculus I                                    | 3  | Quantitative Literacy        | Math & Quantitative Logic | None             | MAT 1311 or Placement | This course introduces techniques for solving inequalities involving absolute value, polynomials, and rational expressions. Included are discussions of functions and their graphs for linear, quadratic, and general polynomials, rational functions, exponentials, and logarithms. General graphing techniques and the conics are also discussed.   |
| MAT 1313  | PreCalculus II                                   | 3  | Quantitative Literacy        | Math & Quantitative Logic | None             | MAT 1312 or Placement | This course, a continuation of MAT 1312, helps to prepare a student for Calculus I. The following are among the topics studied: trigonometric functions and identities, solutions of trigonometric equations and triangles, graphs of the trigonometric functions, and verbal problems involving applications of trigonometric functions. Also included are sequences, series and mathematical induction.   |
| MAT1323   | Topics in Contemporary Math                      | 3  | Quantitative Literacy        | Math & Quantitative Logic | None             | MAT 1306 or Placement | This course serves as the core requirement for those students whose departments do not require any more mathematics courses, with the exception of MAT 2326 (Elementary Statistics). Topics include basic algebraic concepts, sets, statistics, probability, mathematics of finance, and problem solving.   |

|          |                           |   |  |                           |      |  |  |
|----------|---------------------------|---|--|---------------------------|------|--|--|
| MAT 1401 | PreCalc & Trig            | 4 | Quantitative Literacy                    | Math & Quantitative Logic | None | Score on Calc readiness test or instructor perm. | Mat 1401 is a one semester accelerated precalculus for highly prepared students course aimed at preparing students for the study of Calculus. Students will study real numbers, polynomial, rational, exponential, logarithmic, trig functions and graphs, and analytic geometry. By the end of the semester, students will be able to analyze real world problems by using mathematical models and use appropriate techniques for solving various types of equations. Students will not receive credit for this course and MAT 1312 and MAT 1313. |
| MAT 2317 | Calculus I                | 3 | Quantitative Literacy                    | Math & Quantitative Logic | None | Placement  |  |
| MAT 2318 | Calculus II               | 3 | Quantitative Literacy                    | Math & Quantitative Logic | None | MAT 2317   |  |
| MAT 2326 | Elementary Stats          | 3 | Critical Thinking, Quantitative Literacy | Math & Quantitative Logic | None | Placement  |  |
| MAT 2333 | Calculus for Bus Majors   | 3 | Quantitative Literacy                    | Math & Quantitative Logic | None | MAT 1312 or Placement                            | This course includes a brief review of the concepts of functions and combinations of functions. It also covers the basic concepts of differential and integral calculus and its applications. Special attention is given to problems in business and economics.  |
| PHI 2303 | Into to Logic             | 3 | Quantitative Literacy                    | Soc/Beh Science           | None | None   | A study of the basic principles of deductive reasoning. Focus will be on developing critical thinking and problem-solving skills. These skills are vital for success in any of the post-graduate standardized tests, such as the Graduate Record Examination (GRE), Law School Admission Test (LSAT), Graduate Management Admission Test (GMAT), and Medical College Admission Test (MCAT).  |
| PHY 2121 | General Physics Lab       | 1 | Quantitative Literacy                    | Natural Science           | None | None   |  |
| PHY 2122 | General Physics II Lab    | 1 | Quantitative Literacy                    | Natural Science           | None | None   |  |
| PHY 3131 | Prin of Physics I Lab     | 1 | Quantitative Literacy                    | Natural Science           | None | None   |  |
| PHY 3132 | Prin of Physics II Lab    | 1 | Quantitative Literacy                    | Natural Science           | None | None   |  |
| PSY 2326 | Stats for SBS             | 3 | Quantitative Literacy                    | Soc/Beh Science           | None | PSY 2301   | The objective of the course is to show the student how statistics are used. The student will gain an appreciation of the proper use of statistics and statistical terms in textbooks, newspapers, magazines and in research reports. The following topics will be developed: common statistical measures, histograms, probability, binomial distribution, sampling, the chi-square test, correlation and prediction, t-tests and analysis of variance. Students may not receive credit for MAT 2326 or SOC 2326 in addition to this course.        |
| SOC 2326 | Stat for Soc/Beh Sciences | 3 | Quantitative Literacy                    | Soc/Beh Science           | None | None   | The objective of this course is to show the student how statistics are used. The student will gain an appreciation of the proper use of statistics and statistical terms in textbooks, newspapers, magazines and in research reports. The major emphasis of this course is an understanding of statistical measures, sampling and hypothesis testing. Students may not receive credit for both SOC 2326 and MAT 2326. This course is a prerequisite to SOC 3352.   |

|          |  |   |                       |                           |        |      |   |
|----------|--|---|-----------------------|---------------------------|--------|------|---|
| EXS 2310 | Demystifying the Stats in Health Science | 3 | Quantitative Literacy | Math & Quantitative Logic | Health | None | This course will introduce the students to the use of statistical methods for analyzing publically available data within the health sciences. The objective of the course is to guide students through common statistical methods including frequencies, descriptive statistics, means, correlations, t-tests, analysis of variance, and simple linear regression. This course meets the general education requirement for quantitative literacy.   |
| FIN 3357 | Personal Financial Planning              | 3 | Quantitative Literacy | None                      | None   | None | This course will help students organize their financial lives by learning and implementing selected principles of accounting, finance, and management. The course will address value and risk determination by dealing specifically with the analysis of one's financial status, goal setting and planning, and decision making. Risk analysis, savings and investment principles, taxes, debt management, retirement, and estate considerations are areas which guide the financial management of individuals and businesses alike. Credit cannot be earned for both this course and FIN 2356. |

| Course ID | Course Title   | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req  | Course Description  |
|-----------|--|----|------------------------------|-------------------|------------------|----------|---|
| BIO 1301  | Biological Concepts (Level 1)                        | 3  | Scientific Literacy          | Natural Science   | None             | RED 1311 | This introductory course covers basic biological principles and mechanisms, such as cells, molecules, evolution, diversity, physiology and genetics. This is a three credit hour course and may be accompanied by BIO 1101. Please note that this course does not fulfill a pre-requisite for BIO 2311 (Anatomy and Physiology I) or BIO 1331 (General Microbiology).   |
| BIO 1302  | Plants & Civilization                                | 3  | Scientific Literacy          | Natural Science   | Health           | None     | This course explores the fascinating ways in which plants have an impact on the quality of human life, from the perspectives of science, history, economics, and sociology. The relationship between plants and people is discussed in terms of how and why plants are used for food, medicines, clothing, and other products. Introductory course that fulfills the natural science and scientific literacy general education requirements. Not normally open to biology or biotechnology majors.  |
| BIO 1305  | Human Heredity, Genetics & society                   | 3  | Scientific Literacy          | Natural Science   | None             | None     | Human Heredity, Genetics and Society is an introductory genetics course that fulfills the natural science and scientific literacy general education requirements. This course explores the basic principles of human genetics, including chromosomes, cell division, and Mendelian inheritance. Environmental and social issues such as cancer, cloning, biotechnology and reproductive technology are discussed.   |
| BIO 1311  | Intro to Biology                                     | 3  | Scientific Literacy          | Natural Science   | None             | RED 1311 | This course is intended for Health Sciences and related majors. It will cover major biological concepts that are the basis of modern biology and medicine. These concepts include, but are not limited to, the classification of organisms, cell biology, biomolecules, genetics, cellular respiration and photosynthesis.  |
| BIO 1313  | Human Reproduction and Devt.                         | 3  | Scientific Literacy          | Natural Science   | Health           | None     |   |
| BIO 1315  | Intro to Biotechnology and Molecular Biology (Lvl 2) | 3  | Scientific Literacy          | Natural Science   | None             | BIO 2301 | This course provides an introduction that is needed by students planning on pursuing graduate studies in Biotechnology and Biomedical Research. Introduction to Molecular Biology and Biotechnology is designed for students interested in pursuing a career in biomedical research and biotechnology. The lecture course focuses on basic knowledge needed for success in the biotech industry laboratory by presenting a balanced coverage of molecular biology, historical developments and contemporary applications. Cutting-edge technologies and concepts in biotechnology will be discussed, as well as detailed information on agricultural, medical, forensic, and regulatory issues that impact the biotechnology industry |
| BIO 1320  | Environmental Biology                                | 3  | Scientific Literacy          | Natural Science   | Sustain          | RED 1311 | This course will provide students with an understanding of major environmental issues from a basic science perspective. Basic science topics include ecosystem structure, energy flow, biogeochemical cycles, population growth and regulation and evolution. Environmental issues covered include human population growth, agriculture and food, and pest control. Conservation of forests and wildlife, preservation biological diversity, energy use, water and air pollution, ozone depletion and global warming.   |

| Course ID | Course Title                    | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req         | Course Description   |
|-----------|---------------------------------|----|------------------------------|-------------------|------------------|-----------------|--|
| BIO 1331  | General Microbiology (Lvl 2)    | 3  | Scientific Literacy          | Natural Science   | None             | BIO 1311        | This course acquaints the student with the fundamental principles governing the diversity, morphology, activities and significance of microorganisms such as bacteria, rickettsias, clamydias, fungi, algae, protozoa, and viruses. In laboratory work, attention is given to the study, techniques and growth conditions of some of these organisms. <b>This course is for Nursing majors.</b>  |
| BIO 1340  | Human Biology & Disease (Lvl 1) | 3  | Scientific Literacy          | Natural Science   | Health           | RED 1311        | Disease affects all people. In this course, students will examine basic biological concepts and their relationship with human health and disease. Questions to be addressed include: Why does disease occur? How is disease influenced by lifestyle? How is disease influenced by genetics? Why do some ethnic groups get certain diseases more often than other ethnic groups? Diseases to be discussed include, but are not limited to, sickle cell anemia, diabetes, obesity, cancer and AIDS. Students will learn how the structure and function of normal molecules, cells, and systems differ from those that are diseased. Additional concepts include the scientific method, natural selection, immunity and nutrition. Students will explore the concepts of disease using case studies, news articles, assignments and a required textbook. Evaluation will be based on participation, completed assignments, oral presentations, and exams. <b>This course satisfies the general education requirement for Biology. Please note that this course does not fulfill a pre-requisite for BIO 2311 (Anatomy and Physiology I) or BIO 1331 (General Microbiology).</b> |
| BIO 1313  | General Biology I               | 3  | Scientific Literacy          | Natural Science   | None             | RED 1311        | Biology 2301 is a first year course emphasizing basic biological principles and the process of science. Biology 2301 is specifically designed for pre-biology, pre-health, and pre-exercise science majors and provides background for molecular and cellular concepts including, but not limited to molecules, cells, and membranes. The course also provides the background needed to progress to advanced courses. Three hours of lecture and one hour of recitation per week. <b>For biology and Biotechnology Pre-Majors, a corequisite of BIO 2101 is required.</b>  |
| BIO 1314  | General Biology II              | 3  | Scientific Literacy          | Natural Science   | None             | BIO 2101 & 2301 | Biology 2302 is a curriculum course emphasizing basic biological principles. Biology 2302 is specifically designed for biology majors and honors students and provides an introductory survey of the diversity of life: prokaryotes, protists, plants, fungi and animals. The structure and function of plants and animals will be covered in more depth. There will be an introduction to ecology and the environment. The course provides the background needed for biology majors as they progress to advanced courses.   |
| BIO 2311  | Anatomy & Physiology I          | 3  | Scientific Literacy          | Natural Science   | None             | BIO 2311        | In this course, students learn to describe the anatomical features and physiological roles and mechanisms of action of the following systems: nervous system and special senses, endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. Students are required to relate the functions of the individual body systems to the functioning of the body as a whole. Three 50 minute or two 75 minute lecture periods per week.   |

| Course ID | Course Title                          | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req              | Course Description  |
|-----------|---------------------------------------|----|------------------------------|-------------------|------------------|----------------------|---|
| BIO 2312  | Anatomy & Physiology II               | 3  | Scientific Literacy          | Natural Science   | None             | BIO 2311             | In this course, students learn to describe the anatomical features and physiological roles and mechanisms of action of the following systems: nervous system and special senses, endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. Students are required to relate the functions of the individual body systems to the functioning of the body as a whole. Three 50 minute or two 75 minute lecture periods per week.  |
| CHE 1311  | Gen Chem Health Sci Majors            | 3  | Scientific Literacy          | NA                | None             | None                 |   |
| CHE 2312  | Gen Chem II                           | 3  | Scientific Literacy          | Natural Science   | None             | None                 |   |
| CLS 2402  | Medical Biochem                       | 4  | Scientific Literacy          | Natural Science   | None             | BIO & CHE experience | This is a one semester course that emphasizes protein structure, function, synthesis, and characterization; energy yielding metabolism of sugars; biological membranes and pathways; flow of genetic information, DNA and RNA structure; constructing and cloning DNA; gene expression in eukaryotes and prokaryotes; viruses and oncogenes; and enzymes and enzymatic activities. Emphasis is placed on how each of these molecules affect health and disease. You also need to have computer skills, hardware and software to participate in this course. |
| MUS 1307  | Psychology of Music                   | 3  | Scientific Literacy          | Fine Arts         | None             | None                 |   |
| PED 2321  | Physiological Basis of Human Movement | 3  | Scientific Literacy          | Natural Science   | None             | None                 | This course is designed to help students understand human physiology in the conceptual framework of human movement. Special attention will be placed on the nervous, muscular, circulatory and respiratory systems. This course serves as a basis and prerequisite for PED 3411 and 3321.   |
| PHS 2136  | Physical Sci Lab                      | 1  | Scientific Literacy          | Natural Science   | None             | None                 |   |
| PHS 2137  | Intro to Planetary Sci Lab            | 1  | Scientific Literacy          | Natural Science   | None             | None                 |   |
| PHS 2336  | Physical Science                      | 3  | Scientific Literacy          | Natural Science   | None             | MAT 1306             | This course reviews selected topics from the fields of chemistry and physics integrated to develop the fundamental concepts of space, mass, time and energy. One-hour lecture period and two two-hour laboratory periods per week.  |
| PHS 2337  | Intro to Planetary Sci                | 3  | Scientific Literacy          | Natural Science   | None             | None                 | In this course subject matter is drawn from the fields of astronomy, geology and meteorology. The work embodied in the course includes a study of celestial bodies, the solar system, the history and structure of the earth and the natural forces which act on the earth and in its atmosphere. Demonstrations, experiments, field trips and visual aids supplement the lectures.   |
| PHY 2321  | General Physics                       | 3  | Scientific Literacy          | Natural Science   | None             | None                 |   |
| PHY 2322  | General Physics II                    | 3  | Scientific Literacy          | Natural Science   | None             | None                 |   |
| PSY 3301  | Biological Psychology                 | 3  | Scientific Literacy          | None              | None             | PSY 1301             |   |

| Course ID | Course Title                               | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                                | Course Description  |
|-----------|--|----|------------------------------|-------------------|------------------|--|---|
| ART 2309  | Latin American Women Artists               | 3  | Written Communication        | Fine Arts         | Diversity        | None                                   | The course introduces students to major modern and contemporary Latin American women artists (1900 to the present). It addresses the education, status and working conditions of women artists in Latin America. The course will provide a survey of paintings, sculptures, prints, photographs, films/videos, literary works and installations by major Latin American women artists such as Frida Kahlo, Tina Modotti, Remedios Varo, Maria Izquierdo, Amelia Pelaez, and Ana Mendieta among many others.   |
| ART 3305  | African American Art                       | 3  | Written Communication        | Fine Arts         | None             | ART 2302 or Perm                       | This course examines art created by African-American artists in the United States from the 19th century to the present day. Painting, sculpture, architecture, textiles, and other artistic forms, are examined, considering formal style, subject matter, function, context and meaning. A particular focus is places on the emergence of African-American artists in the post-Civil War period, the Harlem Renaissance, mural production, and artists working in contemporary society. As much as possible, the course will examine works of art that can be viewed in person: in the Diggs Gallery, O'Kelly Library and elsewhere on campus, and in the local community. There is an emphasis placed on writing in this course.                                      |
| BCO 2311  | Business Communications                    | 3  | Written Communication        | None              | None             | ENG 1302                               | This course examines the application of communication principles to current business situations. Emphasis is placed on memoranda, letters, policy statements, procedures, interviews, group discussions, research methodology, organizations and interpretations of data and report writing.  |
| BIO 2303  | Scientific Writing                         | 3  | Written Communication        | None              | None             | ENG 1302 & BIO 1315 or 2302            | This course will introduce students to the special kinds of writing that science demands: lab reports, articles, review articles, and responsibly researched essays for the general public. Emphasis is placed on the sorts of reading and writing that scientists are expected to do. Discussion focuses on the qualities that are acceptable in scientific writing, and the pitfalls that science writers must avoid. Finally, the aim of this course is to develop skills both in critical reading and in preparation of clear, persuasive scientific writing.   |
| BUA 3302  | Business Ethics                            | 3  | Written Communication        | Soc/Beh Science   | Ethics           | None                                   | This course examines the ethical dimensions of business and the role ethics plays in sound business decisions and a healthy workplace environment. Various ethical theories and corporate models will be studied. Practical application of ethical theory will be discussed through case study analysis, study of various corporate ethics codes, and student research of current ethical issues in business.   |
| EDU 2322  | Promoting Social Justice through Education | 3  | Written Communication        | Soc/Beh Science   | Diversity        | Lvl 1 writing course, Sophomore Status | This writing intensive course will provide students with the opportunity to develop an approved written proposal for service learning projects/problem based learning project based on the analysis of a series of complex, real-world problems regarding the social justice for parents and students within a specific low-income, high-need school community. The course emphasizes the ways students can advocate for parents and students in a community and use community agencies and resources to implement a project. This course emphasizes written communication for the purpose of seeking approval of a service learning project and emphasis is placed on working with culturally and linguistically diverse students, parents, schools and the community. |

| Course ID | Course Title                               | SH | GE Student Learning Outcomes                      | Area of Knowledge      | Curricular Theme | Pre-Req   | Course Description  |
|-----------|--|----|---|------------------------|------------------|-----------|---|
| ENG 1301  | Freshman Comp                              | 3  | Written Communication                             | None                   | None             | Placement | This course is designed to improve the students' ability to understand the written language and to communicate their ideas to others, especially in written form. Students discover, develop, organize, and then communicate their thoughts and evaluate the ideas of others. They work on speaking and listening skills in group discussions and in oral presentations. They use word processing extensively, including completing the common examination in the Writing Laboratory.   |
| ENG 1305  | Thinking and Writing Critically about Lit  | 3  | Written Communication                             | Literature             | None             | None      | This course focuses upon the application of rhetorical and linguistic principles to the critical examination of various works of literature. Students will develop proficiency in reading literary works and use critical analysis skills to discuss, evaluate, and write about these works of art, their style and the context in which they were written. Works from various literary genres, will be utilized in a substantial number of writing assignments focused on both honing writing skills and the critical analysis of the literature presented.  |
| ENG 1312  | Engaging the World through writing         | 3  | Written Communication                             | None                   | None             | None      |   |
| ENG 1313  | Writing in a Digital World                 | 3  | Written Communication                             | None                   | None             | None      |   |
| ENG 1314  | Compositions/Current Events                | 3  | Written Communication                             | None                   | None             | None      |   |
| ENG 1315  | BLK Spec LIT/20th & 21st Century           | 3  | Written Communication                             | None                   | Diversity        | None      |   |
| ENG 4328  | African American Women Writers             | 3  | Critical Reading, Critical Thinking, Written Comm | Literature             | None             | None      | This course will introduce students to major modern African American women writers. The focus is on dominant themes, issues and the literary devices found in the texts.  |
| ESL 2305  | Lang, Culture & Crosse Culture Interaction | 3  | Written Communication                             | Foreign Lang & Culture | Global           | Sophomore | The course will engage students in critical inquiry about the relationship between language and culture, which defines humans' outlook on the world. Students will learn about diverse cultures and languages so that they acquire an integrative understanding of the shared human values across significant differences. Metaphorically put, the course will help students 'figure out the foreigners' and 'step out and fit in around the world.' The course will focus on language universals, on different linguistic ways used in communication by different societies, and on some effective strategies for appropriately addressing the challenges posed to cross-cultural communication by cultural and linguistic diversity. The course may be used as a course that satisfies some of WSSU'S general education requirements as well as an elective course for students majoring in elementary education with an academic concentration in TESL |
| EXS 2325  | Sport & Exercise Psychology                | 3  | Written Communication                             | Soc/Beh Science        | None             | PSY 2301  | This course will aid students' familiarization with psychological concepts and their applications in a sport and exercise environment. Students will be introduced to theories and research in the field of sport and exercise psychology. The course is designed to address psychological factors affecting an individual's behaviors as they relate to sport performance, exercise, health and/or rehabilitation. In addition, the course will cover means to enhance performance in areas of sport, exercise, health and/or rehabilitation using psychological skills. Written communication is a primary focus.   |

| Course ID | Course Title                     | SH | GE Student Learning Outcomes | Area of Knowledge      | Curricular Theme | Pre-Req  | Course Description   |
|-----------|----------------------------------|----|------------------------------|------------------------|------------------|----------|--|
| FRE 3306  | French Grammar & Comp            | 3  | Written Communication        | Foreign Lang & Culture | Global           | FRE 2312 | This course provides intensive practice in reading and writing French. There will be emphasis on training in creative and expository writing, and in comprehending and analyzing both literary and non-literary texts. The course introduces techniques for drafting, editing, and proofing, as well as strategies for stylistic analysis and appreciation of texts in French.   |
| GEO 3311  | Urban Geography                  | 3  | Written Communication        | Soc/Beh Science        | Civic            | None     | This course is a study of interurban and intraurban relationships, including analysis of spatial aspects of sociological, economic and political phenomena.  |
| GEO 3336  | World Econ Geography             | 3  | Written Communication        | Soc/Beh Science        | Global           | None     |  |
| HIS 3341  | African American History to 1865 | 3  | Written Communication        | History                | Diversity        | None     | This course covers the history of black Americans' African background through the Civil War. Major emphasis is placed on the development and institutionalization of slavery and varied responses to it.   |
| HIS 3342  | African History since 1865       | 3  | Written Communication        | History                | Diversity        | None     | This course covers developments in politics, civil rights, education and economics as well as the background and philosophy of outstanding blacks and organizations as they emerged during the period.   |
| MUS 1301  | Intro to Music                   | 3  | Written Communication        | Fine Arts              | None             | None     | This course reviews rhythm, harmony, melody, form, and instruments of the orchestra which are the principal elements of an effective listening technique. It also presents historical and cultural characteristics of each period from the Middle Ages to the present. Selected works representing major composers of the different periods of music are approached through various performance media.   |
| MUS 3339  | Afro American Music              | 3  | Written Communication        | Fine Arts              | Diversity        | None     |  |
| MUS 3340  | Non-Western Music                | 3  | Written Communication        | Fine Arts              | Global           | None     |  |
| POS 1302  | Intro to Political Sci           | 3  | Written Communication        | None                   | None             | None     | This course introduces students to the academic field of Political Science. Students will learn the relationship between citizens and their governments; economic and social justice issues; the rights that citizens have (or don't); what governments and non-governmental organizations can and cannot do as well as relations between diverse countries. Students will also be introduced to the economic, cultural, and political relations between North (and South (i.e. between developed and developing countries) as well as to the sub-topics within the field of Political Science. Key thinkers who have shaped the field as well as the diverse methods used to carry out research will be introduced in this course which is required for Political Science majors but is open to all non-majors. |

| Course ID | Course Title   | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                            |
|-----------|--|----|------------------------------|-------------------|------------------|------------------------------------|
| ACC 2316  | Principles of Financial Accounting   | 3  | Other                        | None              | None             | None                               |
| ACC 2317  | Principles of Managerial Accounting  | 3  | Other                        | None              | None             | ACC 2316                           |
| ACC 3101  | Fund of Nonprofit Accounting   | 3  | None                         | None              | None             | None                               |
| ACC 3314  | Income Tax Accounting I  | 3  | None                         | None              | None             | ACC 2316                           |
| ACC 3316  | Intermediate Accounting I  | 3  | None                         | None              | None             | None                               |
| ACC 3317  | Intermediate Accounting II   | 3  | None                         | None              | None             | None                               |
| ACC 3319  | Cost Accounting  | 3  | None                         | None              | None             | ACC 2317                           |
| ACC 3320  | Accounting for Management Decision Making                                      | 3  | None                         | None              | None             | ACC 2317                           |
| ACC 3321  | Accounting for Governmental, Health Care, & Other Not-for Profit Organizations | 3  | None                         | None              | None             | ACC 2317                           |
| ACC 3322  | Accounting Information Systems   | 3  | None                         | None              | None             | ACC 3416 & ACC 3319                |
| ACC 3330  | Forensic Accounting & Fraud Investigation                                      | 3  | None                         | None              | None             | ACC 2317                           |
| ACC 3391  | Accounting Internship  | 3  | None                         | None              | None             | Staff Approval and Junior Standing |

|          |   |     |      |      |      |                                    |
|----------|---|-----|------|------|------|------------------------------------|
| ACC 4000 | Accounting Independent Study              | 1-3 | None | None | None | Staff Approval and Senior Standing |
| ACC 4317 | Income Tax Accounting II                  | 3   | None | None | None | ACC 3314 & ACC 3417                |
| ACC 4319 | Advanced Cost Accounting                  | 3   | None | None | None | ACC 3319 & QBA 3335                |
| ACC 4321 | Auditing                                  | 3   | None | None | None | ACC 3417 & ACC 3322                |
| ACC 4327 | Consolidation & Not-for-Profit Accounting | 3   | None | None | None | ACC 3416                           |
| ACC 4328 | Global/Ethical Issues in Acctg            | 3   | None | None | None | None                               |
| ACC 4329 | Comprehensive Accounting Review           | 3   | None | None | None | ACC 3319 & ACC 4327                |

## Course Description

The course introduces the basic financial accounting process and underlying principles pertaining to the preparation and interpretation of financial statements for use by stockholders, investors, creditors, government, and other external decision makers.

The course introduces the managerial accounting process and concepts pertaining to the preparation and interpretation of requisite accounting reports for planning, control, performance evaluation, and other management decisions within entities.

The course concentrates on an in-depth study of cost concepts and cost classifications, various costing systems, cost allocation methods, and cost control tools for managerial decision making.

The course concentrates on the application of accounting information in making business decisions. Course focus is on the conceptual background and analytical tools necessary to understand and interpret financial statements and the applications of accounting information in planning and control of organizations.

The course introduces accounting concepts, principles, and procedures pertaining to the governmental, health care, and other not-for-profit organizations.

The course introduces various elements of subsystems to accounting information systems in manual and computerized accounting environments and principles pertaining to the design, implementation, and evaluation of systems for processing accounting information.

This course focuses on fraud principles that relate to asset misappropriation, corruption and fraudulent financial statements. Emphasis is placed on the examination and review of major fraud schemes, investigative strategies and controls used to detect and prevent fraud in an organization.

Accounting Co-op offers students an opportunity to prepare for their chosen careers by combining academic theory and actual work experience. Generally, the required work experience for 3 credit hours is 20 hours per week of paid work for approximately 15 weeks. The cooperative education staff, the employer, the student and the coordinator of co-ops for the Department of Accounting must agree on the employment terms and the learning experiences to be gained. The academic grade is the responsibility of the coordinator of co-ops for the Department of Accounting with due consideration given to the report of the employer of the student. The student may enroll in this course in two consecutive semesters for a total of 6 credit hours.

This course is designed to give students opportunities to broaden their basic knowledge and skills relating to accounting practices and concepts. Students work independently under the guidance of specified departmental faculty members. Study may involve basic research projects, comprehensive reading arrangements, field studies, and participation in special seminars, workshops or other similar experiences. The course may be taken more than once but the total credit allowed toward a degree cannot exceed 6 hours

This course is a continuation of Income Tax Accounting I. It proceeds from individual and proprietorship income tax calculations and principles for partnerships, corporations, estates and trusts.

This course is a continuation of the Cost Accounting course. The course focus is on advanced cost analysis, cost management, and performance measurement. Topics covered include cost accounting for world-class manufacturing, total quality control and management, theory of constraints, target costing, revenue variances, transfer pricing, and application of quantitative tools and techniques for cost control and management.

The course introduces students to the concepts and standards currently employed in financial statement audits in the United States. The primary emphasis is on the auditor's decision-making process, evidence accumulation, evaluation and reporting. Topics covered include the auditing profession, audit process, application of the audit process and completion of the audit.

This course will provide a detailed examination of using the equity method of preparing consolidated financial statements for organizations consist of parent companies and subsidiaries. This course also studies the tracking of expenditures and related accounting issues involving not-for-profit businesses.

This course is designed to bring accounting knowledge and data together as a capstone for preparation in the study of accounting

| Course ID       | Course Title   | SH  | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req  |
|-----------------|--|-----|------------------------------|-------------------|------------------|----------|
| AAS 2020        | Study Abroad in the Discipline                       | 1-6 | None                         | None              | None             | None     |
| <b>AAS 2301</b> | <b>Intro to African/AA Studies</b>                   | 3   | CR                           | FLC               | None             | None     |
| AAS 2302        | Politics of Africa                                   | 3   | None                         | None              | None             | None     |
| AAS 2303        | African Political Thought                            | 3   | None                         | None              | None             | None     |
| AAS 2308        | African World Cultures                               | 3   | None                         | None              | None             | None     |
| AAS 2310        | Research Methods in African & AA Studies             | 3   | None                         | None              | None             | AAS 2301 |
| <b>AAS 2315</b> | <b>Language, Literacy &amp; Liberation in Africa</b> | 3   | FLC                          | CR                | Globalization    | None     |
| AAS 3301        | African Pol Sys/Institutions                         | 3   | None                         | None              | None             | None     |
| AAS 3302        | Political Economy of African Development             | 3   | None                         | None              | None             | None     |
| AAS 3303        | Conflict and Conflict Resolution in Africa           | 3   | None                         | None              | None             | None     |
| AAS 3304        | Politics of Selected Regions of Africa               | 3   | None                         | None              | None             | None     |
| AAS 3305        | African International Relations                      | 3   | None                         | None              | None             | None     |
| AAS 3306        | Negritude & Afrocentricity                           | 3   | None                         | None              | None             | None     |
| AAS 3307        | Latin American Economic History                      | 3   | None                         | None              | None             | None     |

|          |                                  |   |      |      |      |      |
|----------|----------------------------------|---|------|------|------|------|
| AAS 3354 | Modern Latin America             | 3 | None | None | None | None |
| AAS 3371 | Colonial Latin America           | 3 | None | None | None | None |
| AAS 4020 | Study Abroad in the Discipline   | 3 | None | None | None | None |
| AAS 4301 | Latin American Political Thought | 3 | None | None | None | None |
| AAS 4302 | Race and Economics in the USA    | 3 | None | None | None | None |
| AAS 4322 | Special Topics in Africa         | 3 | None | None | None | None |
| AAS 4323 | Special Topics in Latin America  | 3 | None | None | None | None |
| AAS 4324 | Senior Seminar                   | 3 | None | None | None | None |

**Course Description**

This course is designed to provide students with the skills required to conduct multi-disciplinary research in African and African American Studies. Students will be introduced to all aspects of research in the discipline, including library, search of databases, Internet searches, field research (ethnography, analysis of artwork, oral traditions, interview and surveys). This course will also expose students to the ethics of conducting field research and academic inquiry. The tools garnered in this course will train the students in the qualitative and quantitative methods needed for upper-division research.

This course introduces students to issues of language in African education. Language is a major tool that each education system uses either to make education accessible or inaccessible to its intended population. Through close reading and critical analysis of carefully selected material on language and education in Africa, students will be exposed to different aspects of African indigenous knowledge and how language has been used to convey or offer those kinds of "knowledges." Texts introduced in class will be used to foster students' critical reading skills and at the same time enable them discover the pivotal role of language in African education prior to colonialism, during colonialism, and after colonialism. Discussions in this course will be used to generate critical perspectives on the role of African languages vis-a-vis former colonial languages that have now taken over the role of media of instruction in education.



| Course ID | Course Title                 | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req |
|-----------|------------------------------|----|------------------------------|-------------------|------------------|---------|
| ART 1301  | Intro to Art                 | 3  | CT                           | FA                | None             | None    |
| ART 1310  | Drawing Non-Art Majors       | 3  | None                         | None              | None             | None    |
| ART 1311  | Drawing I                    | 3  | CT                           | FA                | None             | None    |
| ART 1314  | Intro/Comp Art & Design      | 3  | CT                           | FA                | None             | None    |
| ART 1315  | Electronic Imaging           | 3  | CT                           | FA                | None             | None    |
| ART 1316  | 2 D Design                   | 3  | None                         | None              | None             | None    |
| ART 1318  | 4 D Design                   | 3  | None                         | None              | None             | None    |
| ART 2301  | Art History                  | 3  | CT                           | FA                | None             | None    |
| ART 2302  | Art History II               | 3  | CT                           | FA                | None             | None    |
| ART 2309  | Latin American Women Artists | 3  | WC                           | FA                | Diversity        | None    |

|          |                               |   |      |      |      |          |
|----------|-------------------------------|---|------|------|------|----------|
| ART 2311 | 3-D Computer Modeling         | 3 | None | None | None | None     |
| ART 2312 | Drawing II                    | 3 | CT   | FA   | None | ART 1311 |
| ART 2316 | Introduction to Multimedia    | 3 | None | None | None | None     |
| ART 2317 | 3d Design                     | 3 | None | None | None | None     |
| ART 2322 | Ventor Graphics for Designers | 3 | None | None | None | ART 1314 |
| ART 2331 | Painting I                    | 3 | CT   | FA   | None | None     |
| ART 2335 | Desktop Virtual Reality       | 3 | None | None | None | ART 1314 |

|          |                        |   |      |      |      |                  |
|----------|------------------------|---|------|------|------|------------------|
| ART 2336 | Immers Virtual Reality | 3 | None | None | None | ART 1314         |
| ART 2351 | Sculpture I            | 3 | None | None | None | ART 1311 & 1312  |
| ART 2352 | Typography             | 3 | None | None | None | None             |
| ART 3303 | Figure Drawing         | 3 | None | FA   | None | ART 1311 & 1312  |
| ART 3305 | African American Art   | 3 | WC   | FA   | None | ART 2302 or Perm |
| ART 3307 | Artist & Narrative     | 3 | None | None | None | ART 1311         |

|          |                                 |   |      |      |      |                      |
|----------|---------------------------------|---|------|------|------|----------------------|
| ART 3315 | The Artist in the Natural World | 3 | None | None | None | ART 1311             |
| ART 3316 | Sound Design                    | 3 | None | None | None | ART 1314             |
| ART 3317 | New Media Installation Art      | 3 | None | None | None | ART 1311, 1314, 1316 |
| ART 3318 | Intearctive Digital Art         | 3 | None | None | None | ART 1314             |
| ART 3332 | Painting II                     | 3 | None | None | None | ART 2331             |
| ART 3333 | Computer Animation              | 3 | None | None | None | ART 2311             |

|                 |                               |   |      |      |      |                       |
|-----------------|-------------------------------|---|------|------|------|-----------------------|
| ART 3334        | Computer Animation II         | 3 | None | None | None | ART 3333              |
| ART 3342        | Desktop Publishing            | 3 | None | None | None | ART 1314              |
| ART 3343        | Graphic Design I              | 3 | None | None | None | ART 3343 & 2352       |
| <b>ART 3354</b> | <b>Digital Photography</b>    | 3 | CT   | FA   | None | None                  |
| ART 3356        | Fiber Design                  | 3 | None | None | None | None                  |
| ART 3357        | Portfolio Design              | 3 | None | None | None | Instructor Permission |
| ART 3370        | Special Topics of Art History | 3 | None | None | None | None                  |
| ART 3371        | Printmaking I                 | 3 | None | None | None | ART 1311 & 1321       |

|          |                               |     |      |      |      |                       |
|----------|-------------------------------|-----|------|------|------|-----------------------|
| ART 3372 | Printmaking II                | 3   | None | None | None | ART 3371              |
| ART 3380 | Special Topics of Studio Art  | 3   | None | None | None | None                  |
| ART 3381 | Spec Topics/Computer Graphics | 3   | None | None | None | Instructor Permission |
| ART 3390 | Studio Practice Seminar I     | 3   | None | None | None | ART 1311              |
| ART 4093 | Art Internship                | 3-6 | None | None | None | Instructor Permission |

|          |                          |   |      |      |      |                        |
|----------|--------------------------|---|------|------|------|------------------------|
| ART 4307 | Contemporary Art Seminar | 3 | None | None | None | ART 2301, 2302 or 3305 |
| ART 4310 | Multimedia Editing       | 3 | None | None | None | ART 1314               |
| ART 4311 | Interactive Media Design | 3 | None | None | None | ART 1314               |
| ART 4312 | Game Design              | 3 | None | None | None | ART 2311               |
| ART 4320 | Digital Photography II   | 3 | None | None | None | ART 3354               |
| ART 4346 | Graphic Design II        | 3 | None | None | None | ART 3343               |

|          |                               |   |      |      |      |                              |
|----------|-------------------------------|---|------|------|------|------------------------------|
| ART 4352 | Sculpture II                  | 3 | None | None | None | ART 1311<br>& 1312           |
| ART 4373 | Printmaking III               | 3 | None | None | None | ART 3371<br>& 3372           |
| ART 4372 | Printmaking IV                | 3 | None | None | None |                              |
| ART 4380 | Metals                        | 3 | None | None | None | None                         |
| ART 4385 | Studio Practice<br>Seminar II | 3 | None | None | None | ART 3390                     |
| ART 4387 | Visual Studies<br>Seminar     | 3 | None | None | None | Instructor<br>Permissio<br>n |
| ART 4398 | Senior Art Studio             | 3 | None | None | None |                              |
| ART 4399 | Senior Art Seminar            | 3 | None | None | None |                              |

## Course Description

This course provides a comprehensive and systematic introduction to the art of drawing, focusing on the mystery of traditional skills as the basis for expressive drawing. The course offers an introduction to the range of subjects, media, and techniques that provide a framework for developing individual ideas and approaches, with expression as the goal. (Five hours per week)

This course is designed to introduce the student to the fundamentals of computer imaging. The basic objective of this course is to show the artist or designer how creativity, graphic design, and technical skill can be enhanced by using the computer as a powerful design tool. (Five hours per week)

This studio course builds on Photoshop skills introduced in Introduction to Computer Art and Design. It introduces the tools needed to achieve professional-quality results in photo retouching, image editing, compositing, collages and photomontages. Students learn to create original artwork using the latest media and tools.

This is a survey course which traces the development of the visual arts from cave paintings through the 17th century. Works from prehistoric, Egyptian, Greek, and Roman through Early Christian, Medieval, Renaissance, and Baroque art will be discussed. Emphasis will be placed upon understanding the various examples of painting, sculpture, and architecture both in the context within which they were created and as part of the larger picture that constitutes the history of art. (Three hours per week).

This is a survey course which follows the development of styles begun in the late 17th century to the profusion of styles in the 20th century. Emphasis will be placed upon the beginnings of the various styles and their contribution to the mainstream of what is known as modern art. (Three hours per week)

The course introduces students to major modern and contemporary Latin American women artists (1900 to the present). It addresses the education, status and working conditions of women artists in Latin America. The course will provide a survey of paintings, sculptures, prints, photographs, films/videos, literary works and installations by major Latin American women artists such as Frida Kahlo, Tina Modotti, Remedios Varo, Maria Izquierdo, Amelia Pelaez, and Ana Mendieta among many others.

This studio art course explores the creation of computer-generated 3-D models and the creation of 3-D environments. Course study will include model generation, camera movement, lighting, atmosphere, color and material manipulation, and texture-mapping in a 3-D virtual world. Students will be required to develop 3-dimensional models to exist in the space of simulated virtual worlds. Prerequisite: ART 1314 or permission of instructor. (Five hours per week)

This studio course is designed to build upon the traditional skills gained in the introductory drawing course. It provides a wider range of experiences in drawing for the student who is self-motivated and capable of reaching beyond traditionally acceptable solutions.

This course is an introduction to the study and creation of multimedia using various software programs. Students will learn both the aesthetic and technical aspects of multimedia design and production. Students will be introduced to production and business process behind multimedia, working to produce a product for a client. Students will use software to create text, sound, video, and interactive pieces of art.

This foundation course is designed to provide the student with an understanding of three-dimensional form. The student will become familiar with the language and elements of sculpture and with the various types of sculpture and the technical methods and processes. This course permits exploration and experimentation with a variety of materials.

This computer course covers the mainstream software used by graphic designers. Students master vector graphics ranging from fine-tuned illustrations to effective typographic studies. They develop creative strategies for problem solving and investigate market-related design issues. Emphasis is on both technical and artistic mastery and aesthetic judgments as students focus on establishing effective design methods

This is a studio art course that develops skills and techniques in watercolor, oil and acrylic painting. Old Master techniques of glazing, scumbling, etc., will be introduced as well as modern techniques of wet-into-wet, half and full impasto, and palette knife.

This studio course will provide a basic introduction to the fundamental technical concepts of Virtual Reality (VR). It surveys different approaches to VR, and potential effects on fields such as art, entertainment, education, design and manufacturing. The course provides an overview of how 3D rendering and walkthrough, and rendering technologies are used in pre-production states of movie making. Students will learn to develop fully interactive, textured virtual worlds.

This studio course will give students experience in both Desktop and Fully Immersive Virtual Worlds using a variety of interface devices, including head-mounted displays, 3D tracking systems, 3D mice and 3D position controllers. Students will learn to create worlds containing complex hierarchical motions, animated textures and dynamically created and altered objects. Advanced world-building techniques will also be discussed and illustrated with sample applications.

This first-level sculpture course is designed to provide the student with an understanding of how and why sculptural works have been created throughout history. The student will become familiar with the language and elements of sculpture and with the various types of sculpture and technical methods and processes. The course permits exploration and experimentation with a variety of materials.

This course is designed for art majors who have completed both Drawing I and II. It utilizes live models in order to help students understand the vast range of lines, shapes, forms, textures, colors, values, rhythms, and gestures that exist within the universal microcosm of the human form. Students will use a wide variety of materials and techniques, and exercises will range from quick gesture drawings to fully developed anatomical studies to personal aesthetic statements inspired by the human figure.

This course examines art created by African-American artists in the United States from the 19th century to the present day. Painting, sculpture, architecture, textiles, and other artistic forms, are examined, considering formal style, subject matter, function, context and meaning. A particular focus is placed on the emergence of African-American artists in the post-Civil War period, the Harlem Renaissance, mural production, and artists working in contemporary society. As much as possible, the course will examine works of art that can be viewed in person: in the Diggs Gallery, O'Kelly Library and elsewhere on campus, and in the local community. There is an emphasis placed on writing in this course.

This course is designed to allow students to pursue their interest in the use of narrative, text, language, storytelling and social issues in their studio practice. Students build on skills acquired in previous course work to develop a project based on their individual interest. Students will work with materials and techniques of their choice that are appropriate to the specific project being developed. Through their projects, students will expand their conceptual command of the use of narrative, text, language, storytelling and social issues in their studio practice. Students will also be expected to develop their ideas through research and create a visual proposal before starting their project. Students will be expected to articulate their ideas to others as well as response to visual work and pursue research.

This course is designed to allow students to pursue their interest in the natural world through their creative practice. Students will explore the historical role artists have played in Nature Science, Natural, History and Nature Studies and become aware of the global influence this work has had. Students will build on skills acquired in previous course work to develop a project based on their individual interest in some aspect of the natural environment. Students will work with materials and techniques of their choice that are appropriate to the specific project developed and their skills. Students will develop their ideas through research and create a project proposal. Students will be expected to articulate their ideas to others, respond to visual work and pursue research.

This course will introduce sound design for video, gaming, and multimedia production in a broad and diverse manner. We will focus on the goal of attaining an appreciation of the importance of sonic elements in media projects for conveying information and shaping experience and the knowledge students will need to produce powerful sound designs for these projects.

This course aims to introduce students to the creative potential and concepts of installation art. Students will explore and experience their surroundings in unfamiliar ways, and discover new understanding of their living environment and new ways of artistic creation. Students will gain an understanding of the streams of development and the creative concepts of installation art, as well as its influences to both visual arts and the society. Students will also learn to explore space, materials, forms, contents and techniques in installation art. Upon the completion of the course, students will experience making use of spatial design as a means of communication and expression.

Interactivity in the digital arts can mean many things. From data-collecting interactive installations in art galleries to Web 2.0 Internet platforms, from video games to DIY hardware hacking projects, this course will delve into the rich field of interactivity across various disciplines and media. The unifying thread of this exploration is to unveil how artists can and have utilized interaction and user experiences in their work.

This course continues to develop fundamental painting techniques. Students become proficient in advanced and experimental applications. The development of the student's personal vision, imagination, and originality is encouraged. Experimentation with texture, mixed-media, composition, canvas shape, 2- and 3-dimensionality through painterly explorations will be expected.

This course includes the fundamentals of 3-D modeling and computer animation. Students will study advanced imaging techniques such as metaclay modeling, deformation, and morphing. The course is an introduction to special effects imaging techniques. The course will also focus on shape, wave, flock, animation, and data capture with channels. Rendering technique, inverse kinematic skeleton and dynamic simulation will also be studied.

This course will continue to explore advanced 3-D animation techniques. It will continue explorations in dynamic simulations and kinetic skeletons. Emphasis will be on character animation. This course will specialize in enhancement tools and the fundamentals of special effects animation.

This computer course helps students learn to create customized communications using a page layout program designed for business, education and small and home-office professionals who want to create high-quality publications such as brochures and newsletters. It utilizes templates, graphics, and intuitive design tools.

This course examines complex and varied graphic design problems as a means of developing innovative solutions. Design projects are analyzed on the basis of conceptual and visual organization strategies and are developed to effectively communicate a message to a specific audience.

This course is designed to acquaint students with a variety of basic techniques and process which fall under the general heading of fiber design. Methods for experimentation will include on-and off-loom weaving, macrame, papermaking, silk painting, batik, and airbrushed fabrics

This lecture/participation course covers the organization and presentation of a design or art portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a resume', self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials.

This course involves research and creative activity in art history focused on a specialized area or topic. Areas and topics to be considered will be determined by the availability of qualified faculty. Enrollment will be by approval of the instructor. This course is designed to allow students to work in areas of art history outside of traditional course offerings. This course is designed for students interested in creative exploration in preparation for graduate level work. This course will fulfill an Art elective requirement at the 3000 level. Students will refine their ability to look at, write and talk about art. Specific topics may be determined in conjunction with the exhibition schedule of the Diggs Gallery and other local museums and galleries, or special projects. There is an emphasis on writing, oral presentations and classroom discussion in this course.

This course introduces the student to the techniques of the relief print. Emphasis is on the actual techniques of cutting and printing linoleum and wood. Students will use skills and knowledge from color and design, drawing, and composition.

This course introduces the student to the techniques of serigraphy, or the silk screen process, as it is commonly called. Emphasis is on the actual techniques: making the frame, stretching the silk, and making the print through various methods. Students will use skills and knowledge from color and design, drawing and composition.

This course includes individual research and creative activity in studio art focused on a specialized area or topic. Areas and topics to be considered will be determined by the availability of qualified faculty. Enrollment will be by approval of the instructor. This course is designed to allow students to work in areas of studio practice outside of traditional course offerings. This course is designed for students interested in creative exploration in preparation for graduate level work. This course will fulfill an Art elective requirement at the 3000 level. Students will refine their ability to, create, look at, and talk about art. Specific topics may be determined in conjunction with the exhibition schedule of the Diggs Gallery and other local museums and galleries, or special projects. There is an emphasis on oral presentation and classroom discussion concerning a student's creative practice in this course.

This course involves research and creative activity in computer graphics focused on a specialized area or topic. This course is designed to allow students to work in areas of computer graphics outside the traditional course offerings. This course is designed for students interested in creative exploration or in preparation for graduate studies. This course will fulfill an Art elective requirement at the 3000 level. Students will refine their ability to analyze, critique, and discuss visual communications by examining a specific issue in design theory, history or practice. Topics may include: corporate identity, information design, globalization of design, or design history. There is an emphasis on research, writing, and project development. Students will develop presentations and participate in classroom discussions related to the topic.

This course is designed to allow students to pursue their interest in an area studio practice that interest them. Students build on skills acquired in previous course work to develop projects based on their individual interest. Students will work with materials and techniques of their choice that are appropriate to the specific project being developed. Students will be expected to develop their ideas through research and create a visual proposal before starting their project. Students will be expected to articulate their ideas to others as well as response to visual work and pursue research.

This course is designed to offer art majors at the junior or senior level an opportunity to participate in art museum management in area museums and galleries, or to gain valuable work experience at a company that is art related.

This course is designed to further a student's understanding of Contemporary Art. As the definition of art in contemporary culture has become more fluid students will investigate a broad range of practices and approaches. This course will investigate contemporary art from a global perspective introducing students to artists from various cultures. This course will emphasize oral presentations based on student research, readings and creative projects in classroom discussions. Through this process students will come to better understand the role of the artist and their role as artist in our contemporary culture. This course will create an environment for students to discuss contemporary art as part of their creative practice. Students will complete a final project based on their research for this course.

This studio course will explore computer graphics and animation as it is used in video production for character generation, special effects photography, and multimedia production. This course focuses on image processing techniques, the advanced use of channels, and compositing techniques. Course work will include user interfaces, advanced image-processing techniques and compositing tools combined with animation techniques. More powerful techniques such as morphing painting tools, and animating special effects will also be studied. Production of computer-enhanced video will be required.

The studio course is comprised of three key components: multimedia presentations, desktop video production, and visualization. Students learn to prepare exciting presentations with animated titles or bullet charts, synchronized music, sound effect, and voice-over-sound tracks. Creative ideas can be communicated in a more cost-effective, time-efficient way. Students learn to create simulations, prototypes conceptual diagrams, and other animated phenomena for research, design or education.

This course is an introduction to current and future technologies for electronic game design and scripting. Topics include graphics, game scripting, game engines, motion control, narrative in games, game interfaces, artificial intelligence, music and sound, "Serious Games" (games for educational purposes), and the social and interface issues of game development.

This studio course is designed to build on the knowledge of digital photography and its use as a tool for artists that the student acquired in ART 3354 (Digital Photography I). Attention is given to advanced aesthetic principles and concepts. Students' work will be critiqued for image quality, creative control and presentation standards. A digital camera is required.

This course examines advanced graphic design issues from the role of the designer in developing effective visual communications. Individual and/or group projects address issues related to editorial design, information design, identity programs and branding strategies in developing innovative design solutions for a range of media formats.

This course provides experiences in life studies. Sketches and models will provide a strong foundation for the life-size portrait busts and the small-scale figurative sculptures that will be completed during the semester.

This course makes a study of the basic precepts of lithography and etching. The historical development of each process will be addressed. Exploration of the techniques of lithography and etching as a means of contemporary artistic expression will be studied.

This course is designed to introduce the basics of metalsmithing. Students will become familiar with cutting, soldering, brazing, and shaping various metals. Techniques of jewelry making will be included.

This course is designed to allow students to pursue their advanced interest in an area studio practice that interest them. Students build on skills acquired in previous course work to develop projects based on their individual interest. Students will work with materials and techniques of their choice that are appropriate to the specific project being developed. Through their projects, students will expand their conceptual command of the use materials and creative ideas in their studio practice. Students will be expected to develop their ideas through research and create a visual proposal before starting their project. Students will be expected to articulate their ideas to others as well as response to visual work and pursue research.

The omnipresence of digital media and its influence on culture has created an increasing interest in the study of Visual Culture. Visual Studies recognizes the interdisciplinary nature of the current research in the arts, humanities, and sciences with a focus on the important influence images have on this work. This course will emphasize oral presentations based on student research, readings, projects and classroom discussions. Through this process students will come to better understand the role of the visual image in our contemporary culture. Students will complete a final project or thesis; this class is the capstone course of the Visual Studies Minor.

| Course ID       | Course Title                         | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req  |
|-----------------|--------------------------------------|----|------------------------------|-------------------|------------------|----------|
| BIO 1101        | Biological Concepts Lab              | 1  | None                         | None              | None             | RED 1311 |
| BIO 1103        | Biological Inquiry                   | 1  | None                         | None              | None             | RED 1311 |
| BIO 1115        | Intro to Biotechnology               | 1  | None                         | None              | None             | BIO 2301 |
| BIO 1131        | General Micro Lab                    | 1  | None                         | None              | None             | BIO 1311 |
| <b>BIO 1301</b> | <b>Biological Concepts (Level 1)</b> | 3  | SL                           | NS                | None             | RED 1311 |
| <b>BIO 1302</b> | <b>Plants &amp; Civilization</b>     | 3  | SL                           | NS                | Health           | None     |
| <b>BIO 1303</b> | <b>Scientific Ethics</b>             | 3  | OC                           | None              | Ethics           | None     |

|                 |   |   |    |      |         |                             |
|-----------------|---|---|----|------|---------|-----------------------------|
| <b>BIO 1305</b> | <b>Human Heredity, Genetics &amp; society</b>               | 3 | SL | NS   | None    | None                        |
| <b>BIO 1307</b> | <b>Scientific Writing</b>                                   | 3 | WC | None | None    | ENG 1302 & BIO 1315 or 2302 |
| <b>BIO 1311</b> | <b>Intro to Biology</b>                                     | 3 | SL | NS   | None    | RED 1311                    |
| <b>BIO 1313</b> | <b>Human Reproduction and Devt.</b>                         | 3 | SL | NS   | Health  | None                        |
| <b>BIO 1313</b> | <b>General Biology I</b>                                    | 3 | SL | NS   | None    | RED 1311                    |
| <b>BIO 1315</b> | <b>Intro to Biotechnology and Molecular Biology (Lvl 2)</b> | 3 | SL | NS   | None    | BIO 2301                    |
| <b>BIO 1320</b> | <b>Environmental Biology</b>                                | 3 | SL | NS   | Sustain | RED 1311                    |

|          |  |   |      |      |        |                  |
|----------|--|---|------|------|--------|------------------|
| BIO 1325 | Introduction Scientific Research           | 3 | None | None | None   | None             |
| BIO 1331 | <b>General Microbiology (Lvl 2)</b>        | 3 | SL   | NS   | None   | BIO 1311         |
| BIO 1340 | <b>Human Biology &amp; Disease (Lvl 1)</b> | 3 | SL   | NS   | Health | RED 1311         |
| BIO 2101 | General Bio I Lab                          | 1 | None | None | None   | RED 1311         |
| BIO 2102 | General Bio II Lab                         | 1 | None | None | None   | BIO 2101 & 2301  |
| BIO 2110 | Zoology Lab                                | 1 | None | None | None   |                  |
| BIO 2111 | Anatomy & Physiology I Lab                 | 1 | None | None | None   | BIO 1311 or 2301 |
| BIO 2112 | Anatomy & Physiology II Lab                | 1 | None | None | None   | BIO 2311         |
| BIO 2116 | Botany Lab                                 | 1 | None | None | None   | None             |

|          |                                |   |      |      |      |                                 |
|----------|--------------------------------|---|------|------|------|---------------------------------|
| BIO 2277 | Investigation & Research I     | 2 | None | None | None | None                            |
| BIO 2304 | Scientific Invest. Of Diseases | 3 | IL   | NS   | None | None                            |
| BIO 2310 | Zoology                        | 3 | None | NS   | None | None                            |
| BIO 2311 | Anatomy & Physiology I         | 3 | SL   | NS   | None | BIO 1311 or 2301 or placement   |
| BIO 2312 | Anatomy & Physiology II        | 3 | SL   | NS   | None | BIO 2311                        |
| BIO 2316 | Botany                         | 3 | None | NS   | None | None                            |
| BIO 3111 | Fund of Anat & Phys Lab        | 1 | None | None | None | BIO 1315 or 2302 or 2110 & 2310 |
| BIO 3115 | Intro to Neuroscience Lab      | 1 | None | None | None | None                            |

|          |                             |   |      |      |      |                              |
|----------|-----------------------------|---|------|------|------|------------------------------|
| BIO 3126 | Parasitology Lab            | 1 | None | None | None | None                         |
| BIO 3136 | Developmental Biology Lab   | 1 | None | None | None | None                         |
| BIO 3137 | Biomolecules Lab            | 1 | None | None | None | BIO 3366, CHE 2112, MAT 1313 |
| BIO 3143 | Histology Lab               | 1 | None | None | None | BIO 2302 or 2312             |
| BIO 3147 | Industrial Microbiology Lab | 1 | None | None | None | None                         |
| BIO 3161 | Human Physiology Lab        | 1 | None | None | None | None                         |
| BIO 3164 | Cell Biology Lab            | 1 | None | None | None | BIO 3366                     |
| BIO 3166 | Genetics Lab                | 1 | None | None | None | BIO 1315, 2302 or 2310       |
| BIO 3171 | Ecology & Evolution Lab     | 1 | None | None | None | BIO 3366, MAT 2317           |
| BIO 3201 | Tissue Culture              | 2 | None | None | None | None                         |

|                 |                              |   |      |      |      |   |
|-----------------|------------------------------|---|------|------|------|---|
| BIO 3225        | Neuroscience Seminar         | 2 | None | None | None | None  |
| <b>BIO 3231</b> | <b>Microbiology</b>          | 2 | None | NS   | None | BIO 1315 or 2302                                    |
| BIO 3232        | Microbiology Lab             | 2 | None | None | None |   |
| BIO 3247        | Industrial Microbiology Lab  | 2 | None | None | None | None  |
| BIO 3249        | Seminar in Microbiology      | 2 | None | None | None | BIO 3231 or 3347                                    |
| BIO 3277        | Investigation & Research II  | 2 | None | None | None | None  |
| BIO 3305        | Topics in Bioinformatics     | 3 | None | None | None | None  |
| BIO 3310        | Biology of Aging             | 3 | None | None | None | (BIO 1311 or 2301) or (GER 2401 & BIO 1301 or 1340) |
| BIO 3311        | Fund of Anat & Phys          | 3 | None | None | None | (BIO 1315 or 2302) or (BIO 2110 & 2310)             |
| BIO 3315        | Introduction to Neuroscience | 3 | None | None | None | None  |

|          |                                      |   |      |      |      |   |
|----------|--------------------------------------|---|------|------|------|---|
| BIO 3326 | Parasitology                         | 3 | None | None | None | BIO 1315<br>or 2302                                 |
| BIO 3333 | Field Biology                        | 3 | None | None | None | BIO 2302  |
| BIO 3335 | Molecular<br>Biology &<br>Biotech II | 3 | None | None | None | None  |
| BIO 3336 | Developmental<br>Biology             | 3 | None | None | None | BIO 2302<br>or 2310                                 |
| BIO 3337 | Biomolecules                         | 3 | None | None | None | BIO 2301,<br>CHE 2112,<br>CHE 2312<br>& MAT<br>1313 |
| BIO 3342 | Intro to<br>Molecular<br>Biology     | 3 | None | None | None | None  |
| BIO 3343 | Histology                            | 3 | None | None | None | BIO 2302<br>or 2312                                 |
| BIO 3347 | Industrial<br>Microbiology           | 3 | None | None | None | BIO 1315<br>or 2302                                 |
| BIO 3361 | Human<br>Physiology                  | 3 | None | None | None | BIO 3311  |

|          |                               |   |      |      |      |  |
|----------|-------------------------------|---|------|------|------|--|
| BIO 3364 | Cell Biology                  | 3 | None | None | None | BIO 3335<br>or BIO<br>3337                   |
| BIO 3366 | Genetics                      | 3 | None | None | None | MAT 1311 &<br>BIO 1315,<br>2302 or 2310      |
| BIO 3371 | Ecology &<br>Evolution        | 3 | None | None | None | BIO 2301<br>& 2302                           |
| BIO 3647 | Research in<br>Microbiology   | 6 | None | None | None | 12 hrs of<br>BIO                             |
| BIO 4105 | Integrative<br>Metabolism Lab | 1 | None | None | None | None   |
| BIO 4123 | Immunology<br>Lab             | 1 | None | None | None | None   |
| BIO 4146 | Plant Physiology<br>Lab       | 1 | None | None | None | None   |
| BIO 4147 | Molecular<br>Genetics Lab     | 1 | None | None | None | BIO 3366<br>and (BIO<br>4376 or CHE<br>3346) |

|          |                              |   |      |      |      |  |
|----------|------------------------------|---|------|------|------|--|
| BIO 4176 | Biochemistry Lab             | 1 | None | None | None | CHE 3127 & 3327 & (BIO 3337 or BIO 3335) |
| BIO 4276 | Seminar/BIO                  | 2 | None | None | None | BIO 2303                                 |
| BIO 4277 | Investigation and Research   | 2 | None | None | None | 12 hrs of BIO                            |
| BIO 4282 | Mycology and Plant Pathology | 2 | None | None | None | None                                     |
| BIO 4305 | Integrative Metabolism       | 3 | None | None | None | None                                     |
| BIO 4308 | General Virology             | 3 | None | None | None | BIO 3366                                 |
| BIO 4310 | Cancer Biology               | 3 | None | None | None | BIO 2301 & 3366                          |
| BIO 4323 | Immunology                   | 3 | None | None | None | BIO 3231, CHE 3126 & CHE 3326            |
| BIO 4346 | Plant Physiology             | 3 | None | None | None | (BIO 2302 or 2316) & CHE 2111 & 2311     |

|          |                             |     |      |      |      |  |
|----------|-----------------------------|-----|------|------|------|--|
| BIO 4347 | Molecular Genetics          | 3   | None | None | None |  |
| BIO 4352 | Intro/Medical Phy & Pharm   | 3   | None | None | None | BIO 3337 or 4376 or CHE 3346             |
| BIO 4356 | Economic Botany             | 3   | None | None | None | BIO 2302 or 2316                         |
| BIO 4374 | Proteomics                  | 3   | None | None | None | BIO 3366 or 3337 or 4376 or CHE 3346     |
| BIO 4376 | Biochemistry Lab            | 3   | None | None | None | CHE 3127 & 3327 & (BIO 3337 or BIO 3335) |
| BIO 4406 | Research /Intern in Biotech | 4-6 | None | None | None | 8sh of BIO                               |
| BIO 4467 | Molecular Biology           | 4   | None | None | None | BIO 3337 or 4376 or CHE 3346             |

|                |                           |   |      |      |      |                 |
|----------------|---------------------------|---|------|------|------|-----------------|
| BIO 4468       | Molecular Biology II      | 4 | None | None | None | BIO 4467        |
| <b>BIO1314</b> | <b>General Biology II</b> | 3 | SL   | NS   | None | BIO 2101 & 2301 |

## Course Description

This is a one semester laboratory course that may accompany any 1000 level general education biology lecture course. The laboratory activities will provide a basic overview of life science methods. Examples of activities include but are not limited to the scientific method, metric measurement, light microscopy, and blood typing.

This is a seminar course designed for entering freshmen interested in majoring in Biology. The students will be introduced to academic concentrations and academic requirements in Life Sciences. Emphasis will be placed on becoming familiar with library, computer, and other resources at the University. Students will be taught effective ways to manage time, thereby, enabling them to cope with academic stress. Major emphasis will be placed on how biologists ask questions and scientific literature by examining roots, prefixes, and suffixes that form the basis of scientific terminology. Scientific terms used in basic and clinical sciences will be covered.

This course provides an introduction that is needed by students planning on pursuing graduate studies in biotechnology and biomedical research. Introduction to Molecular Biology and Biotechnology is designed for students interested in pursuing a career in biomedical research and biotechnology. The lab course focuses on basic knowledge needed for success in the biotech industry laboratory by presenting a balanced coverage of molecular biology techniques (DNA isolation, media preparation using molarity, x-factor concentrations and percentage) and additional contemporary molecular biology applications.

This laboratory course covers the basic technique of a microbiological laboratory including preparation of media, culturing techniques, straining, microscopy, biochemical test, and identification. This is a one-semester laboratory course to accompany BIO 1331

This introductory course covers basic biological principles and mechanisms, such as cells, molecules, evolution, diversity, physiology and genetics. This is a three credit hour course and may be accompanied by BIO 1101. Please note that this course does not fulfill a pre-requisite for BIO 2311 (Anatomy and Physiology I) or BIO 1331 (General Microbiology).

This course explores the fascinating ways in which plants have an impact on the quality of human life, from the perspectives of science, history, economics, and sociology. The relationship between plants and people is discussed in terms of how and why plants are used for food, medicines, clothing, and other products. Introductory course that fulfills the natural science and scientific literacy general education requirements. Not normally open to biology or biotechnology majors.

This course describes the ethical foundations of scientific practices and some of the personal and professional issues that researchers encounter in their work. The code of conduct that professional scientists agree to follow will also be discussed along with the consequences of misconduct in science. The collection and presentation of data, authorship, and conducting human animal research will also be shared through professor and student-led discussions.

Human Heredity, Genetics and Society is an introductory genetics course that fulfills the natural science and scientific literacy general education requirements. This course explores the basic principles of human genetics, including chromosomes, cell division, and Mendelian inheritance. Environmental and social issues such as cancer, cloning, biotechnology and reproductive technology are discussed.

This course will introduce students to the special kinds of writing that science demands: lab reports, articles, review articles, and responsibly researched essays for the general public. Emphasis is placed on the sorts of reading and writing that scientists are expected to do. Discussion focuses on the qualities that are acceptable in scientific writing, and the pitfalls that science writers must avoid. Finally, the aim of this course is to develop skills both in critical reading and in preparation of clear, persuasive scientific writing.

This course is intended for Health Sciences and related majors. It will cover major biological concepts that are the basis of modern biology and medicine. These concepts include, but are not limited to, the classification of organisms, cell biology, biomolecules, genetics, cellular respiration and photosynthesis.

Biology 2301 is a first year course emphasizing basic biological principles and the process of science. Biology 2301 is specifically designed for pre-biology, pre-health, and pre-exercise science majors and provides background for molecular and cellular concepts including, but not limited to molecules, cells, and membranes. The course also provides the background needed to progress to advanced courses. Three hours of lecture and one hour of recitation per week. **For biology and Biotechnology Pre-Majors, a corequisite of BIO 2101 is required.**

This course provides an introduction that is needed by students planning on pursuing graduate studies in Biotechnology and Biomedical Research. Introduction to Molecular Biology and Biotechnology is designed for students interested in pursuing a career in biomedical research and biotechnology. The lecture course focuses on basic knowledge needed for success in the biotech industry laboratory by presenting a balanced coverage of molecular biology, historical developments and contemporary applications. Cutting-edge technologies and concepts in biotechnology will be discussed, as well as detailed information on agricultural, medical, forensic, and regulatory issues that impact the biotechnology industry

This course will provide students with an understanding of major environmental issues from a basic science perspective. Basic science topics include ecosystem structure, energy flow, biogeochemical cycles, population growth and regulation and evolution. Environmental issues covered include human population growth, agriculture and food, and pest control. Conservation of forests and wildlife, preservation biological diversity, energy use, water and air pollution, ozone depletion and global warming.

This freshman-level course will introduce undergraduates to the scientific research process and prepare students with research skills to engage in undergraduate research. It will help students navigate the challenges of beginning research. Students will learn the research process and skills; communicating research findings and outcomes; and professional development activities. Students will engage in class activities and assignments on some research processes. Students are expected to attend class. This is an optional foundational class for students who are interested in undertaking scientific research at Winston Salem State University and elsewhere.

This course acquaints the student with the fundamental principles governing the diversity, morphology, activities and significance of microorganisms such as bacteria, rickettsias, clamydias, fungi, algae, protozoa, and viruses. In laboratory work, attention is given to the study, techniques and growth conditions of some of these organisms. **This course is for Nursing majors.**

Disease affects all people. In this course, students will examine basic biological concepts and their relationship with human health and disease. Questions to be addressed include: Why does disease occur? How is disease influenced by lifestyle? How is disease influenced by genetics? Why do some ethnic groups get certain diseases more often than other ethnic groups? Diseases to be discussed include, but are not limited to, sickle cell anemia, diabetes, obesity, cancer and AIDS. Students will learn how the structure and function of normal molecules, cells, and systems differ from those that are diseased. Additional concepts include the scientific method, natural selection, immunity and nutrition. Students will explore the concepts of disease using case studies, news articles, assignments and a required textbook. Evaluation will be based on participation, completed assignments, oral presentations, and exams. **This course satisfies the general education requirement for Biology. Please note that this course does not fulfill a pre-requisite for BIO 2311 (Anatomy and Physiology I) or BIO 1331 (General Microbiology).**

This is a hands-on course of the major animal phyla covering classification, and functional morphology. Life histories, evolution, phylogenetic relationships, symbiosis, ontogeny and behavior. The physical examination of animals in the laboratory serves to integrate these topics.

In this course, students study the body as a whole by identifying surface landmarks, body cavities, and viscera. Consideration of the relationship between structure and function of individual cell types and tissues precedes the study of the following systems: integumentary, skeletal, muscular, and nervous. Students are required to relate the functions of the individual body systems to the functioning of the body as a whole. One laboratory session per week.

In this course, students learn to describe the anatomical features and physiological roles and mechanisms of action of the following systems: nervous system and special senses, endocrine, circulatory, respiratory, digestive, urinary and reproductive systems. Students are required to relate the functions of the individual body systems to the functioning of the body as a whole. One laboratory session per week

Scientific Investigation of Diseases is an information literacy course that will equip students with the set of abilities that will allow them to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. This course will involve students being presented with hypothetical medical scenarios in which pseudo patients exhibit specific signs and symptoms of an unknown disease or disorder. The students will be presented with hypothetical scenarios in which pseudo-patients exhibit various symptoms and signs. The students will then be required to utilize various types of informational resources (i.e. scholarly articles, publications, and mass media sources) in an effort to identify the possible diseases or disorders possessed by the patients. In addition to making diagnoses, the students will also access, evaluate, organize and use various forms of information to make recommendations about treatment and prognosis for the patients. The students will then demonstrate their understanding of the biology behind various diseases and disorders by presenting the information they have accessed, organized and evaluated in written and/or presentation form. The students will leave this course being able to use not only classroom material provided by the instructor, but also the knowledge that will allow them to use other resources from the broader community and the mass media. Students in essence will learn how to learn in this course.

In this course, students learn to describe the anatomical features and physiological roles and mechanisms of action of the following systems: nervous system and special senses, endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. Students are required to relate the functions of the individual body systems to the functioning of the body as a whole. Three 50 minute or two 75 minute lecture periods per week.

In this course, students learn to describe the anatomical features and physiological roles and mechanisms of action of the following systems: nervous system and special senses, endocrine, circulatory, respiratory, digestive, urinary, and reproductive systems. Students are required to relate the functions of the individual body systems to the functioning of the body as a whole. Three 50 minute or two 75 minute lecture periods per week.

In this course, special attention is placed on the study of the anatomy of the human body and its relationship to physiological function. Students will identify anatomical features and relationships in the integumentary, skeletal, muscular, nervous, special senses, endocrine, cardiovascular, respiratory, digestive and urinary systems. Information is provided through the liberal use of diagrams, models, laboratory experiments and demonstrations, video presentations and computer simulations.

This laboratory course is designed to be a team -taught course by WSSU faculty with expertise in neuroscience-related subjects. It will examine principles of neuroscience ranging from the molecular and cellular to the behavioral and cognitive. Topics covered include brain dissection, voltage and patch-clamp techniques to record neural action potentials and ionic current, computer simulation of neural circuits, human EEG recordings, and cognitive lab exercise.

This laboratory covers the basic techniques for diagnosis and research of protozoans, helminthes, acanthocephalans, copepods and arthropods that infect humans and animals. One two-hour laboratory per week.

This course is a biological analytical course concentrating on the major classes of biological macromolecules. The student is introduced to a number of technological skills involving spectrophotometric analysis, chromatography, and electrophoresis. These skills will be used to extract, separate, and identify a few of the many carbohydrates, lipids, proteins, and nucleic acids. Completion of this course will prepare students for Biochemistry Laboratory.

This course is designed to introduce the student to fundamental structures of animal tissues.

The interrelationship of humans and microbes are studied in this laboratory course with relevance to medical, environmental, food and industrial microbiology. Laboratory sessions include: Microscope Techniques, Bacterial Morphology and Straining, Basic Laboratory and Culture Techniques, Biochemical Activities of Bacteria, and Industrial and Food Microbiology. One three-hour laboratory period per week.

This laboratory course provides practice in methodologies found in a cell biology or biochemistry laboratory environment. Typical projects may include extraction and analysis of proteins, enzyme purification and characterization, pulse-field gel electrophoresis of DNA, densitometric analysis of gels, ELISA analysis and fluorescence microscopy of cellular components.

Ecology and Evolution Lab is a course designed to give students hands-on experience with the concepts discussed in Ecology and Evolution lecture class. The course focuses on the fundamental ways in which populations of organisms change, grow, and interact with their environment. These interactions are explored at the level of individuals and populations, over both short and long time scales. The emphasis is on understanding the underlying mechanisms that shape population- and community-level processes from a mathematical perspective. Computational tools will be used heavily to model population and community processes.

This laboratory course is designed to provide students the basic skills needed to function at an above- entry level in an animal cell tissue culture laboratory. The preparation of required tissue culture media and solutions are reviewed. Bench training in maintaining animal cells in culture is emphasized. The theories of preparing B cell hybridomas as well as the techniques used to test for monoclonal antibody production are covered.

This is a seminar course involving consideration of current neuroscience topics including important and relevant diseases such as epilepsy, Alzheimer's and Parkinson's diseases, drug addiction. Presentations of current research by WSSU faculty conducting research in neuroscience related topics. Select faculty from Wake Forest University (Reynolda Campus and School of Medicine) will also participate in teaching this course. Readings from the primary literature accompany the presentations followed by discussion.

The morphology and physiology of selected microorganisms are considered in detail. Their beneficial detrimental effects are studied. Immune mechanisms through which animals protect themselves from specific organisms are introduced.

This is a one-semester laboratory course to accompany BIO 3231 covering methodology of microbiology, microscopy, straining, aseptic technique, culture media, quantification and laboratory safety. The course is also designed to examine current research topics in microbiology for the development of scientific literacy. Two two-hour laboratories per week.

The interrelationship of humans and microbes are studied in this laboratory course with relevance to medical, environmental, food and industrial microbiology. Laboratory sessions include: Microscope Techniques, Bacterial Morphology and Straining, Basic Laboratory and Culture Techniques, Biochemical Activities of Bacteria, and Industrial and Food Microbiology.

The student is introduced to the scientific literature, the biomedical library and the critical analyses of journal articles in the field of microbiology. Emphasis is placed on oral presentation and discussion.

This course covers biological changes and adjustments occurring over time as part of the aging process, with emphasis on diseases commonly associated with aging. Students will become familiar with the current research literature in aging by relating published research articles with the course content. Grading will be based on student-led instruction, participation, short writing assignments, quizzes over assigned readings, and examinations.

In this course, students undertake in depth study of the functional and structural relationships of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive and urinary systems. Students are provided with a clear understanding of normal relationships between structure and function of cell types, tissues and body fluids, and organs and organ systems as a foundation for recognizing structural and functional changes that result in abnormalities in processes of the human body. Information is provided through the liberal use of diagrams, models, organ dissections, laboratory experiments and demonstrations, video presentations and computer simulations.

This course is designed to be a team-taught course by WSSU faculty with expertise in neuroscience-related subjects. Topics covered include neurophysiology, sensory biology, motor mechanisms, neuropharmacology, cognitive neuroscience, perception, neural networks, and the philosophy of mind.

This is a course in which the basic principles of parasitism are covered. A survey of parasites in regards to epidemiology, life cycle, disease manifestation, treatment and transmission are covered. Three one-hour lectures per week.

Methods of collecting, identifying and preserving the common flora and fauna of the community are studied. Two 3-hour laboratory periods per week.

This course examines the morphological, molecular and evolutionary aspects of animal development from a comparative perspective. Topics include gametogenesis, fertilization, morphogenesis, pattern formation, cell-cell signals, induction and regulation of gene expression and evolutionary embryology. Current topics such as stem cells and cloning will also be explored.

This course is a bioanalytical course concentrating on the major classes of biological macromolecules. It will integrate concepts from chemistry and math with biology. The course will look at the significance of the carbon atom and its role in forming the major building block of these biomolecules. The student will become familiar with the "functional groups" on organic molecules which form the amino acid, sugar, fatty acid and nucleotide monomeric units which, in turn, are responsible for forming the essential macromolecules responsible for the structure and function of living organisms. Completion of this course will prepare students for Biochemistry.

This course is designed to introduce the student to fundamental structures of animal tissues.

The course will investigate the use of microorganisms for industrial application. This course covers the study of microorganisms in natural and industrial environments, including specialized techniques for sampling, culture, isolation and identification. Students will study the application of fundamental principles of microbiology to industrial fermentations and processing, food manufacture and preservation and environmental quality.

This course reviews the basic principles of mammalian physiology, including the function and regulation of complex organ systems. Emphasis will be placed on normal bodily functions and the characteristic interactions of drugs as tools to diagnose and to define physiological mechanisms and functions. The course will also consider deviations from normal (pathophysiology), where such discussions serve to clarify the basic principles. This will provide a link between the basic sciences and the clinical approach to the study of disease.

This course examines the structure-function relationships of sub-cellular organelles found within the cell. This course will enable students to develop an understanding of the biology of cells at the interface of three distinct disciplines. These major disciplines, Cytology, Biochemistry and Genetics, have intertwined together to evolve in an interesting course that provides insights into the world of a cell that is complex in its structure and function. In this course, students will learn how small molecules polymerize to make macromolecules that form distinct cellular structures and perform a variety of functions within the cell. Students will also learn how these structures known as cell organelles provide an environment in which genetic information is secured and flows from parent to progeny cells whenever required. They will learn organization of cytoskeleton and how it helps the movement of cellular cargo within the cell. Students will also learn signal transduction and transmission of nerve impulses. They will learn molecular events leading to impulse transmission and muscle contraction. This course will also cover how some of the common macromolecules move in and out of a particular compartment of a cell and perform various functions required for survival and health of a cell.

This course examines basic concepts in classical and molecular genetics. The classical portion covers chromosomes, principles of inheritance, mapping and linkage. The molecular portion covers the structure and function of DNA, the mechanism of gene expression, and introduces recombinant DNA technology.

Ecology and Evolution examines the fundamental ways in which populations of organisms change, grow, and interact with their environment. These interactions are explored at the level of individuals and populations, over both short and long time scales. The emphasis is on understanding the underlying mechanisms that shape population- and community-level processes from a mathematical perspective

Under the supervision of the instructor, the student conducts research in an area of microbiology or a basic medical science that is supportive of microbiology. Student independence is sought in both the planning and conduct of the research project. Recommended for life science majors. (Six weeks full-time during the summer session or 12 hours per week during an academic-year semester.)

This laboratory-based course will focus on measurement of metabolic parameters. Students will design experiments, construct and test hypotheses, and report their observations. Procedures will include staining, photometric measurements, extraction, and other approaches to measure variables such as glycogen and lipids from organisms and tissues.

This course deals with the application of basic molecular biology techniques and protocols to study and manipulate DNA molecules. The course emphasis is on restriction analysis and mapping of DNA, construction and screening of recombinant plasmids and transformation of bacteria with plasmids, through organized laboratory activities. Each student is expected to actively and consistently take part in all laboratories

This is a general survey of biochemistry utilizing laboratory techniques. It includes the study of four basic classes of biomolecules. Their structural and functional relationships will be emphasized. The discussion of the structure and function of biomolecules involved in the chemical and molecular reactions that sustain life, the energetic principles that govern the synthesis and degradation of these biomolecules and the integration and regulation of metabolic pathways will be covered. The laboratory experience is designed to complement the theories and practices of biochemistry.

This course entails two closely related subjects. The first involves a survey of scientific literary trends in modern research and investigation. A written report and an oral presentation are required by the student. The second involves ethics in science using a case study approach. It is important as a scientist that research be conducted with the highest degree of integrity and the student is responsible for learning these best practices. Recommended for biology majors.

This course is designed for independent experimental work by the individual student with guidance by a member of the life sciences faculty.

The contextual focus of the course will be the complex relationships governing metabolism on a whole-animal level, with a focus on the integration of molecular, cellular, and organ-level regulation. General topics include relationships between hormones and metabolism, cellular nutrient sensing and signaling, relationships between transcription and metabolism, metabolic measurements, and metabolic disorders. Students will learn by engaging the material through published research.

A comprehensive course covering the involvement of eukaryotic and prokaryotic viruses in disease and biomedical research processes and including: classification of viruses, differences between eukaryotic and prokaryotic viruses, viral cultivation, viral life cycles and viral vectors.

This is an elective course emphasizing the important and current concepts in cancer biology and cancer genetics. It will educate students on various genetic and molecular changes normal cells undergo during transformation into malignant cancer cells. These modifications include unregulated cell proliferation, evasion of cell death, and metastasis. This course will describe the factors that contribute to cancer development and discuss cancer prevention and currently available therapeutics.

Functions of the immune system are defined in this senior-level course. The cells, tissues and organs that perform these functions are identified. The mechanisms through which the immune system performs its functions are considered.

The relationship between plant structure and various physiological processes is studied. The processes of absorption, nutrition, respiration, growth and reproduction are explained in terms of chemistry and physics.

This course, which is intended for Molecular Biology and Biotechnology Seniors, covers the latest concepts in molecular biology which entail (i) the transfer and expression of genetic data via transcription and translation, (ii) gene interactions, (iii) molecular mutagens, (iv) applications of recombinant DNA technology and (v) molecular evolution. Any bioethical concerns related to each concept will be discussed. The course emphasis is on the molecular level of gene structure and function, gene replication and repair and the regulation and expression of genetic information. The molecular biology of eukaryotic cells and, to a lesser degree, prokaryotic cells will be investigated (the course consists of 150 minutes per week of lecture or 2 one-hour and twenty-minute lecture periods per week; the laboratory session is a **1 credit hours course [three-hour period per week] that be taken along with the lecture by Molecular Biology and Biotechnology majors only**).

This course studies physiology, pharmacology, and disease processes in an integrated format, and provides the scientific basis for understanding of health and diseases at the molecular level. Emphasis is placed on normal bodily functions and the characteristic interactions of a drug and the body in terms of its absorption, distribution, metabolism and excretion. The content of this course will consider deviations from normal (pathophysiology), where such discussions serve to clarify the basic principles. It will provide necessary linkage between the basic sciences and the clinical approach to disease processes.

This course is designed to portray botany in the service of humanity as a basis for the supply of food, shelter, clothing, medicine and many other basic needs. There will also be studies concerned with the improvement, multiplication and culture of useful plants.

This course provides a working knowledge of various computer-based tools available for predicting the structure and function of proteins that graphically manifest as three-dimensional folds. A computer laboratory will be used to complement lectures so that students can view and manipulate three-dimensional structures by employing the protein sequences associated with relevant DNA sequences.

This is a general survey of the chemistry of biological systems. It includes the study of water, proteins, carbohydrates, lipids, nucleotides, metabolism, and energy flow. The structure and function of the aforementioned molecules will be emphasized. Since biochemistry is the field of science that investigates the chemical and molecular reactions that sustain life, one goal of this course is to study these reactions. This includes bioenergetics, mechanisms, and regulation. Biotechnology majors must also take the accompanying laboratory (BIO 4176).

The purpose of this course is to provide the student with a closely supervised laboratory experience at a university, government agency or bioscience/biotechnology company. Time requirements will be determined by credit hours, with a minimum of 2 hours per credit per week during an academic year semester or four to six weeks full-time during the summer. Students must make arrangements with the course instructor at least six weeks before the semester is to begin.

This course deals with the application of basic molecular biology techniques and protocols to study and manipulate DNA molecules. The course emphasis is on restriction, analysis and mapping of DNA, construction and screening of recombinant plasmids, transformation of bacteria with plasmids, and mini-prep of plasmids through organized laboratory activities and lectures. Each student is expected to actively and consistently take part in all laboratories.

This course covers laboratory methodologies of recombinant DNA technology, the theoretical basis for the analysis of protein, RNA and recombinant DNA molecules, and interpretation of results. Recombinant DNA methods include gene cloning, polymerase chain reaction, chemical and electro-transformation procedures, immuno-detection of specific proteins, identification of specific messenger RNA by RT-PCR, specific DNA sequence by Southern blotting mini-prep of plasmids, and DNA sequencing.

Biology 2302 is a curriculum course emphasizing basic biological principles. Biology 2302 is specifically designed for biology majors and honors students and provides an introductory survey of the diversity of life: prokaryotes, protists, plants, fungi and animals. The structure and function of plants and animals will be covered in more depth. There will be an introduction to ecology and the environment. The course provides the background needed for biology majors as they progress to advanced courses.

| Course ID | Course Title                | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req         |
|-----------|-----------------------------|----|------------------------------|-------------------|------------------|-----------------|
| BKE 2321  | Sem: Early Childhood        | 3  | None                         | None              | None             | Admission to TE |
| BKE 2322  | Cult/Ind Var-Child & Family | 3  | None                         | None              | None             | Admission to TE |
| BKE 2323  | Child Development           | 3  | None                         | None              | None             | Admission to TE |
| BKE 2325  | Child Development II        | 3  | None                         | None              | None             | Admission to TE |

|          |  |   |      |      |      |                    |
|----------|--|---|------|------|------|--------------------|
| BKE 2326 | Early Language & Literacy                | 3 | None | None | None |                    |
| BKE 3329 | Early Language & Literacy II             | 3 | None | None | None |                    |
| BKE 3331 | Creat<br>Envir/Young<br>Child            | 3 | None | None | None | Admission<br>to TE |
| BKE 3333 | Teach/Parent<br>Prof Part                | 3 | None | None | None | Admission<br>to TE |
| BKE 3336 | <b>Family Life<br/>Span Develop</b>      | 3 | None | None | None | Admission<br>to TE |
| BKE 3339 | <b>Child/Family<br/>Assessment</b>       | 3 | None | None | None | Admission<br>to TE |
| BKE 3341 | Infant/Toddler<br>Screening &<br>Assess. | 3 | None | None | None |                    |
| BKE 3342 | Guidance &<br>Classroom<br>Mgmt          | 3 | None | None | None |                    |

|          |   |   |      |      |      |                 |
|----------|---|---|------|------|------|-----------------|
| BKE 3343 | Working with Families/Teaming with Systems  | 3 | None | None | None |                 |
| BKE 3344 | Curriculum Planning for Preschool Classroom | 3 | None | None | None |                 |
| BKE 3345 | Prevention/Early Intervention Methods       | 3 | None | None | None |                 |
| BKE 4312 | Math & Sci/Young Children                   | 3 | None | None | None | Admission to TE |
| BKE 4333 | Design Curr/Young Child                     | 3 | None | None | None | Admission to TE |

|          |  |   |      |      |      |                      |
|----------|--|---|------|------|------|----------------------|
| BKE 4334 | Creative Express<br>Young Child          | 3 | None | None | None |                      |
| BKE 4335 | Administration<br>& Leadership in<br>ECE | 3 | None | None | None |                      |
| BKE 4336 | Classroom<br>Mgt/Preclinical<br>Lab      |   | None | None | None | BKE 2323<br>and 2325 |
| BKE 4338 | Family Studies<br>Practicum              | 3 | None | None | None | Admission<br>to TE   |
| BKE 4344 | Curr<br>Planning/PreSch<br>ool Class     | 3 | None | None | None |                      |
| BKE 4935 | Internship in<br>ECE                     | 3 | None | None | None |                      |

## Course Description

This seminar provides an introduction to the early childhood profession, including its history, foundation philosophies, and current issues, among them developmentally appropriate curricula and environment. The course addresses the professional characteristics and ethics of early childhood teachers; early childhood professional organization policies and emphasis; and current and future trends in early childhood and early childhood special education. An early field experience is required. Students spend 20 hours observing birth through kindergarten typical and atypical children and the settings in which care is provided for them.

This course studies various cultural contexts of families with typical and atypical birth-to-kindergarten children. Students examine culture-specific child-rearing practices, family configuration, complex and differential interactions that are culture-based and their relationship to child and family perceptions, attitudes and behaviors. The complexities of family structure and individual uniqueness are examined. Students study how individual children develop in response to different family cultural contexts.

This course examines areas of infant and toddler, typical and atypical development, with close attention to motor, social, emotional and cognitive behaviors and the theoretical and research-based rationales for each. The distinct stages of development through which infants and toddlers develop and the factors that influence typical and atypical development are examined. A 10-hour field experience is required in which students observe and participate in reflective analysis of typical and atypical preschool and kindergarten settings serving children and their families. Students must demonstrate the ability to understand preschool and kindergarten children's development and the ability to recognize and respect the varying cultural contexts of children.

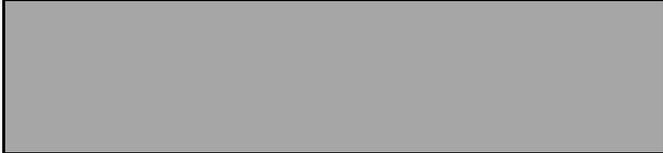
This course provides students with opportunities to investigate theories and current research in the development of preschool and kindergarten, typical and atypical children. Major cultural differences regarding views of the child and child-rearing practices are examined. Students examine and use research methods terminology and techniques to describe the interrelatedness of the domains of human development for both typical and atypical children. In a 10-hour field experience, students observe and participate in reflective analysis of typical and atypical preschool and kindergarten settings serving children and their families. Students must also demonstrate the ability to understand preschool and kindergarten children's development and the ability to recognize and respect the varying cultural contexts of children and families.

This course is designed to prepare students to create, adapt, implement and manage safe, rich, and developmentally appropriate classroom environments which develop emergent conceptual abilities, cognitive processing skills, optimal social and physical skills and creative expressions of young children. In a 20-hour field experience, students demonstrate the ability to foster children's learning, manage health and safety needs, and implement an integrated curriculum that is developmentally and functionally appropriate and includes individual, group, child and teacher initiated activities.

This course is designed to acquaint students with the need for educators, parents and community agencies to work together for optimal development of children. Students learn to work with other professionals and parents to design appropriate family service plans. The course emphasizes the role of the teacher in initiating and implementing this cooperative process and is taken concurrently with the Family Studies Practicum. The course is team-taught by a parent, a University faculty member and one or more members of the interdisciplinary team.

In this course, students examine the concept of family development. Students study individuals' behavior in families from a developmental framework. Further, students explore how families change because of individual development and in response to individual ages, needs and roles. Particular attention is given to developmental challenges of families having typical or atypical, birth to kindergarten children.

This course covers the history, principles and methodology of assessment and evaluation. Competent observational skills, utilization of family and developmental screening, assessment and evaluation instruments, and assessment techniques and procedures for typical and atypical children are emphasized. Identification of appropriate instruments to assess the total development of children and their families is a major part of this course. A 10-hour field experience is required, in which individual children and children within the context of their families are assessed, using formal and informal instruments.



This course focuses on early mathematical and science content and concepts that is relevant to young children during the first five years of life. The course is designed to teach students effective strategies to recognize and promote mathematical and science development and learning in all young children. Students will explore what mathematics and science look like for infants, toddlers, and preschoolers and learn specific ways to facilitate young children's development in mathematics and science. Students will practice what they are learning through a variety of assignments, including hands-on mathematics and science interactions with young children. Upon completion of the course, students will be able to identify opportunities for mathematics and science learning throughout the curriculum, observe and assess young children's developing mathematics and science knowledge, plan experiences that focus on specific mathematical and science concepts, and use a variety of strategies and materials to promote children's interests and abilities in mathematics and science.

This course is designed to be the capstone methods course in which students apply theory to practice through a case study approach. Student teachers begin to clarify their developing ideologies about teaching and the teaching process by using observation and other assessment tools. This course provides students with knowledge, skills and abilities necessary to design and implement culturally and developmentally appropriate infant, toddler, preschool and kindergarten programs for children who may be developing typically or atypically. Creative expressions are emphasized. Students must demonstrate knowledge of developmental, cultural, health and medical needs of individual and groups of children when designing the learning environment. Emphasis is placed on developmentally appropriate curricula that effectively serve culturally diverse, typical and atypical children. This course is taught collaboratively by an interdisciplinary team, including professors, kindergarten teachers, child care providers and students. **This course is taken concurrently with EDU 4981 [Student Teaching].**

This course offers practical principles and techniques for developmentally appropriate guidance and classroom management for infant, toddler, preschool, and kindergarten environments. Emphasis is placed upon encouraging self-esteem and cultural awareness. Effective communication skills, as well as direct and indirect guidance techniques and strategies are offered. Upon completion, students will be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children. The Birth-Kindergarten Preclinical Lab experience is a part of this course. The pre-clinical experience is a semester-long, intensive field experience that takes place the semester prior to student teaching and is designed to prepare teacher education majors and teacher licensure candidates to gradually acquire the skills, knowledge, and dispositions they will need to be successful during student teaching. During the pre-clinical experience, teacher education majors and teacher licensure candidates spend either one full day or two full days each week in the same classroom and school, work one-on-one with students, and eventually teach a minimum of three-fully developed lesson plans to the full class. Pre-clinical candidates also attend monthly on-campus seminars and complete beginning pieces of their teacher education portfolios.

This course is designed to provide guidelines for curriculum planning for classrooms of young children ages birth - kindergarten. Topics in the course include early childhood philosophy, child observation, curriculum planning (indoor and outdoor), environmental design, material selection, scheduling, assessment and evaluation. Upon completion of the course, students should be able to assess and evaluate curriculum, plan for daily, weekly, and long-range instruction, and plan appropriate environments for young children.

| Course ID | Course Title      | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                       |
|-----------|-------------------|----|------------------------------|-------------------|------------------|-------------------------------|
| BUA 3302  | Business Ethics   | 3  | WC                           | SBS               | Ethics           | None                          |
| BUA 3391  | Business Co-op    | 3  | None                         | None              | None             | Instructor Permission, Senior |
| BUA 4000  | Independent Study | 3  | None                         | None              | None             | Instructor Permission, Senior |
| BUA 4391  | Business Co-op    | 3  | None                         | None              | None             | Instructor Permission, Senior |

## Course Description

This course examines the ethical dimensions of business and the role ethics plays in sound business decisions and a healthy workplace environment. Various ethical theories and corporate models will be studied. Practical application of ethical theory will be discussed through case study analysis, study of various corporate ethics codes, and student research of current ethical issues in business.

Business Co-op offers students an opportunity to prepare for their chosen careers by combining academic theory and actual work experience. Generally, the work experience is to be full-time paid work for approximately 15 weeks. The cooperative education staff, the employer's supervisor, the student and the director of co-ops of the Department of Business must agree on the employment terms and the learning experience to be gained. The academic grade is the responsibility of the director of co-ops of the Department of Business with due consideration given to the report of the employer's supervision of the student. The student may enroll in this course in two non-consecutive semesters for a total of 12 credit hours.

This course is designed to give students opportunities to broaden their basic knowledge and skills relating to business practices and concepts. Students work independently under the guidance of specified departmental faculty members. Study may involve basic research projects, comprehensive reading arrangements, field studies, participation in special seminars, workshops or other similar experiences. The course may be taken more than once but the total credit allowed toward a degree cannot exceed six hours.

Business Co-op offers students an opportunity to prepare for their chosen careers by combining academic theory and actual work experience. Generally, the work experience is to be full-time paid work for approximately 15 weeks. The cooperative education staff, the employer's supervisor, the student and the director of co-ops of the Department of Business must agree on the employment terms and the learning experience to be gained. The academic grade is the responsibility of the director of co-ops of the Department of Business with due consideration given to the report of the employer's supervision of the student. The student may enroll in this course in two non-consecutive semesters for a total of 12 credit hours.

| Course ID       | Course Title                              | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req  |
|-----------------|---|----|------------------------------|-------------------|------------------|----------|
| CHE 1111        | Gen Chem Health Sci Majors Lab            | 1  | None                         | None              | None             | None     |
| CHE 1113        | Gen Chem I Lab                            | 1  | None                         | None              | None             | None     |
| CHE 1114        | Gen Chem II Lab                           | 1  | None                         | None              | None             | None     |
| <b>CHE 1311</b> | <b>Gen Chem Health Sci Majors</b>         | 3  | SL                           | NA                | None             | None     |
| CHE 1312        | Organic and Biochem for Health Sci Majors | 3  | None                         | None              | None             | CHE 1311 |
| CHE 1313        | Gen Chem I                                | 3  | None                         | None              | None             |          |
| CHE 1314        | Gen Chem II                               | 3  | None                         | None              | None             | CHE 1313 |
| CHE 1325        | Introduction to Sci Research              | 3  | None                         | None              | None             | None     |
| <b>CHE 2111</b> | <b>Gen Chem I Lab</b>                     | 1  | None                         | NS                | None             | None     |
| CHE 2112        | Gen Chem II Lab                           | 1  | None                         | None              | None             | CHE 2111 |
| CHE 2121        | Quantitative Analysis Lab                 | 1  | None                         | None              | None             | None     |
| CHE 2126        | Organic Chem I Lab                        | 1  | None                         | None              | None             | None     |
| CHE 2127        | Organic Chem II Lab                       | 1  | None                         | None              | None             | None     |
| CHE 2230        | Organic Chem Lab                          | 1  | None                         | None              | None             | None     |
| <b>CHE 2311</b> | <b>Gen Chem I</b>                         | 3  | CT                           | NS                | None             | None     |
| <b>CHE 2312</b> | <b>Gen Chem II</b>                        | 3  | SL                           | NS                | None             | None     |
| CHE 2326        | Organic Chem I                            | 3  | None                         | None              | None             | None     |
| CHE 2327        | Organic Chem II                           | 3  | None                         | None              | None             | None     |
| CHE 3106        | Environmental Chem Lab                    | 1  | None                         | None              | None             | None     |
| CHE 3111        | Physical Chem Lab                         | 1  | None                         | None              | None             | None     |
| CHE 3112        | Physical Chem II Lab                      | 1  | None                         | None              | None             | None     |
| CHE 3113        | Inorganic Chem Lab                        | 1  | None                         | None              | None             | None     |

|                 |                                      |   |      |      |      |                              |
|-----------------|--------------------------------------|---|------|------|------|------------------------------|
| CHE 3121        | Quantitative Analysis Lab            | 1 | None | None | None | None                         |
| CHE 3126        | Organic Chem I Lab                   | 1 | None | None | None | None                         |
| CHE 3127        | Organic Chem II Lab                  | 1 | None | None | None | None                         |
| CHE 3143        | Environ Chem Lab                     | 1 | None | None | None | None                         |
| CHE 3146        | Biochem I Lab                        | 1 | None | None | None | None                         |
| CHE 3222        | Instrumental Analysis Lab            | 2 | None | None | None | None                         |
| CHE 3230        | Organic Chem Lab                     | 2 | None | None | None | None                         |
| CHE 3236        | Investigations & Research            | 2 | None | None | None | CHE 2412                     |
| CHE 3241        | Seminar                              | 2 | None | None | None | CHE 2412                     |
| CHE 3301        | Biophysical Chem                     | 3 | None | None | None | None                         |
| CHE 3305        | Environmental Chem                   | 3 | None | None | None | None                         |
| CHE 3311        | Physical Chem I                      | 3 | None | None | None | CHE 2412                     |
| CHE 3312        | Physical Chem II                     | 3 | None | None | None | None                         |
| CHE 3313        | Inorganic Chem                       | 3 | None | None | None | None                         |
| CHE 3321        | Quantitative Analysis                | 3 | None | None | None | None                         |
| CHE 3322        | Instrumental Analysis                | 3 | None | None | None | None                         |
| <b>CHE 3326</b> | <b>Organic Chem I</b>                | 3 | None | NS   | None | None                         |
| CHE 3330        | Biophysical Chem                     | 3 | None | None | None | MAT 2317, CHE 2326, PHY 2321 |
| <b>CHE 3346</b> | <b>BioChemistry I</b>                | 3 | None | NS   | None | None                         |
| CHE 4111        | Physical Chem I Lab                  | 1 | None | None | None | None                         |
| CHE 4112        | Physical Chem II Lab                 | 1 | None | None | None | None                         |
| CHE 4113        | Inorganic Chem Lab                   | 1 | None | None | None | None                         |
| CHE 4241        | Senior Seminar                       | 2 | None | None | None | None                         |
| CHE 4243        | Synthetic and Analytical Methods Lab | 2 | None | None | None | None                         |
| CHE 4244        | Directed Research I                  | 2 | None | None | None | CHE 3327                     |

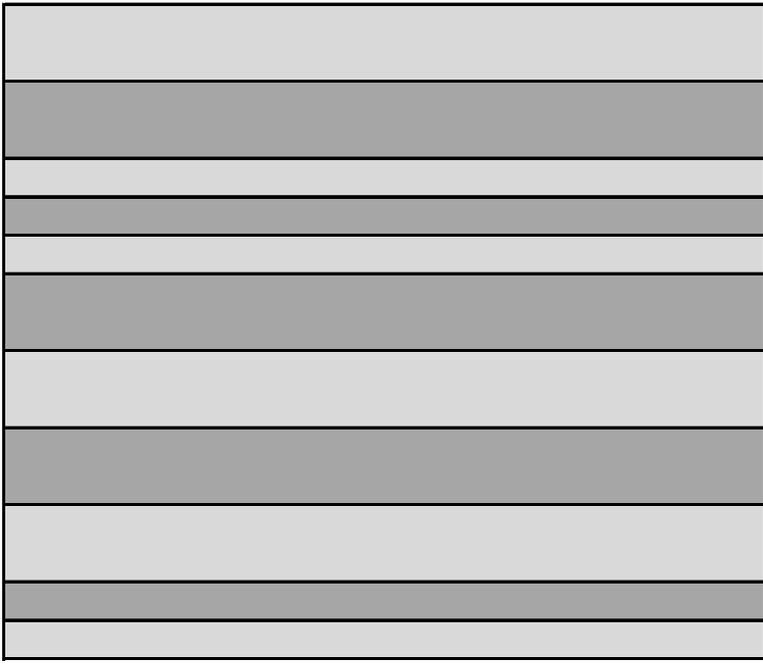
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|----------|----------------------|---|------|------|------|------|
| CHE 4245 | Directed Research II | 2 | None | None | None | None |
| CHE 4246 | Biochemistry II Lab  | 2 | None | None | None | None |
| CHE 4311 | Physical Chem I      | 3 | None | None | None | None |
| CHE 4312 | Physical Chem II     | 3 | None | None | None | None |
| CHE 4313 | Inorganic Chem       | 3 | None | None | None | None |
| CHE 4314 | Quantum Mechanics    | 3 | None | None | None | None |
| CHE 4315 | Adv. Analytical Chem | 3 | None | None | None | None |
| CHE 4316 | Adv. Organic Chem    | 3 | None | None | None | None |
| CHE 4317 | Adv. Inorganic Chem  | 3 | None | None | None | None |
| CHE 4346 | Biochemistry II      | 3 | None | None | None | None |
| CHE 4415 | Senior Research      | 4 | None | None | None | None |

## Course Description

This is a one-semester introductory organic and biochemistry course for health and clinical laboratory sciences students. The course aims to develop a fundamental understanding of organic molecules, functional groups, organic chemical reactions, biochemistry, biochemical reactions, carbohydrate chemistry, proteins, lipids, metabolic pathways and energy production. Emphasis is on chemical compounds and reactions of interest to the health and clinical laboratory sciences (CLS)

This freshman-level course will introduce undergraduates to the scientific research process and prepare students with research skills to engage in undergraduate research. It will help students navigate the challenges of beginning research. Students will learn the research process and skills; communicating research findings and outcomes; and professional development activities. Students will engage in class activities and assignments on some research processes. Students are expected to attend class. This is an optional foundational class for students who are interested in undertaking scientific research at Winston-Salem State University and elsewhere.





| Course ID       | Course Title                       | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req |
|-----------------|------------------------------------|----|------------------------------|-------------------|------------------|---------|
| CHI 1311        | Elem Chinese Lang I                | 3  | None                         | None              | None             | None    |
| CHI 1312        | Elem Chinese Lang II               | 3  | None                         | None              | None             | None    |
| <b>CHI 1318</b> | <b>Intro to China in the World</b> | 3  | OC                           | FLC               | Global           | None    |
| CHI 2311        | Intermediate Chinese               | 3  | None                         | FLC               | None             | None    |
| CHE 2312        | Intermediate Chinese II            | 3  | None                         | FLC               | None             | None    |

|  |
|--|
| <b>Course Description</b>  |
|  |
|  |
| CHI 1318 is an introductory course on the general history of China and its engagement with the rest of the world. In addition, students will learn about the linguistic features of the Sino-Tibetan language family spoken in China and surrounding communities, and how the youth in China use the language to engage the outside world through social media. All materials for the course will be in English and discussions of culturally related topics will be conducted in English. |
|  |
|  |

| Course ID       | Course Title                 | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                          |
|-----------------|------------------------------|----|------------------------------|-------------------|------------------|----------------------------------|
| CLS 2101        | Intro to CLS                 | 1  | None                         | None              | None             | None                             |
| CLS 2102        | Medical Terminology          | 1  | None                         | None              | None             | BIO 1301                         |
| CLS 2103        | Medical Microbio Lab         | 1  | None                         | None              | None             | None                             |
| CLS 2301        | Medical Microbio             | 3  | None                         | None              | None             | None                             |
| CLS 2401        | Applied Immunology           | 4  | None                         | None              | None             | None                             |
| <b>CLS 2402</b> | <b>Medical Biochem</b>       | 4  | SL                           | NS                | None             | BIO & CHE experience             |
| CLS 2403        | Applied Microbiology         | 4  | None                         | None              | None             | BIO 1301                         |
| CLS 2405        | Foundations of Clinical Chem | 4  | None                         | None              | None             | CHE 1311, 1111 or CHE 2311, 2111 |
| CLS 3100        | Clinical Chem lab            | 1  | None                         | None              | None             | None                             |
| <b>CLS 3101</b> | <b>CLS Special Topics</b>    | 1  | None                         | None              | None             | None                             |
| CLS 3102        | Hematology Lab               | 1  | None                         | None              | None             | None                             |

|          |                                   |   |      |      |      |                   |
|----------|-----------------------------------|---|------|------|------|-------------------|
| CLS 3103 | Clinical Microbio Lab             | 1 | None | None | None | None              |
| CLS 3104 | Immuno-hematology Lab             | 1 | None | None | None | None              |
| CLS 3105 | Adv. Clinical Chem Lab            | 1 | None | None | None | None              |
| CLS 3016 | Adv. Hematology Lab               | 1 | None | None | None | None              |
| CLS 3107 | Clin Immunology & Serology Lab    | 1 | None | None | None | None              |
| CLS 3108 | Adv. Clin Microbio Lab            | 1 | None | None | None | None              |
| CLS 3109 | Molecular Diagnostics Lab         | 1 | None | None | None | None              |
| CLS 3202 | Clinical Serology                 | 1 | None | None | None | Junior CLS major  |
| CLS 3203 | Medical Mycology/Mycobacteriology | 2 | None | None | None | Junior CLS major  |
| CLS 3205 | Intro to Research                 | 2 | None | None | None | Junior CLS major  |
| CLS 3207 | Urinalysis & Body Fluids          | 2 | None | None | None | Upper CLS program |
| CLS 3300 | Clinical Chemistry                | 3 | None | None | None | None              |
| CLS 3301 | Molecular Diagnostics             | 3 | None | None | None | None              |
| CLS 3302 | Hematology                        | 3 | None | None | None | None              |
| CLS 3303 | Clinical Microbio                 | 3 | None | None | None | None              |
| CLS 3304 | Immuno-hematology                 | 3 | None | None | None | None              |
| CLS 3306 | Adv. Clinical Chem                | 3 | None | None | None | None              |
| CLS 3306 | Adv. Hematology                   | 3 | None | None | None | None              |
| CLS 3307 | Clinical Immunology & Serology    | 3 | None | None | None | None              |

|          |                                  |   |      |      |      |   |
|----------|----------------------------------|---|------|------|------|---|
| CLS 3308 | Adv. Clinical Microbio           | 3 | None | None | None | None                                    |
| CLS 3400 | Clinical Instrumentation         | 4 | None | None | None | CHE 2411, 2412, CLS 2402                |
| CLS 3401 | Basic Hematology and Coagulation | 4 | None | None | None | Junior CLS major                        |
| CLS 3402 | Clinical Microbio I              |   | None | None | None | CLS 2401, 2403 and Junior CLS major     |
| CLS 3403 | Immunihematology                 | 4 | None | None | None | BIO 4423 or CLS 2401 & Junior CLS major |
| CLS 3404 | Clinical Chemistry               | 4 | None | None | None | CLS 3400, 2402 & CLS major              |
| CLS 4101 | Management & Education           | 1 | None | None | None | Senior CLS major                        |
| CLS 4102 | Seminar for CLS                  | 1 | None | None | None | None                                    |
| CLS 4103 | Molecular Diagnostics Lab        | 1 | None | None | None | CLS 3105, 3106, 3104 & 3108             |
| CLS 4105 | Clinical Lab Mgmt                | 1 | None | None | None |   |

|          |                                   |   |      |      |      |                                     |
|----------|-----------------------------------|---|------|------|------|-------------------------------------|
| CLS 4106 | Clinical Lab Education            | 1 | None | None | None | None                                |
| CLS 4200 | Urinalysis & Body Fluids          | 2 | None | None | None | CLS 2402, 2403 and Junior CLS major |
| CLS 4201 | Intro to Research                 | 2 | None | None | None | Senior CLS major                    |
| CLS 4204 | Medical Parasitology and Virology | 2 | None | None | None | Senior CLS major                    |
| CLS 4206 | Community Clinical Exp.           | 2 | None | None | None | None                                |
| CLS 4303 | Molecular Diagnostics             | 3 | None | None | None | CLS 3305, 3306, 3304, 3308          |
| CLS 4400 | Clinical Chem Practicum           | 4 | None | None | None | CLS 3404 & Senior CLS major         |
| CLS 4401 | Immunohematology Prac.            | 4 | None | None | None | CLS 3403 & Senior CLS Major         |
| CLS 4402 | Clinical Microbio Prac            | 4 | None | None | None | CLS 3402, 2403, 4204, 3203          |

|          |                                      |   |      |      |      |                             |
|----------|--------------------------------------|---|------|------|------|-----------------------------|
| CLS 4403 | Clinical Hematology/Coagulation Prac | 4 | None | None | None | CLS 3406 & Senior CLS Major |
| CLS 4404 | Methods & Procedures                 | 4 | None | None | None | None                        |
| CLS 4411 | CLS Practicum                        | 4 | None | None | None | MLT Certificate             |

## Course Description

This course is designed to introduce sophomore students interested in clinical laboratory science to the profession. Students interview practicing clinical

This course is designed to teach medical language to students interested in entering health professions. Emphasis is placed on the Greek and Latin word parts and rules for connecting them to form medical terms.

This course is designed to introduce the applications of the concepts in medical microbiology. The content of this course will include techniques to identify medically significant bacteria, fungi, protozoa and parasites.

This course is designed to introduce the principles of the concepts in medical microbiology. The content of this course will include the morphology, biochemistry, molecular biology, physiology and treatment of medically significant bacteria, fungi, viruses, protozoa and parasites

This is a one semester course that emphasizes innate and adaptive immunity, immunoglobulin structure and function, cells involved in the immune response, complement, antibody and bacterial mediated immune responses, antigen-antibody reactions, and antibody detection for the diagnosis of infectious disease.

This is a one semester course that emphasizes protein structure, function, synthesis, and characterization; energy yielding metabolism of sugars; biological membranes and pathways; flow of genetic information, DNA and RNA structure; constructing and cloning DNA; gene expression in eukaryotes and prokaryotes; viruses and oncogenes; and enzymes and enzymatic activities. Emphasis is placed on how each of these molecules affect health and disease. You also need to have computer skills, hardware and software to participate in this course.

This course is designed to introduce the students to the principles and applications of the concepts in general microbiology. The content of this course will include the morphology, biochemistry and physiology of bacteria, mycobacteria, fungi, viruses, rickettsia and protozoa. The course will emphasize the normal and pathogenic processes of most clinically significant micro-organisms.

The course is a foundational clinical chemistry course recommended for clinical laboratory science students or other health related majors. This course addresses clinical aspects of organic molecules, organic chemical reactions, functional groups, biochemistry, biochemical reactions, carbohydrates, proteins, lipids, metabolic pathways and energy production, and the use of analytical instrumentation for clinical chemistry analysis.



This course is designed to examine and correlate some basic principles of physics and chemistry with the basic principles of instrumentation in a clinical laboratory. Topics to be included are: atoms in combination, electricity, optics and properties of matter.

This course will provide the theory of development of the cellular elements of blood with emphasis on recognition of normal elements. The theory of the coagulation mechanism and its relationship to disease states with emphasis on identification of coagulation deficiencies and abnormalities will be discussed. This includes lectures and laboratory exercises on hematological procedures and clinical laboratory applications

This course is a study of the theory and laboratory exercises related to the isolation, identification, etiology, epidemiology, pathogenesis and immunology of the microorganisms encountered in a clinical microbiology laboratory.

This course provides the theory and clinical laboratory application of immunological concepts as they relate and apply to the processing and administering of blood components for transfusion.

This course provides theory and laboratory experience for the quantitation of body chemical constituents in normal and abnormal metabolism. Emphasis is placed on instrumentation and theories of test procedures.

The course will consist of two modules?one dealing with the theory of management and supervision and the other with the principles of instructional methodology. One lecture period per week.

This course will provide an integration of principles, theories, and methods learned in the various components of the clinical laboratory program. Students will creatively analyze, synthesize, and evaluate knowledge learned through research in the clinical laboratory science field. Students are required to write a paper and present a current research topic.

This covers the fundamental principles of molecular diagnostics as well as techniques used in clinical and research laboratories. Topics include: Nucleic acid extraction and hybridization; target, signal and probe amplification; gene expression analysis and in-situ hybridization techniques, mutation detection, oncology, forensics, paternity testing, transplantation, infectious disease detection. Quality assurance, regulatory, and ethical issues associated with molecular testing are included in the course.

This course consists of theories and best practices of management and supervision in a clinical laboratory setting.

This course consists of theories and best practices in adult education as applied in a clinical laboratory or academic setting.

This course provides theories and methods of detecting chemical and cellular elements of urine and other body fluids. Two lectures and one two-hour laboratory per week.

This course is designed to introduce the student to principles of literature search, procedure modification and design, experimental design and evaluation of research results in an area of interest of the individual student.

This course provides the theory and laboratory experiences in Medical Parasitology and Virology. Emphasis is placed on the isolation and identification of pathogenic agents from clinical specimens. Two lectures, one two-hour laboratory per week.

This course will provide students with community outreach experience in underserved and diverse populations through clinical laboratory practice. This community based experience will further develop affective, psychomotor and cognitive laboratory skills learned during the clinical laboratory science practicum experience. Students will gain a global knowledge base of the key elements involved in the daily function of a community based laboratory. Additionally, this course will refine interpersonal, interdisciplinary and team building skill sets necessary for professional success in the field of clinical laboratory science.

This course covers the fundamental principles of molecular diagnostics as well as techniques used in clinical and research laboratories. Topics include: nucleic acid extraction and hybridization; target, signal and probe amplification; gene expression analysis and in-situ hybridization techniques, mutation detection, oncology, forensics, paternity testing, transplantation, infectious disease detection. Quality assurance, regulatory, and ethical issues associated with molecular testing are included in the course.

This course will provide practical experience in the variety of clinical biochemistry tests performed in the clinical laboratory. The student will be able to put the theoretical knowledge to practical use. Emphasis will be placed on technique, accuracy, timing, nature of biochemicals and the strict use of quality-control measures.

This course is an intensive practical application of the concepts of immunology as they relate and apply to blood banking. Emphasis will be on human blood groups compatibility testing and the detection and identification of antibodies, including the management of a transfusion service.

This course allows the student to apply the knowledge from clinical microbiology, mycology and parasitology in a clinical laboratory. The students will work at the bench in a clinical lab for 40 hours a week. They will identify pathogenic organisms, perform antimicrobial susceptibility testing and perform quality control procedures

This course is a continuation of CLS 3401 and CLS 3406, with emphasis on practical experience in all phases of hematological testing in the clinical laboratory.

This course will provide a student assessment of academic strengths and weaknesses in all clinical laboratory science disciplines prior to completion of the CLS program. Included in the course is a comprehensive mock certification exam that will prepare students to successfully pass a national certification exam for Clinical Laboratory Scientists.

This course is an intensive practical application and experience in the four major disciplines in the Clinical Laboratory Sciences (Clinical Laboratory Science, Blood Bank, Clinical Hematology, Clinical Microbiology). This practicum is designed to help students attain minimum competency in the practice of laboratory sciences in each major area, and expose the students to methods utilized in clinical laboratory sciences. The practicum is designed to help students master basic laboratory operation and strengthen their quality assurance, quality control and laboratory management methods.

| Course ID | Course Title         | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req         |
|-----------|----------------------|----|------------------------------|-------------------|------------------|-----------------|
| CIT 1307  | Intro to Comp Tech   | 3  | None                         | None              | None             | None            |
| CIT 1308  | Intro to Programming | 3  | None                         | None              | None             | None            |
| CIT 3323  | Systems Admin I      | 3  | None                         | None              | None             | CSC 3321        |
| CIT 4323  | Systems Admin II     | 3  | None                         | None              | None             | CIT 3323        |
| CIT 4391  | Comp Science Co-op   | 3  | None                         | None              | None             | Dept Chair Perm |
| CIT 4392  | Comp Tech Seminar    | 3  | None                         | None              | None             | CIT 3323        |

## Course Description

This course prepares students to administer a computer system. Intensive laboratory experiences develop skills in operating system administration, software configuration, fundamentals of security, and procedures in a networked environment.

A continuation of **CIT 3323** - System Administration I, this course provides more comprehensive exposure to PC operating system administration, client-server administration, network administration, UNIX/Linux administration, and system security

This course is designed for students for whom a half-time work experience is more appropriate. In such cases, students will usually be enrolled in courses other than Cooperative Education at the university part-time while involved in a work/learning experience for 20 hours per week.

This course is required for students who elect to take a certification exam. This course prepares for the appropriate computer technology certification exam.

| Course ID | Course Title          | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req          |
|-----------|-----------------------|----|------------------------------|-------------------|------------------|------------------|
| CSC 1105  | Comp Sci Colluquium   | 1  | None                         | None              | None             | None             |
| CSC 1306  | Computer & Its Use    | 3  | IL                           | None              | Ethics           | None             |
| CSC 1310  | Computer Programming  | 3  | CT                           | None              | None             | MAT 1311         |
| CSC 1311  | Comp Programming II   | 3  | CT                           | None              | None             | CSC 1310         |
| CSC 1315  | Intro to Data Science | 3  | None                         | MQL               | None             | None             |
| CSC 2131  | Professional Dev. Sem | 1  | None                         | None              | None             | None             |
| CSC 2141  | SAS Lab               | 1  | None                         | None              | None             | MAT 2326 or 3310 |
| CSC 2160  | UNIX Lab              | 1  | None                         | None              | None             | CSC 1311         |

|                 |                                     |   |      |      |        |                    |
|-----------------|-------------------------------------|---|------|------|--------|--------------------|
| CSC 2184        | Internet Lab                        | 1 | None | None | None   | CSC 1311           |
| CSC 2310        | Intro to Comp Software Systems      | 3 | None | None | None   | CSC 1311           |
| CSC 2320        | Intro to Comp Hardware Organization | 3 | None | None | None   | CSC 1311           |
| <b>CSC 2330</b> | <b>Computer &amp; Its Use II</b>    | 3 | IL   | None | Ethics | CSC 1306           |
| CSC 2331        | Data Structures                     | 3 | None | None | None   | CSC 1311           |
| CSC 2350        | C Programming                       | 3 | None | None | None   | CSC 1311           |
| CSC 3130        | Comp Sci Internship                 | 3 | None | None | None   | Admission to Major |
| CSC 3131        | Special Topics in Comp Sci Lvl 3    | 3 | None | None | None   | CSC 2331           |
| CSC 3321        | Operating Systems                   | 3 | None | None | None   | CSC 2331           |
| CSC 3322        | Computer Architecture               | 3 | None | None | None   | CSC 2320           |
| CSC 3325        | Intro to Info Security              | 3 | None | None | None   | None               |

|          |                             |   |      |      |      |                               |
|----------|-----------------------------|---|------|------|------|-------------------------------|
| CSC 3331 | Analysis of Algorithms      | 3 | None | None | None | CSC 2331                      |
| CSC 3332 | Fund of Internet Systems    | 3 | None | None | None | CSC 1311                      |
| CSC 3340 | Intro to Numerical Analysis |   | None | None | None | CSC 1311 & MAT 2316           |
| CSC 3341 | Algebraic Structures        | 3 | None | None | None | MAT 2316 & 2337               |
| CSC 3342 | Computer Graphics           | 3 | None | None | None | CSC 2331 & MAT 2410           |
| CSC 3351 | Data Communications         | 3 | None | None | None | CSC 2320                      |
| CSC 3355 | Principles of Database Mgmt | 3 | None | None | None | CSC 2331                      |
| CSC 3360 | Fund of Programming         | 3 | None | None | None | Admission to Major            |
| CSC 3361 | Intermediate Programming    | 3 | None | None | None | Admission to Major & CSC 3360 |
| CSC 3370 | Systems Programming         | 3 | None | None | None | Admission to Major & CSC 3361 |
| CSC 3371 | Applied Data Structures     | 3 | None | None | None | Admission to Major & CSC 3361 |

|          |                         |   |      |      |      |                               |
|----------|-------------------------|---|------|------|------|-------------------------------|
| CSC 3373 | Commercial Programming  | 3 | None | None | None | Admission to Major & CSC 3361 |
| CSC 3374 | File Management         | 3 | None | None | None | Admission to Major & CSC 3361 |
| CSC 3380 | Intro to Robotics       | 3 | None | None | None | None                          |
| CSC 3385 | Game Programming        | 3 | None | None | None | None                          |
| CSC 3390 | Artificial Intelligence | 3 | None | None | None | CSC 2331 & MAT 2337           |
| CSC 3391 | Comp Sci Co-op          | 3 | None | None | None | Department Chair Approval     |

|          |                                       |   |      |      |      |                           |
|----------|---------------------------------------|---|------|------|------|---------------------------|
| CSC 3691 | Comp Sci Co-op                        | 6 | None | None | None | Department Chair Approval |
| CSC 4001 | Special Topics in Comp Sci            | 3 | None | None | None | Department Chair Approval |
| CSC 4322 | Parallel Computing                    | 3 | None | None | None | None                      |
| CSC 4330 | Intro to Cryptography                 | 3 | None | None | None | None                      |
| CSC 4340 | Organization of Programming Languages | 3 | None | None | None | CSC 2331                  |
| CSC 4350 | Software Engineering                  | 3 | None | None | None | CSC 3310 & 3321           |
| CSC 4355 | Database Mgmt System Design           | 3 | None | None | None | CSC 3355                  |
| CSC 4356 | Web Programming                       | 3 | None | None | None | None                      |
| CSC 4360 | Hardware & Media Security             | 3 | None | None | None | None                      |

|          |  |   |      |      |      |                             |
|----------|--|---|------|------|------|-----------------------------|
| CSC 4370 | Web Based Data Mgmt Sys                | 3 | None | None | None | None                        |
| CSC 4383 | Intro to Computational Modeling        | 3 | None | None | None | None                        |
| CSC 4384 | Adv. Computer Graphics                 | 3 | None | None | None | MAT 2316 & CSC 3342         |
| CSC 4385 | Systems Simulation & Modeling          | 3 | None | None | None | CSC 4340 & MAT 2337         |
| CSC 4386 | Automata, Formal Lang, & Computability | 3 | None | None | None | CSC 3331 & MAT 2337         |
| CSC 4387 | Seminar in Comp Sci                    | 3 | None | None | None | Senior, CSC 3321 & MAT 3310 |
| CSC 4388 | Systems Design & Development           | 3 | None | None | None | CSC 3321 & Senior           |

|          |                    |   |      |      |      |                           |
|----------|--------------------|---|------|------|------|---------------------------|
| CSC 4389 | Comp Comm Networks | 3 | None | None | None | CSC 3351                  |
| CSC 4390 | Directed Study     | 3 | None | None | None | Department Chair Approval |
| CSC4391  | Comp Sci Co-op     | 3 | None | None | None | Department Chair Approval |
| CSC 4392 | Comp Tech Seminar  | 3 | None | None | None | None                      |
| CSC 4691 | Comp Sci Co-op     | 6 | None | None | None | Approval                  |

## Course Description

This course concentrates on strategies for success in computer science. The course concentrates on broadening students' general knowledge of computer science as well as developing critical thinking and problem solving skills using current technologies and computing tools.

This course provides an introduction to the use of digital computers, applications software, I/O devices, storage devices, systems software, software evaluation, and computer ethics. Laboratory sessions include extensive hands-on experience using word processing, database, spreadsheet, and other software used in various fields of study. Laboratory work required.

This course is an introduction to problem-solving methods and algorithm development. It includes program design, coding, debugging and documentation using a high-level language. Laboratory work required.

This course offers continued development in program design. Larger programs are introduced incorporating string and file processing, internal search/sort methods, and simple data structures. Laboratory work required.

This course serves as an introduction to the interdisciplinary field of data science. It covers key aspects of data exploration, fundamental concepts of data computation and focused subject areas such as data visualization based on practical and intuitive approach. Students will acquire a working knowledge of data science through hands-on class work using open data sources from areas such as finance, healthcare and science. Topics to be covered include data collection, cleansing, integration, modeling, analysis, prediction and visualization.

This course develops professional skills in computer science and information technology students. Habitual and thoughtful use of communication skills, liberal and technical knowledge, technical skills, and critical reasoning will be cultivated by the integration of accumulated knowledge and skills, interaction with professionals in the discipline, oral and written communication activities, and by promoting the development of practical professional experience via a team project, peer collaboration, self-directed learning, planning and management. The course engages students in activities designed to prepare them to obtain internships, research experiences, co-op experiences, and ultimately career positions. Students may enroll in the course up to eight semesters, and students may earn up to 6 semester hours of academic credit.

This course introduces students to statistical programming using SAS (Statistical Analysis System). Practical statistical, graphics, and data management problems will be solved.

This course covers UNIX operating systems commands, the use of directories, files, text manipulation, and user-to-user communication.

This laboratory course introduces students to Webpage development languages and tools. Students will learn mechanics, design aspects, and bandwidth conservancy. Projects will be required.

This course provides an introduction to computer architecture, systems programs, machine organization, instructions, data representation, and addressing. Topics covered include assemblers, linkers, loaders, operating systems, and elementary assembler language programming.

This course covers the organization and functional design of computer components such as the memory unit, arithmetic and logic unit and I/O devices. Other topics include data channels, interrupts, micro-programming and design of simple combinatorial circuits. Laboratory work required.

This course is a continuation of CSC 1306. It provides more advanced exposure to commonly used software, including computer graphics applications design, desktop publishing, database programming, spreadsheet functions, and other applications. Laboratory work required.

This course emphasizes data structures and the development and analysis of their associated algorithms. Specific data structures will include linear lists, arrays, trees, graphs, stacks, queues, and tables. Pointer variables and recursion will be used. Applications will include searching and sorting.

This course provides an introduction to the Programming Language C. Practical applications and special features of C are emphasized. Topics include program formats, expression parsing, arrays, pointers, macros and the C interpreter. Laboratory work required.

The internship in computer science is designed to provide students practical experience in the corporate or research computing environment. Computer Science internships are coordinated by the department and may be repeated.

This course is a study of specific new areas emerging in computer science suitable for students at the junior level.

This course is a study of the operating system. Topics include concepts of system structure, memory management, process management, and recovery procedures.

This course focuses on design alternative in computer architecture. It covers instruction set architectures, memory subsystem organization, interfacing concepts, and interprocessor communication. Architectures to be studied will include data flow machines, vector and array processors, and pipeline architectures. Concepts related to parallel and distribution algorithms will also be studied.

This course provides an essential introduction to the basics of information and computer security. Topics include information security goals and principles, access control, malicious software, basic applied cryptography, basic network security, and privacy issues in computing systems.

This course covers the analysis and design of various algorithms using divide-and-conquer, greedy, backtracking, branch-and-bound, NP-hard, and NP-complete methods.

This course addresses the structure and functionality of the Internet and software that exploits it. Topics include markup languages, Web tools, static dynamic and active Web pages, multimedia in Web applications, communication protocols, clientserver computing, scripting, group communication support, e-commerce, and security. Topics also include systems for organizing and coordinating work at different sites that exploit the Internet, and architectures to exploit the distributed computational power offered by the Internet

This course covers theory and application of algorithms for numerical computation, approximation, interpolation, numerical differentiation and integration, solution of linear, and ordinary differential equations.

This course covers the basic algebraic properties of groups, rings, and fields.

This course is a study of principles and techniques of interactive computer graphics, display processors and devices, graphics programming languages, and algorithms for managing graphics data.

This course is an introduction to data communications. Topics include asynchronous and synchronous communication models, telephone switching systems, error detection, protocols, packet switching, information transmission systems, modulation systems, and computer network technology.

This course covers concepts of logical and physical data structures, data security, and accuracy. It includes an overview of basic approaches to database organization and implementation and hands-on interaction with at least one hierarchical, network, or relational model database.

This course is an introduction to problem-solving methods and algorithm development. It includes program design, coding, debugging, and documentation using a high level language. Laboratory work required.

This course offers continued development in program design. Larger programs are introduced incorporating string and file processing, internal search/sort methods, and simple data structures. Laboratory work required.

This is an introduction to computer architecture and systems programs, machine organization, instructions, data representation, and addressing. Topics covered include assemblers, linkers, loaders, operating systems, and elementary assembler language programming.

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This course emphasizes data structures and the development and analysis of their associated algorithms. Specific data structures will include linear lists, arrays, trees, graphs, stacks, queues, and tables. Pointer variables and recursion will be used. Applications will include searching and sorting.

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This course is an introduction to fundamental topics in autonomous robot control. It offers a hands-on introduction to robotics, relying on the use of autonomous robots. The course will present the basic concepts in robotics, such as sensors, actuators, and will describe the most important approaches to robot control. Students will have the opportunity to apply the concepts covered during the lectures in the laboratory sessions, by developing controllers and programs for various robotic tasks. The class will have a lecture and a laboratory component.

The goal of this course is to introduce students with the basic elements of game development and game design. This course will emphasize 2D game development. Programming assignments are an integral part of the course. Students will work in groups for the final project to design, develop, test and deliver 2D games. Topics include (but not limited to) video game history, game structure, Artificial Intelligence, Collision Detection techniques, user input and sound effects.

This course covers definition of heuristic versus algorithmic methods, rationale of the heuristic approach, description of cognitive processes, objectives of work in artificial intelligence, simulation of cognitive behavior, and heuristic programming techniques. It also includes a survey of examples from representative application areas including expert systems, the mind-brain problem, and the nature of intelligence. Individual projects to illustrate basic concepts are required.

This course is designed for students for whom a half-time work experience is more appropriate. In such cases, students will usually be enrolled in courses other than Cooperative Education at the university part-time while involved in a work/learning experience for 20 hours per week. Procedures for approvals of placement and credits toward graduation are the same as for 3691 and 4691

Offers students an opportunity to prepare for their chosen careers by combining academic theory and actual work experience. The work experience is to be full-time paid work for approximately 15 weeks. The Cooperative Education staff, the employer, the student and the student's major department must agree on the employment terms and the learning experience to be gained. The academic grade (A,B,C,D,F) is the responsibility of the student's major department, with due consideration given to the employer's evaluation of the student. The student may enroll in this course in two non-consecutive semesters for a total of 12 credit hours. Six hours can count toward the student's computer science requirements.

This course is a study of specific new areas emerging in computer science.

This specific course is an introduction to the practical and theoretical foundations of parallel processing. Topics include data and control parallelism, the PRAM of parallel computation, parallel processor organizations, parallel programming languages and paradigms, scheduling and a variety of parallel algorithms. Laboratory projects include design and implementation of parallel algorithms on a network or a parallel simulator.

This course provides a thorough background in cryptography. It will cover the history of cryptography, the mathematics which underlies major cryptographic schemes, basic cryptographic primitives, advanced cryptographic primitives and applied cryptography.

This course covers theoretical and practical study of the definition, application and implementation of programming languages. It includes linguistic concepts of syntax and semantics, translation of high-level languages into executable form. Data structuring, sequencing constructs and modularization features of representative languages.

This course features state-of-the-art techniques for software design, team management, and product development. Students will gain experience in actual software development, including requirements, specifications, coding, debugging, testing, and installation of a major software project. This is a project course.

This course covers advanced topics of database management system design. Students will gain practical experience in planning, evaluating, and using database management system technology.

This course provides a survey of security topics related to hardware security and digital media security. It covers aspects of how computer hardware is designed or modified to prevent hacking, both for desktop computers and also for digital video and video gaming systems. It also covers security and privacy issues in low-power computer settings such as smart cards and RFID.

This course focuses on the fundamental concepts and technologies involved in the development of database driven web applications. Topics include integrating databases into the web environment, internet applications with database interactions, transaction management, web database security, semi structured data management and XML.

This course provides an introduction to several modeling tools (with an emphasis on designing computational models using commercial and grant sponsored modeling software and courseware) to investigate authentic scientific problems. This course includes an introduction to computational science, computational solutions to problems such as population dynamics, environmental relationships, and modeling of other scientific phenomena.

This course covers advanced topics in computer graphics with a focus on three-dimensional (3D) graphics modeling techniques. Topics include: viewing, illumination, shading, basic rendering, geometric modeling, curves and surfaces, animations, advanced rendering and applications. Program projects, written and oral reports are required.

This course covers model construction and simulation applied to problems taken from such diverse fields as economics, social science, communication networks, and computer systems. It includes programming in simulation languages such as SIMSCRIPT, SIMULA or GPSS. Prerequisites: CSC 2331 and MAT 3310. CSC 4386 Automata, Formal Languages, and Computability Credit: 3 hrs. This course provides an introduction to computer science theory and the mathematical foundations of digital computers. Its topics include the family of computing machines (finite-state, push-down, and Turing), the Chomsky hierarchy of languages, decidability, unsolvable problems, and applications of automata to areas of syntactic analysis, modeling, and artificial intelligence.

This course provides an introduction to computer science theory and the mathematical foundations of digital computers. Its topics include the family of computing machines (finite-state, push-down, and Turing), the Chomsky hierarchy of languages, decidability, unsolvable problems, and applications of automata to areas of syntactic analysis, modeling, and artificial intelligence.

This course offers students an opportunity to pursue the investigation of current research areas and career options in computer science. Written and oral presentations are required.

This capstone course provides depth in the application and integration of core computer science concepts. Emphasis is placed on integration of design and development techniques with concepts of operating systems, data structures, file processing, computer architecture and software engineering. Business and scientific systems are developed. Written and oral presentations are required.

This course covers advanced concepts of computer communication networks, including packet switching, local area networks, wide area networks, network protocols and architectures. Students will engage in projects that may include communication architecture implementation, networking technology assessment, network performance evaluation, and network administration.

This advanced course requires an independent project approved by the instructor.

This course is designed for students for whom a half-time work experience is more appropriate. In such cases, students will usually be enrolled in courses other than Cooperative Education at the university part-time while involved in a work/learning experience for 20 hours per week. Procedures for approvals of placement and credits toward graduation are the same as for 3691 and 4691

Offers students an opportunity to prepare for their chosen careers by combining academic theory and actual work experience. The work experience is to be full-time paid work for approximately 15 weeks. The Cooperative Education staff, the employer, the student and the student's major department must agree on the employment terms and the learning experience to be gained. The academic grade (A,B,C,D,F) is the responsibility of the student's major department, with due consideration given to the employer's evaluation of the student. The student may enroll in this course in two non-consecutive semesters for a total of 12 credit hours. Six hours can count toward the student's computer science requirements.

| Course ID       | Course Title                  | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req              |
|-----------------|-------------------------------|----|------------------------------|-------------------|------------------|----------------------|
| DRA 2121        | Drama Guild                   | 1  | None                         | None              | None             | None                 |
| <b>DRA 2306</b> | <b>Intro to Dramatic Arts</b> | 3  | None                         | FA                | None             | None                 |
| DRA 2313        | Acting                        | 3  | None                         | None              | None             | DRA 2306             |
| DRA 3316        | Play Directing                | 3  |                              |                   |                  | SPH 2341 or DRA 2306 |
| <b>DRA 3321</b> | <b>Play Production</b>        | 3  | None                         | FA                | None             | SPH 2341 or DRA 2306 |
| DRA 3326        | Playwriting                   | 3  |                              |                   |                  | SPH 2321 or 2341     |
| DRA 3341        | Studies in Drama              | 3  |                              |                   |                  | SPH 2321 or 2341     |
| DRA 4331        | Modern Drama                  | 3  |                              |                   |                  | SPH 2321 or 2341     |

## Course Description

This course provides the opportunity for students to study and perform in all of the facets of good theater. It may be repeated for credit up to a total of eight semester hours. Open to all students.

This course is a survey covering the various periods of theater history, the styles of drama, and selected plays of the various periods. The course serves as an introduction to the field of drama.

This course presents elementary principles in the creation of a character. Practical work is provided in the building of various types of roles. Students will be expected to prepare a variety of roles through classroom exercises.

Through theory and practical applications, the elements of directing (composition, picturization, pantomime, rhythm, and movement) are used as means of interpreting the play through the medium of the actor. All problems of directing a play are used.

This course provides a study of all of the elements of production with special emphasis on the practical ?Little Theatre? methods. Students make use of watercolors and paper in designing theater needs. The course is open to students taking art courses, future teachers, and students who are taking Introduction to Dramatic Arts or those who have had SPH 2341.

This course is designed to assist writers in learning the techniques of playwriting through reading and critical discussion, as well as the writing of plays. Emphasis will be placed upon the one-act structure.

This course is a critical study of selected dramatic literature. The content and emphasis may vary at each offering.

This course includes the reading and analysis of the principal types of drama from Ibsen to the present. Emphasis will be placed upon the black playwrights of the modern and contemporary periods.

| Course ID | Course Title                               | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req             |
|-----------|--|----|------------------------------|-------------------|------------------|---------------------|
| ECO 2310  | Concepts of Health Econ                    | 3  | CT                           | SBS               | Civics           | None                |
| ECO 2311  | Principles of Micro Econ                   | 3  | CT                           | SBS               | Civics           | None                |
| ECO 2312  | Principles of Macro Econ                   | 3  | CT                           | SBS               | Globalization    | None                |
| ECO 3310  | Managerial Econ                            | 3  | None                         | None              | None             | None                |
| ECO 3312  | Health Economics                           | 3  | None                         | None              | None             |                     |
| ECO 3313  | Inter Microecon Theory                     | 3  | None                         | None              | None             | ECO 2311            |
| ECO 3314  | Inter Macroecon Theory                     | 3  | None                         | None              | None             | ECO 2312            |
| ECO 3316  | Appl Economics/Forecasting                 | 3  | None                         | None              | None             | QBA 3323 & FIN 3351 |
| ECO 3317  | Health Care Economics                      | 3  | None                         | None              | None             | None                |
| ECO 3320  | Global Economic Systems                    | 3  | None                         | None              | None             | None                |
| ECO 3330  | Law and Economics                          | 3  | None                         | None              | None             | None                |
| ECO 3331  | Economics of Crime, Corruption & Terrorism | 3  | None                         | None              | None             | None                |
| ECO 3353  | Comparative Econ Systems                   | 3  | None                         | None              | None             | ECO 2311 & 2312     |
| ECO 3391  | Economics Internship                       | 3  | None                         | None              | None             | None                |
| ECO 4301  | Applied Business Econ                      | 3  | None                         | None              | None             | ECO 3316            |
| ECO 4316  | Foreign Econ Pol Inter Cooperation         | 3  | None                         | None              | None             | None                |

|          |  |   |      |      |      |                    |
|----------|--|---|------|------|------|--------------------|
| ECO 4318 | Labor Economics                                  | 3 | None | None | None | ECO 2311<br>& 2312 |
| ECO 4331 | Money and Banking                                | 3 | None | None | None | ECO 2311<br>& 2312 |
| ECO 4384 | International<br>Trade/Financial<br>Institutions | 3 | None | None | None | ECO 2312           |
| ECO 4391 | Econ Internship                                  | 3 | None | None | None | None               |

## Course Description

In this course, a presentation is made of the fundamental principles and problems of economics, with emphasis on consumer demand, production costs and price determination within various market structures.

In this course a presentation is made of the fundamental principles and problems of economics, with emphasis on income distribution, money and banking, economic growth and stabilization, current domestic and international economic problems and world economics.

This course offers an analysis of the determination of prices and of market behavior including demand, cost of production, and pricing within various market structures, with emphasis on analytical tools.

This course offers a study of modern theories of the determination of the level, employment, and prices, with particular reference to the role of fiscal and monetary policies in maintaining full employment without inflation.

This course deals with the application of mathematics to topics in micro- and macroeconomic theory. The course provides students with knowledge and skills in quantitative analysis necessary for graduate work and/or research in economics.

This course is designed to review the health care industry, giving attention to the supply and demand for health care services. Critical issues examined include the economic mechanism of the health care industry, methods of payment, costeffectiveness and benefit-cost analysis, national health insurance plans, and government policies. The economics of the present health care system are analyzed in relation to the poor and minorities.

This course is a study of the different types of economic systems. Emphasis will be given to capitalist and market economics which are to be contrasted with collectivist systems.

This course deals with the application of microeconomic theory to decision-making and policy formulation in the business sector. The following topics are treated: production costs, pricing decision, profit maximization, market structure and capital budgeting.

This course is designed to study and analyze national economic and political objectives as they relate to international economics and international cooperation. Students do not earn credit for both ECO 4316 and POS 4316.

This course covers some of the basic labor issues of our time, the relationship between labor and management, labor organizations, collective bargaining, labor legislation and national and regional manpower problems.

This course examines the current trends in financial institutions, the Federal Reserve System and its influence on the domestic credit structure, money and the macrosystem, monetary policy instruments, targets and goals, and international transactions.

This course is a study of the international mechanism of trade including modern trade theory, bases of specialization, theory of tariffs, exchange rates and income changes, comparative costs, factor endowments, gains from trade, theory of customs unions, commercial policy of the United States, and trading arrangements.

| Course ID       | Course Title   | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req             |
|-----------------|--|----|------------------------------|-------------------|------------------|---------------------|
| EDU 1131        | Successful Parenting                                     | 1  | None                         | None              | None             | None                |
| <b>EDU 1301</b> | <b>CSI: Critiques of Societal Issues</b>                 | 3  | IL                           | SBS               | None             | None                |
| EDU 1303        | Praxis I   | 3  | None                         | None              | None             | None                |
| EDU 1304        | Freshman Seminar   | 3  | None                         | None              | None             | None                |
| <b>EDU 1351</b> | <b>Current Critical Issues &amp; Trends in Education</b> | 3  | CR                           | SBS               | None             | None                |
| EDU 2104        | Intro to Education                                       | 1  | None                         | None              | None             | None                |
| <b>EDU 2301</b> | <b>Advancing the Academic Success of Black Males</b>     | 3  | CT                           | SBS               | Diversity        | None                |
| EDU 2304        | Soc Hist Phi Found/Edu                                   | 3  | None                         | None              | None             | None                |
| EDU 2310        | Working with Young Children                              | 3  | None                         | None              | None             | Approval Dept Chair |
| EDU 2320        | Infant Care  | 3  | None                         | None              | None             | Approval Dept Chair |

|          |   |   |      |      |           |  |
|----------|---|---|------|------|-----------|--|
| EDU 2322 | Promoting Social Justice through Education        | 3 | WC   | SBS  | Diversity | Lvl 1 writing course, Sophomore Status |
| EDU 2334 | Education, Culture & Society                      | 3 | IL   | SBS  | Diversity | None                                   |
| EDU 3311 | Child and Adolescent Development                  | 3 | None | None | None      | None                                   |
| EDU 3315 | Curriculum, Instructional Planning and Assessment | 3 | None | None | None      | None                                   |
| EDU 3322 | Parent School Comm Relations                      | 3 | None | None | None      | Admission to TE                        |
| EDU 3336 | Educ Media/Computers                              | 3 | None | None | None      | Admission to TE                        |
| EDU 3340 | Measure/Eval in Classroom                         | 3 | None | None | None      | MAT 1311                               |

|          |  |   |      |      |      |  |
|----------|--|---|------|------|------|--|
| EDU 3343 | Teach/Cul Diverse Society              | 3 | None | None | None | None                                       |
| EDU 4030 | Independent Study                      | 3 | None | None | None | Approval Dept Chair                        |
| EDU 4321 | Group Dynamics                         | 3 | None | None | None | None                                       |
| EDU 4326 | Adult Education                        | 3 | None | None | None | None                                       |
| EDU 4331 | Guidance and Counseling                | 3 | None | None | None | PSY 2301                                   |
| EDU 4333 | Student Teaching Sem.                  | 3 | None | None | None | Admission to TE, 1 sem of enrollment prior |
| EDU 4334 | Teach Educ Rev Seminar                 | 3 | None | None | None | Complete all TE courses                    |
| EDU 4338 | Psychological Foundations of Education | 3 | None | None | None | None                                       |

|          |                                |   |      |      |      |                                       |
|----------|--------------------------------|---|------|------|------|---------------------------------------|
| EDU 4339 | Integrating Media/Tech P-12    | 3 | None | None | None | None                                  |
| EDU 4353 | Prin/Methods of Teaching Eng I | 3 | None | None | None | <C in ENG courses and Admission to TE |
| EDU 4354 | Prin/Methods of Teaching SOS   | 3 | None | None | None | None                                  |
| EDU 4355 | Prin/Methods Teach Science     | 3 | None | None | None | None                                  |
| EDU 4356 | Prin/Methods Teach FLC/SEC     | 3 | None | None | None | None                                  |

|          |                               |   |      |      |      |                    |
|----------|-------------------------------|---|------|------|------|--------------------|
| EDU 4357 | Prin/Methods Teach<br>FLS/ELE | 3 | None | None | None | None               |
| EDU 4981 | Obser Student Teach           | 9 | None | None | None | Admission to<br>TE |
| EDU 4991 | Education Co-op               | 9 | None | None | None | None               |

## Course Description

This course is a survey of the current and critical issues and trends in education. There will be a focus on critical reading, analysis and writing. This freshmen level course will help prepare students to become critical readers and better writers. No prior knowledge of these issues and trends is required. This is a level II course.

From a critical thinking perspective, this course will interpret and analyze the academic and social inequities affecting Black males in American P12 schools. Emphasis will be placed on building students' critical thinking skills as students unpack the current research on Black male academic and social progress as it relates to literacy development and discipline disproportionality. Students will identify culturally relevant practices for supporting the productive development of Black male students in a effort to cultivate more socially just learning environments for all students.

This course is designed to provide an understanding of the history, purposes, organization and administration of the American public school system, with special emphasis on the role of the teacher in the total educational program. In addition, current issues in education are critically examined.

This course is designed to offer the student practical knowledge of activities and materials appropriate to the developmental needs of young children. Emphasis: activities for cognitive and social development; selection and utilization of materials; and techniques for arranging the physical environment for effective learning.

This course is designed to enable the student to master those skills needed by persons who provide care for children ages birth to 18 months. Learning activities and motivational techniques which promote the development of each child are emphasized. Techniques: reading, lecture, audio-visual presentation, discussion, observation.

This writing intensive course will provide students with the opportunity to develop an approved written proposal for service learning projects/problem based learning project based on the analysis of a series of complex, real-world problems regarding the social justice for parents and students within a specific low-income, high-need school community. The course emphasizes the ways students can advocate for parents and students in a community and use community agencies and resources to implement a project. This course emphasizes written communication for the purpose of seeking approval of a service learning project and emphasis is placed on working with culturally and linguistically diverse students, parents, schools and the community.

The course will examine the growth and development of humans from birth through adolescent. Emphasis will be placed on key aspects of development in K-12 learners: Physical, mental, language, emotional, psychomotor, and social will be considered. Students will be introduced to various theories of the developmental process and will explore their implications for the classroom.

EDU 3315 is designed to provide conceptual tools and analytic skills essential to planning, implementing, and evaluating instruction. The design of instruction that incorporates behavioral, cognitive and constructivist theories of learning and views of curriculum will be considered. Topics that will be discussed are: types of learning; conditions of learning; performance objectives; purposes, forms, and procedures for educational assessment; task analysis, and lesson design.

This course is devoted to the study of the major principles upon which effective school-community relationships are based. It also emphasizes the ways in which parents and teachers may make effective use of community agencies that may have a beneficial effect upon the development of children. This course emphasizes techniques used in parental interviews, conferences and referrals by school personnel with parents of children with and without disabilities, and strategies practiced by agencies working with families.

This course focuses on the role of the microcomputer in education. Topics covered include instructional hardware and software, determination of classroom needs, evaluation of instructional materials, sources of assistance to educators on the use of computers, and techniques of applying computerized instruction in the classroom. The course also provides the opportunity for students to learn how to operate educational equipment, e.g., laminating machines, overhead projectors, opaque projectors, cassette recorders, and others.

This course which is designed for students preparing to teach in grades K-12 addresses the preparation of criterion and non-criterion referenced tests, the selection and use of standardized tests, grading and marking, and using tests to improve instruction. Scoring and interpreting test results, graphical presentation of data and qualitative assessment will also be considered.

This course provides an opportunity for a student to design and pursue a project which will further his/her understanding of an aspect of the educational enterprise and/or develop and refine skills useful in the pursuit of a career in education.  
Grade: Pass/Fail.

This course is designed to develop an understanding of the dynamics of group behavior and to promote the development of the skills and attitudes essential for functioning effectively as a group member. Topics include the arousal and expression of emotions by group members, decision-making procedures, task orientation of the group, behavior relevant to task completion, power, the problem of intimacy within the group and the role and procedures of communication within the group. Students may receive credit for only one of the following: EDU 4321, PSY 4321 or SOC 4321.

Part one of this course deals with the general history, philosophy, organization and administration of adult education. Part two deals with methods of informal instruction, group leadership, conference planning and techniques in handling various issues of education programs as well as for those preparing to serve as teachers and/or as leaders for various agencies serving adults.

This course emphasizes problems the teacher faces in providing individual, smallgroup and whole-group guidance. Problems within the area of planning with children, evaluating children, group work and keeping records are considered. Students must choose two problems and develop a major report. Prerequisite: PSY 2301. Students may earn credit for only one of the following: EDU 4331, PSY 4331 or SOC 4331.

This course is designed to prepare teacher education majors for the Praxis II Exam. Course activities include test-taking exercises, critical-thinking reading, selfevaluation, and mastery of the exam's format. More specifically, participants will practice with multiple-choice questions, constructed responses, and time management strategies. Special emphasis is placed on content-area pedagogical knowledge of specialty areas.

This course examines the learning process, reviews aspects of developmental theory and considers issues related to the teaching of critical thinking and the assessment of learning. Fieldwork is required. A grade of C or better for all teacher education candidates.

Through hands-on activities, this course covers uses and applications of various modes of information technology to teaching and learning. Emphasis is laid on the ability of the student to demonstrate effective use and integration of various technologies into instruction in the classroom. It explores various utilitions of computers, media, and Information technologies in P-12 settings in ways that maximizes instruction and learning for students. It also covers development and uses of multimedia in the classroom, information communication and Internet resources, development of instructional web pages; and various technology integration strategies for the content areas.

This course is designed to provide the prospective teacher of English in the senior high and middle school with the needed competencies to select, organize and effectively use materials for strengthening the communication skills of students. Special attention will be given to the examination of textbooks and to the evaluation of instruction within the area. Credit will not be allowed for work of less than C quality.

This course involves the prospective secondary and middle grades social studies teacher in classroom and field work designed to produce competent teachers who can select worthwhile materials from various sources and organize individualized, small-group and large-group lesson plans and teaching units so secondary pupils may acquire the social concepts, skills and values necessary for adult life. Prerequisites: Admission to the Teacher Education Program, completion of application for student teaching and completion of RED 4364 and PSY 3336. Grade: C or better.

This course combines methods of teaching with a survey of subject matter in the areas of science. Emphasis will be placed upon principles, techniques and procedures that will form an articulate bridge between the learner and the competencies to be developed and the attitudes and appreciations to be gained. The problems and challenges in methodology will be treated objectively. Methods and their adaptations to scientific situations will be presented, discussed, and demonstrated. Effective methods that have been handed down through the ages, as well as current practices, will be noted. Prerequisite: Admission to Teacher Education Program. Grade: C or better.

This course is designed to examine the principles of teaching modern foreign languages. All current methodological and pedagogical theories and applications will be examined. Emphasis will be placed on innovative techniques used in the teaching of Spanish at the junior and senior high levels. Special attention will be given to the development of competencies needed to select, organize and effectively use materials for enhancing the fundamental language skills of students. Lesson planning, micro-teaching, the examination of textbooks, professional organizations and the evaluation of instruction within the discipline will be introduced. Attention will also be paid to the role of proficiency testing. Prerequisites: An average of 2.5 or better in foreign language courses and admission to the Teacher Education Program

This course is designed to examine the principles of teaching modern foreign languages. All current methodological and pedagogical theories and applications will be examined. Emphasis will be placed on innovative techniques used in the teaching of Spanish at the elementary school level. Special attention will be given to the development of competencies needed to select, organize and effectively use materials for enhancing the fundamental language skills of students. Lesson planning, micro-teaching, the examination of textbooks, professional organizations and the evaluation of instruction within the discipline will be introduced. Attention will also be paid to the role of proficiency testing. Prerequisites: An average of 2.5 or better in foreign language courses and admission to the Teacher Education Program.

This course deals with the application of theory to teaching situations in the school. Proficiency in handling typical classroom situations is developed. This course is required for all teacher education majors. Prerequisite: Approval by the Teacher Education Committee and the major department.

This course offers students an opportunity to prepare for their chosen careers by combining academic theory and actual work experience. The work experience is to be full-time paid work for approximately 15 weeks. The Cooperative Education staff, the employer, the student and the student's major department must agree on the employment terms and the learning experience to be gained. The academic grade (either Pass-Fail, or A, B, C, D, F) is the responsibility of the student's major department, with due consideration given to the employer's evaluation of the student. The student may enroll in this course in two non-consecutive semesters for a total of 12 credit hours. These hours or any part thereof can count toward the student's degree, or may be additive, at the discretion of the student's major department. Prerequisites: Approval of the student's major department and the staff of Cooperative Education.

| Course ID | Course Title                                  | SH | GE Student Learning Outcomes | Area of Knowledge |
|-----------|---|----|------------------------------|-------------------|
| ELE 3302  | Concepts & Assessment Elem Sci                | 3  | None                         | None              |
| ELE 3304  | Curriculum Develop.                           | 3  | None                         | None              |
| ELE 3311  | Human Growth & development                    | 3  | None                         | None              |
| ELE 4332  | Mts/Assess Tch Lang Art/Social Stud           | 3  | None                         | None              |
| ELE 4333  | Responsive Pedagogy/Ele                       |    | None                         | None              |
| ELE 4334  | Methods & Assessment in Teaching Lang. Arts   | 3  | None                         | None              |
| ELE 4335  | Methods & Assessment in Teaching Math/Science | 3  | None                         | None              |
| ELE 4336  | Classroom Mgmt and Instruction                | 3  | None                         | None              |
| ELE 4337  | Mthd & Assess/Teach Lang Arts                 | 3  | None                         | None              |

|          |                                  |   |      |      |
|----------|----------------------------------|---|------|------|
| ELE 4338 | Mthd & Assess/Teach<br>Soc Stud  | 3 | None | None |
| ELE 4341 | Concept & Assess<br>Elem Science | 3 | None | None |

| Curricular Theme | Pre-Req           | Course Description   |
|------------------|-------------------|--|
| None             | Admission to T.E. | This course is designed to prepare prospective elementary school teachers in the areas of mathematics and science so that they will be able to use this knowledge to teach these two subjects in the elementary grades. The knowledge base undergirding mathematical and scientific concepts, skills and processes that are outlined in the curriculum guides (K-6) will be emphasized.  |
| None             | Admission to T.E. | This course introduces the prospective teacher to the major types of elementary curricula: the State Course of Study, the organization, objectives, techniques, procedures and instructional resources. Emphasis is placed on innovation and current trends in the curricula; analysis of modern teaching situations and issues; the selection, application and organization of content, and the optimum use of appropriate materials and techniques applicable to grades K-6. Provisions are made for observations in schools with varying organizational patterns.   |
| None             | None              | The course will examine the growth and development of humans from birth to through adolescent. Emphasis will be placed on key aspects of development in K-12 learners: physical, mental, language, emotional, psychomotor, and social will be considered. Students will be introduced to various theories of the developmental process and will explore their implications for the classroom.  |
| None             | ELE 3311, 3304    | This course is designed to prepare the prospective elementary teacher to apply various approaches to teaching language arts in grades K-6. A variety of classroom experiences will be utilized to stimulate and involve the student in the teaching process. Special attention is given to oral and written communication, the whole language approach, and to the selection, preparation and organization of various teaching materials into lesson plans and teaching units. The social studies area focuses on knowledge and understanding of the social studies concepts, generalizations and experiences developmentally appropriate for elementary school children. Opportunities are provided for planning of integrated cross-curricular activities using citizenship transmission, social science inquiry and reflective inquiry to aid in the acquisition and maintenance of social studies skills, concepts and attitudes. Students visit schools and work in the classroom with teachers and children. |
| None             | ELE 3302, 3304    | This course is designed to prepare the prospective elementary school teacher to apply various methods and materials associated with teaching and learning arithmetic, social studies and science in grades K-6. Special attention is given to theories of motivation, classroom management and lesson and unit planning, ages 3-12, in a regular classroom.  |
| None             | None              |  |

|      |      |  |
|------|------|--|
| None | None |  |
| None |      | This course will review the science concepts, examine the multiple teaching and learning methodologies and sharpen the assessment skills necessary for the 21st century K-6 science teacher. Strong emphasis will be placed on "best practices", the use of science education standards documents in lesson creation and the development of science process skills and habits of mind. |

| Course ID       | Course Title                                     | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req   |
|-----------------|--|----|------------------------------|-------------------|------------------|-----------|
| ENG 1300        | Intro to College Writing                         | 3  | None                         | None              | None             | None      |
| <b>ENG 1301</b> | <b>Freshman Comp</b>                             | 3  | WC                           | None              | None             | Placement |
| ENG 1303        | The Autobiography/Me                             | 3  | None                         | None              | None             | None      |
| ENG 1304        | Moving Behind the Mask                           | 3  | None                         | None              | None             | None      |
| <b>ENG 1305</b> | <b>Thinking and Writing Critically about Lit</b> | 3  | WC                           | LIT               | None             | None      |
| ENG 1311        | English as a Second Language                     | 3  | None                         | None              | None             | None      |
| <b>ENG 1312</b> | <b>Engaging the World through writing</b>        | 3  | WC                           | None              | None             | None      |
| <b>ENG 1313</b> | <b>Writing in a Digital World</b>                | 3  | WC                           | None              | None             | None      |
| <b>ENG 1314</b> | <b>Compositions/Current Events</b>               | 3  | WC                           | None              | None             | None      |
| <b>ENG 1315</b> | <b>BLK Spec LIT/20th &amp; 21st Century</b>      | 3  | WC                           | None              | Diversity        | None      |
| ENG 2020        | France in Black                                  | 6  | None                         | None              | None             | None      |

|                 |  |   |      |      |        |                   |
|-----------------|--|---|------|------|--------|-------------------|
| ENG 2101        | Tutor Training/Writing Center          | 1 | None | None | None   | None              |
| <b>ENG 2301</b> | <b>World Lit I</b>                     | 3 | CR   | LIT  | None   | ENG 1301 & 1302   |
| <b>ENG 2302</b> | <b>World Lit II</b>                    | 3 | CR   | LIT  | None   | ENG 1301 & 1302   |
| ENG 2304        | Happily Ever After: Fairy Tales        | 3 | None | None | None   | None              |
| <b>ENG 2306</b> | <b>Women's Lit in a Global Context</b> | 3 | CR   | LIT  | Global | None              |
| <b>ENG 2313</b> | <b>Survey American Lit I</b>           | 3 | None | LIT  | None   | ENG 1301 & 1302   |
| <b>ENG 2314</b> | <b>Survey American Lit II</b>          | 3 | None | LIT  | None   | ENG 1301 & 1302   |
| ENG 3132        | Review of Eng Usage                    | 1 | None | None | None   | None              |
| ENG 3301        | Intro to Linguistics                   | 3 | None | None | None   | ENG 2301 & 2302   |
| ENG 3302        | Advanced Composition                   | 3 | None | None | None   | ENG 2301 & Junior |
| ENG 3303        | Technical Writing                      | 3 | None | None | None   | ENG 2301 & Junior |
| ENG 3306        | British Lit to 1800                    | 3 | None | None | None   | ENG 2301 & 2302   |
| <b>ENG 3307</b> | <b>British Literature II</b>           | 3 | None | LIT  | None   | ENG 2301 & Junior |

|          |                             |   |      |      |      |                             |
|----------|-----------------------------|---|------|------|------|-----------------------------|
| ENG 3311 | Studies in Af Am Lit        | 3 | None | None | None | ENG 2301 or 2302            |
| ENG 3313 | Studies in Ameri Lit        | 3 | None | None | None | ENG 2301 or 2302            |
| ENG 3321 | Grammars of English         | 3 | None | None | None | ENG 2301 & Junior           |
| ENG 3331 | Lit Apects/Bible            | 3 | None | None | None | ENG 2301 & Junior           |
| ENG 3334 | Lit of the African Diaspora | 3 | None | None | None | ENG 2301 & Junior           |
| ENG 3341 | Creative Writing            | 3 | None | None | None | None                        |
| ENG 3344 | African American Novels     | 3 | None | None | None | Junior Status or permission |
| ENG 3346 | Children's Lit              | 3 | None | None | None | ENG 2301 & Junior           |
| ENG 3347 | Topics in Lang & Lit        | 3 | None | None | None | ENG 2301 & Junior           |

|          |  |   |      |      |      |                           |
|----------|--|---|------|------|------|---------------------------|
| ENG 3348 | Adolescent Lit                                 | 3 | None | None | None | ENG 2301 & Junior         |
| ENG 3349 | The Vernacular Tradition in AA Lit and Culture | 3 | None | None | None | ENG 2302 or 2302 & Junior |
| ENG 3350 | <b>History of the British Novel</b>            | 3 | None | LIT  | None | ENG 2301 & 2302           |
| ENG 3355 | Literary Criticism                             | 3 | None | None | None | None                      |
| ENG 3356 | 17th Century English Lit                       | 3 | None | None | None | ENG 2301 & 2302           |
| ENG 3363 | Restor & 18th Century Lit                      | 3 | None | None | None | ENG 2301 & 2302           |
| ENG 3368 | English Romantic Writers                       | 3 | None | None | None | ENG 2301 & 2302           |
| ENG 3373 | Victorian Lit                                  | 3 | None | None | None | ENG 2301 & 2302           |
| ENG 3374 | 19th Century American Lit                      | 3 | None | None | None | ENG 2301 & 2302           |
| ENG 3377 | Modern Poetry                                  | 3 | None | None | None | ENG 2301 & 2302           |
| ENG 3378 | Modern Fiction                                 | 3 | None | None | None | ENG 2301 & 2302           |
| ENG 3381 | Blk Writers/Amer Lit                           | 3 | None | None | None | ENG 2301 & Junior         |

|                 |  |   |            |      |      |                       |
|-----------------|--|---|------------|------|------|-----------------------|
| ENG 4093        | English Internship                           | 6 | None       | None | None | Junior & Senior       |
| ENG 4302        | Composition Theory/Pedagogy                  | 3 | None       | None | None | None                  |
| ENG 4303        | Writing for Publication                      | 3 | None       | None | None | ENG 3302 & permission |
| ENG 4304        | Senior Seminar                               | 3 | None       | None | None | ENG 3302, 3306, 3307  |
| ENG 4312        | Film Theory/Criticism                        | 3 | None       | None | None | ENG 3302, 3306, 3307  |
| ENG 4316        | History of English Lang                      | 3 | None       | None | None | ENG 3302, 3306, 3307  |
| ENG 4326        | American Studies                             | 3 | None       | None | None | ENG 2301 & permission |
| <b>ENG 4328</b> | <b>African American Women Writers</b>        | 3 | CR, CT, WC | LIT  | None | None                  |
| ENG 4344        | African American Culture Texts: 1965-Present | 3 | None       | None | None | None                  |
| ENG 4346        | Independent Study                            | 3 | None       | None | None | Junior or Senior      |
| ENG 4361        | Chaucer                                      | 3 | None       | None | None | ENG 3302, 3306, 3307  |

|          |             |   |      |      |      |                         |
|----------|-------------|---|------|------|------|-------------------------|
| ENG 4364 | Shakespeare | 3 | None | None | None | ENG 3302,<br>3306, 3307 |
| ENG 4368 | Milton      | 3 | None | None | None | ENG 3302,<br>3306, 3307 |

## Course Description

This course is designed to introduce students to the principles and practices of college writing. Through intensive writing practice, students concentrate on mastering the basic composition skills needed to communicate effectively. (Students enrolled in this course receive a grade of "P" or "F". Credit for this course is not counted toward the total hours needed for graduation.) Remedial Course

This course is designed to improve the students' ability to understand the written language and to communicate their ideas to others, especially in written form. Students discover, develop, organize, and then communicate their thoughts and evaluate the ideas of others. They work on speaking and listening skills in group discussions and in oral presentations. They use word processing extensively, including completing the common examination in the Writing Laboratory.

This course focuses upon the application of rhetorical and linguistic principles to the critical examination of various works of literature. Students will develop proficiency in reading literary works and use critical analysis skills to discuss, evaluate, and write about these works of art, their style and the context in which they were written. Works from various literary genres, will be utilized in a substantial number of writing assignments focused on both honing writing skills and the critical analysis of the literature presented.

This course is designed to teach non-native speakers and Limited English Proficient students the fundamentals of standard English through listening, speaking, reading, and writing and to develop and refine these skills. Emphasis is placed on proficiency in using vocabulary and syntax in context. Teaching/learning strategies are designed specifically for adults. Special attention will be given to age-appropriate and career-specific skills development through the selection of definite ESL activities and educational materials and media. Individualized sessions are offered according to the native language of each speaker/student.

|   |
|---|
|   |
| This is a study of selected world literature from its beginnings to the seventeenth century. Attention is given to major genres and to the intellectual and cultural values of the literature studied.  |
| This is a study of selected world literature from the seventeenth century to the present. Attention is given to major genres and to the intellectual and cultural values of the literature studied.   |
|   |
|   |
| This is a critical survey of the diverse literature of the United States from its beginnings to the Civil War. Emphasis is placed on the interpretation and appreciation of the literature studied.   |
| This course is a critical study of the diverse literature of the United States from the Civil War to the present. Emphasis is placed on the interpretation and appreciation of the literature studied.  |
| This course assists more advanced students in reviewing what is considered to be standard English usage in the academic, business, and professional worlds. Emphasis is placed upon mastery of standard usage items, combined with individual study of major reference works and handbooks. Grade: Pass/Fail.   |
| This course is an introduction to the field of linguistics with particular reference to theory, method, and terminology. Language structures, phonology, morphology, syntax, and semantics are examined in relation to historical, descriptive, and generative linguistics, as well as social uses of language and language variation.                  |
| This course focuses on the development of mature skills in composition, with special emphasis on collaborative work and revision. Students do reflective, expository, and persuasive writing and critique their own and others' work. Attention is given to document design, online research, and new forms of computer-assisted written communication. |
| This course provides students an opportunity to study and practice basic techniques for writing and editing technical materials for both the general audience and the specialist (for students in technical majors such as computer science.)   |
| This course is a critical study of the literary periods, movements and major authors of British literature from its beginnings through the Restoration and eighteenth century.  |
| This course is a critical study of the literary periods, movements and major authors of British literature from the Romantic Period through the twentieth century.  |

This course will focus on various aspects of African American Literature: literary movements (The Harlem Renaissance, the Black Arts Movement, Literature since 1975), dominant themes (gender relationships, protest literature, colorism, African American masculinity, slavery and freedom, sexuality, etc.), literary criticism. The themes of the course may vary each time that it is taught.

This course covers major American authors and literary movements, spanning from the Colonial Period to the Contemporary Era. Discussions will focus on dominant themes found in the literature, which may include the construction of an American identity, minority voices (Native Americans, Latinos, African Americans, women, LGBTQ), and persuasive writing (political, ethical). The theme of the course may vary each time that it is taught.

This course examines the phonology, morphology, syntax, and semantics of present day English. Attention is given to the history and varieties of modern English and to varied approaches to the study of English grammar. Students discuss professional issues related to the study of language (including dialect variation and levels of usage) and evaluate related software.

This survey course is designed to present the Bible as a vast miscellany by many authors and of many themes and genres. Although the historical and authorial approaches support the study, more emphasis is placed upon literary analysis and appreciation of the works.

This course is designed to enable students to acquire a broad knowledge of the literature of the Third World (particularly Africa, the Caribbean, and South America) as articulated by its writers. Emphasis will be placed on critical analysis and appreciation of selected works as well as on discussion of the societies and cultures that they represent.

This course involves writing and discussing poetry and short fiction and the examination of representative stories and poems for such writing.

This course will focus on modern innovators in the tradition of the African American novel such as: Charles Chesnutt, Richard Wright, Zora Neale Hurston, Margaret Walker, and Ralph Ellison..

This survey course presents an introduction to the rich corpus of literature for children of all ages and stages. Emphasis is placed on standards for judging the worth of works studied. Extensive reading and use of the library and the Curriculum Materials Center are required.

This course is a critical study of a topic or an area of interest not generally covered in regular courses (e.g., Faust theme, the Gothic Novel, Science Fiction, etc.). The content and emphasis may vary at each offering. Course announcements will ordinarily be made during the preceding semester. This course may be repeated for credit of 6 semester hours with permission of the department chair.

This survey course explores a variety of literature of special interest to middle grades and senior high school students. Students read and evaluate classics in literature as well as literature which falls into the contemporary and popular mold. Field-based semester projects included in this course allow students to examine the nexus between theories of teaching literature and classroom practice.

This course is designed to introduce students to the vernacular tradition in African American Literature through an examination of the folk literature, the sermons, prayers, songs, etc. that are primarily a part of the oral tradition of black expression. This course is designed to increase students' awareness, knowledge, and appreciation of the richness of the African American vernacular and the significant role it plays in the literature written by African Americans.

This course will trace the developments in the great tradition of the British novel from its beginning with the eighteenth-century realists through the early twentieth-century experimental novelists. Representative selections from Defoe, Fielding, Richardson, Sterne, Smollett, Austen, and Scott; from the Brontës, Thackeray, Trollope, Dickens, Eliot, Meredith, Hardy, Lawrence, Conrad, Joyce, Woolf, and Forster will form the content of the course.

This course introduces the student to theories and practices of literary criticism through an examination of representative critical writing. Students will analyze selected texts.

This course offers a critical study of the poets from Doone to Vaughn, and of such prose writers as Bacon, Donne, and Browne. Consideration is given to such dramatists as Johnson, Webster, and Ford.

This course offers study in British literature from 1660 to 1798. Attention is given to Dryden, Pope, Swift, the Periodical Essay, Johnson, the decline of Classicism, and the beginnings of Romanticism.

This course is a critical study of selections from the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Some attention is given to the prose of the period and to minor poets.

This course is a critical study of the temper and spirit of the Victorian Era reflected in the poetry and prose of the period.

This course is a critical study of selected American writers of the period. In a particular semester special emphasis may be put on writers associated with any one of the major developments such as the Rise of American Romanticism, the Transcendentalists, and the Rise of Realism.

This course is a critical study of twentieth century British and American poetry.

This course is a critical study of major developments in the short story and the novel of 1900.

This course focuses upon an important body of American literature heretofore often neglected and provides insight into the black experience in America up to the present. Some attention is also given to the black writer in America.

The internship is designed to give the student practical experience in career-related areas. Arrangements to enroll must be made during the semester prior to the internship. Prerequisite: Departmental approval. Grade: Pass/Fail.

This course is designed for the non-teaching major. Students read and do research in modern composition theory and strategies for writing professional papers and journal articles. Students engage in practicums with the goals of producing a minimum of one publishable paper.

The seminar is designed to give students an opportunity to review, consolidate, and extend their study as English majors and to consider this study in a context of interrelatedness of subject matter and concern for English as a discipline. Permission required.

In this course students will study film as a mimetic and kinetic art form within the context of current critical theory. It provides an introduction to basic concepts, techniques, and terms for use in studying films as texts.

This course is designed to show the relations of the English language to the Indo- European language family and to trace the history of its development from Old English through Middle and Early Modern English to the present day.

This course is interdisciplinary, combining literature and history. The literature gains more of a historical context and history receives an infusion of emotion, interest, and life from literature. Students must have the instructor's permission before repeating this course to receive credit for both HIS 4326 and ENG 4326.

This course will introduce students to major modern African American women writers. The focus is on dominant themes, issues and the literary devices found in the texts.

This course explores the issue of race and gender in African-American culture texts 1965 to the present, by examining significant authors, themes, and movements. Beginning with the Black Arts/Black Power movements of the 1960s, the course charts the emergence of various literary and popular culture texts within the African American experience.

A student may make application for independent study on a semester project in the major area. Such study requires the approval of the department head and two professors under whom the student has taken courses at the 3000 level or above. (Open to juniors and seniors.) A student should not take this course in lieu of any other

This course is an introduction to the study of Chaucer's poetry with primary emphasis upon The Canterbury Tales. In-class reading, translation, and commentary on the levels of language, literature, and social history are combined with outside reading in modern English translation of selected longer pieces.

This course provides a critical study of selections from Shakespeare's poetry, comedies, histories, and tragedies.

This course provides a study of Milton's prose and poetry in the literary and social context of the era. Emphasis will be placed upon the major poems.

| Course ID | Course Title                               | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                         |
|-----------|--|----|------------------------------|-------------------|------------------|---------------------------------|
| ESL 2301  | Intro to Second Lang Acquisiton            | 3  | None                         | None              | None             | None                            |
| ESL 2305  | Lang, Culture & Crosse Culture Interaction | 3  | WC                           | FLC               | Global           | Sophomore                       |
| ESL 2310  | Englises of the World                      | 3  | CT                           | FLC               | Global           | Sophomore                       |
| ESL 3315  | Gender Differences in Language Use         | 3  | None                         | FLC               | Diversity        | One Lvl 1 writing & 1 CT course |
| ESL 3300  | Cultural Aspects/ Teach & Learn ESL        | 3  | None                         | None              | None             | ENG 1301 & 1302                 |
| ESL 3301  | Grammar for Teachers of ESL                | 3  | None                         | None              | None             | None                            |

|          |   |   |      |      |      |           |
|----------|---|---|------|------|------|-----------|
| ESL 3302 | Foundations of Second Language Acquisitions | 3 | None | None | None | Sophomore |
| ESL 3303 | Effective Teaching Methods in ESL           | 3 | None | None | None | Sophomore |
| ESL 3308 | Lit Strat for Eng Lang Learners             | 3 | None | None | None | Junior    |
| ESL 4301 | Effective Teaching Methods in ESL           | 3 | None | None | None | None      |

## Course Description

The course will engage students in critical inquiry about the relationship between language and culture, which defines humans' outlook on the world. Students will learn about diverse cultures and languages so that they acquire an integrative understanding of the shared human values across significant differences. Metaphorically put, the course will help students 'figure out the foreigners' and 'step out and fit in around the world.' The course will focus on language universals, on different linguistic ways used in communication by different societies, and on some effective strategies for appropriately addressing the challenges posed to cross-cultural communication by cultural and linguistic diversity. The course may be used as a course that satisfies some of WSSU'S general education requirements as well as an elective course for students majoring in elementary education with an academic concentration in TESL

This course will familiarize the students with the global spread of English and its linguistic, social and cultural implications for the world's nations as well as for international communication. The course aims at examining and re-evaluating concepts such as *native speaker*, *non-native speaker*, *linguistic ownership*, *language variety* as well as the new meaning attached to them in the globalized era. The course will serve as a course that satisfies some of the WSSU's general education requirements as well as an elective course for students majoring in elementary education with an academic concentration in TESL.

The course will introduce students to the study of the relationship between language as used by women and language as used by men as well as the cultural/social expectations of such use. Students will be introduced to investigative tools they need in order to be able to conduct their independent exploration of problematic areas, such as, language power and women's status, female vs. male style in communication and interaction, language and gender stereotypes, miscommunication across genders, promotion of gender equality in language use, and ungenderized language.

This course will examine major issues of language and culture relevant to elementary school teachers who might be faced with ESL students in their classes. Candidates will be introduced to universal aspects of language such as communicative meaning and intentions/uses of communication. Relevant similarities and differences in world languages will be examined with respect to the interconnectedness of language and culture. Candidates will study the function of language in daily life, its effect on bilingual students, and the influence of cultural heritage and identity on second language skills development.

This course examines basic issues concerning the role of grammar in the development of ESL students' communicative competence as well as basic issues concerning the teaching of grammar and the techniques for doing so. The course will focus primarily on aspects of English grammar that are relevant to teaching ESL students.

In this course, candidates will study the basic features of language learning, fundamental language acquisition theories, the stages of second language development, and the individual student needs and characteristics that will contribute to student performance. Candidates will draw conclusions about various language learning theories and how those theories can be applied to the school community.

This course is designed to examine the major trends, methods, principles and strategies of teaching English to speakers of other languages (TESOL). Special emphasis will be placed on the major trends language teaching contributing to the development of students' listening, speaking, reading, and writing skills. ESL content-based instruction will also be referenced in this course. Lesson planning, micro-teaching, examination of textbooks in the discipline will be addressed. Ways of adapting lesson plans and textbooks to the needs of ESL students will be discussed.

The course examines instructional strategies to meet the needs of English language learners in the mainstream classroom. Teacher candidates are introduced to strategies for the development of students' reading and writing skills, academic language, and vocabulary. Special emphasis is placed on designing and implementing effective lesson plans that include both language objectives and content-area objectives. Some attention is given to selecting diverse age-appropriate works, evaluating/adapting literary materials, and using a variety of texts such as advertisements and cartoons.

This course is designed to examine the major theoretical approaches, methods and principles of teaching English to speakers of other languages (TESOL). Special emphasis will be placed on the techniques used in language teaching contributing to the development of students' communication skills. ESL content-based instruction will also be referenced in this course.

| Course ID | Course Title                                     | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req  |
|-----------|--|----|------------------------------|-------------------|------------------|----------|
| EXS 1103  | Freshman Seminar                                 | 1  | None                         | None              | None             | None     |
| EXS 1301  | <b>Lifestyle Behaviors for a Healthy Heart</b>   | 3  | QL                           | None              | Health           | None     |
| EXS 2130  | Fld Experience in EXS                            | 1  | None                         | None              | None             | None     |
| EXS 2202  | <b>Foundations/ Professions in EXS</b>           | 2  | None                         | None              | None             | None     |
| EXS 2301  | <b>Decision Making &amp; Character in Sports</b> | 3  | OC                           | SBS               | Ethics           | None     |
| EXS 2310  | <b>Demystifying the Stats in Health Science</b>  | 3  | QL                           | MQL               | Health           | None     |
| EXS 2322  | Aging & Health                                   | 3  |                              |                   |                  |          |
| EXS 2325  | <b>Sport &amp; Exercise Psychology</b>           | 3  | WC                           | SBS               | None             | PSY 2301 |
| EXS 3020  | Study Abroad in the Discipline                   | 6  | None                         | None              | None             | None     |

|          |                                 |   |      |      |      |          |
|----------|---------------------------------|---|------|------|------|----------|
| EXS 3121 | Exercise Physiology Lab         | 1 | None | None | None | BIO 2312 |
| EXS 3310 | Prevent Care Athletic Injuries  | 3 | None | None | None | None     |
| EXS 3315 | Biomechanics                    | 3 | None | None | None | None     |
| EXS 3321 | Exercise Physiology             | 3 | None | None | None | None     |
| EXS 3322 | Training and Performance in EXS | 3 | None | None | None | None     |
| EXS 3325 | Sport Nutrition                 | 3 | None | None | None | None     |
| EXS 3411 | Functional Anatomy              | 3 | None | None | None | None     |
| EXS 4020 | Study Abroad in the Discipline  | 6 | None | None | None | None     |
| EXS 4101 | Adv. Exercise Physiology Lab    | 1 | None | None | None | None     |
| EXS 4301 | Adv. Exercise Physiology        | 3 | None | None | None | None     |
| EXS 4302 | Clinical Exercise Physiology    | 3 | None | None | None | None     |
| EXS 4314 | Sport & Exercise Psychology     | 3 | None | None | None | None     |
| EXS 4317 | Applied Research                | 3 | None | None | None | None     |
| EXS 4319 | Exercise Testing & Prescription | 3 | None | None | None | None     |
| EXS 4321 | Sport Supplements               | 3 | None | None | None | None     |

|          |   |    |      |      |      |                     |
|----------|---|----|------|------|------|---------------------|
| EXS 4322 | Current Topics in EXS   |    | None | None | None | None                |
| EXS 4325 | Honors Thesis in EXS  | 3  | None | None | None | EXS Honors Students |
| EXS 4330 | Directed Honors Research Investigations in EXS                      | 3  | None | None | None | EXS Honors Students |
| EXS 4334 | Science of Resistance Training                                      | 3  | None | None | None | None                |
| EXS 4340 | Etiology, Risk Factors, & Prevention Strategies of Chronic Diseases | 3  | None | None | None | BIO 2312            |
| EXS 4612 | Internship  | 12 | None | None | None | None                |

## Course Description

This course is designed to introduce the student to fundamental aspects of cardiovascular health, wellness, fitness and healthy lifestyle behaviors using evidence-based health data easily accessible to the public for free. With the emphasis on lifestyle modifications to promote heart health and overall health and wellness, this course will prepare undergraduate students to 1) calculate cardiovascular disease (CVD) risk factors and understand how lifestyle behaviors contribute to chronic disease risks, 2) organize and analyze data, 3) interpret quantitative information and draw conclusions and, 4) evaluate the presentation of health data in mass media, e-learning and web-based sources.

Would you participate in a hazing activity if all your friends were involved? Would you bench the best player on your team for violating a major rule the night before the championship? Would you intentionally go for the quarterback's injured leg? Throughout life, individuals are forced to make decisions that range from the mundanely simple to the stressfully complex. Individual decisions can lead to a character assassination or glorification. Athletes, coaches and others involved in the sports world make numerous decisions, which are quickly highlighted on the 6:00 news. Throughout this course, we will investigate some of those decisions, reasons we make good and poor decisions, and whether it's possible to avoid making costly mistakes. The purpose of this course is twofold: (a) to help students understand the decision making process and its impact on character, and (b) to teach students how to communicate their ideas and the ideas of others effectively.

This course will introduce the students to the use of statistical methods for analyzing publically available data within the health sciences. The objective of the course is to guide students through common statistical methods including frequencies, descriptive statistics, means, correlations, t-tests, analysis of variance, and simple linear regression. This course meets the general education requirement for quantitative literacy.

This course will aid students' familiarization with psychological concepts and their applications in a sport and exercise environment. Students will be introduced to theories and research in the field of sport and exercise psychology. The course is designed to address psychological factors affecting an individual's behaviors as they relate to sport performance, exercise, health and/or rehabilitation. In addition, the course will cover means to enhance performance in areas of sport, exercise, health and/or rehabilitation using psychological skills. Written communication is a primary focus.

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| <p>This course will examine the most current training techniques used in the fitness and sport industries. Students will be exposed to various performance testing techniques, emerging fitness trends, as well as the scientific rationale behind these types of skills and training. This course will not only include classroom instruction on exercise, but will require students to perform and administer these types these training techniques.</p>   |
| <p>This course will examine the relationship between nutrition and physical fitness, sport performance, and health promotion. Topics will include energy, fluid, and nutrient needs for physical activity; nutrition around exercise (before, during, recovery); free radicals and antioxidants; dietary supplements; body composition; weight management; disordered eating; and the female athlete triad. Sport-specific nutrition strategies for endurance, team sports, and strength training will be addressed.</p> |
|  |
| <p>This course will allow students to obtain credit for courses through study abroad in their major or minor that do not exactly fit an existing course in the catalog, and allow faculty in the program area the flexibility to grant credit as deemed appropriate based on the content of the course, internship or service experience abroad. The academic department will add their prefix, give a title, and assign the number of hours of credit as appropriate.</p>   |
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| <p>The area of sport and fitness supplementation has increased immensely in the past two decades. This course will survey the most popular and most frequently used ergogenic aids by both athletes and the general public for physical performance and health. It will focus on the physiological basis of sports supplements; the effectiveness of the supplements; the safety, as well as the oversight of the supplement industry by the government and Food and Drug Administration.</p>                            |

This course addresses current topics in the field of Exercise Science and its related disciplines. The student will analyze and evaluate current, peer review literature selected by the Exercise Science faculty members. The instructor will select 10-12 topics and identify 2-3 peer-review articles within each topic. During each class the students will be guided through small-group and class discussions related to the articles and topics.

This senior level course is intended for students enrolled in EXS Honors Program as they write their honors thesis. Accepted students will complete a minimum of 50 hours of mentored research with a faculty member. During these 50 hours, students will work with a faculty member to conduct a research investigation. Upon completion of this course write an honors thesis document, and orally defend this thesis to the EXS faculty by the last day of class. This course is designed to help students navigate through the research process. Specific emphasis will be placed on current laboratory techniques, statistical evaluation, as well as writing within the major.

This senior level course is intended for students accepted to the EXS Honors Program. Accepted students will complete a minimum of 50 hours of mentored research with a faculty member. During these 50 hours, students will become more familiar with the faculty member's research. Upon completion of this course, students will develop a hypothesis, and orally present this hypothesis to the EXS faculty and obtain IRB approval for a thesis to be completed the following semester. This course is designed to help students navigate through the research process. Specific emphasis will be placed on how an exercise physiologist asks questions and develops a hypothesis using appropriate scientific literature and data, as well as developing appropriate statistical model to test this hypothesis.

This course will examine the root causes and progression of chronic diseases, explore risk factors of these diseases, and prepare students to develop and contribute to intervention programs to prevent and/or reverse these diseases. Topics will include etiology of chronic diseases (obesity, type 2 diabetes, heart disease, stroke, cancer, chronic lung diseases), identification and assessment of chronic disease risk factors, chronic disease prevention strategies, current research on chronic disease prevention, and health promotion program/intervention development.

| Course ID       | Course Title                       | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                |
|-----------------|------------------------------------|----|------------------------------|-------------------|------------------|------------------------|
| FIN 2356        | Personal Finance                   | 3  | None                         | None              | None             | MAT 1311 or higher     |
| FIN 3351        | Prin/Financial Mgmt                | 3  | None                         | None              | None             | ACC 2316 & MAT 1312    |
| <b>FIN 3357</b> | <b>Personal Financial Planning</b> | 3  | QL                           | None              | None             | None                   |
| FIN 3368        | International Finance              | 3  | None                         | None              | None             | ECO 2311 & 2312        |
| FIN 3391        | Finance Internship                 | 3  | None                         | None              | None             | None                   |
| FIN 4320        | Retirement Planning                | 3  | None                         | None              | None             | FIN 2357 & ACC 3314    |
| FIN 4330        | Estate Planning                    | 3  | None                         | None              | None             | FIN 2357 & ACC 3314    |
| FIN 4378        | Investment Planning                | 3  | None                         | None              | None             | FIN 3351 or permission |

|          |                             |   |      |      |      |                               |
|----------|-----------------------------|---|------|------|------|-------------------------------|
| FIN 4379 | Financial Inst & Markets    | 3 | None | None | None | FIN 3351 & ECO 4331           |
| FIN 4381 | Intermediate Financial Mgmt | 3 | None | None | None | None                          |
| FIN 4382 | Commercial Bank Mgmt        | 3 | None | None | None | ECO 2312, ACC 2317 & FIN 3351 |
| FIN 4383 | Insurance Planning          | 3 | None | None | None | None                          |
| FIN 4385 | Adv. Financial Planning     | 3 | None | None | None | None                          |
| FIN 4391 | Finance Internship          | 3 | None | None | None | None                          |

## Course Description

This course is designed to provide the student with money management principles that he/she can effectively apply throughout life. The course emphasizes how to make major decisions of a personal financial nature, such as budget preparation, buying insurance, paying taxes, using credit, making investments and interpreting federal guidelines designed to protect the buyer.

This course offers an analysis of the administrative and managerial approaches to financial decision-making within the corporate framework but under different economic environments. Time value of money concepts and problems of financial analysis and forecasting, the management of working capital, capital budgeting, cost of capital as well as dividend policies are discussed. The international consequences of financial decisions are considered at various levels.

This course will help students organize their financial lives by learning and implementing selected principles of accounting, finance, and management. The course will address value and risk determination by dealing specifically with the analysis of one's financial status, goal setting and planning, and decision making. Risk analysis, savings and investment principles, taxes, debt management, retirement, and estate considerations are areas which guide the financial management of individuals and businesses alike. Credit cannot be earned for both this course and FIN 2356.

This course is a study of the international mechanism of trade including modern trade theory, bases of specialization, theory of tariffs, exchange rates and income changes, comparative costs, factor endowments, gains from trade, theory of customs unions, commercial policy of the United States and trading arrangements.

In this course, students will learn how to interview clients to ascertain their goals and objectives for retirement, as well as their risk tolerance, in order to allow them to be advised on the active use of both personal and employee-sponsored retirement plans, as well as planning for major medical expenses that will be incurred in retirement.

In this course, students will learn how to interview clients to ascertain their current financial situation in order to minimize issues related to taxation, property transfer and charitable giving after death. Students will learn how to interpret documents and implement strategies to accomplish these goals.

This course deals with the nature of investments, theory of efficient markets, mathematics of the determination of security prices and factors that influence security prices. Considerable attention is given to the different modern theories of portfolio management. The course materials are considered primarily from the viewpoint of the individual investor.

This course focuses on the study of the operation of financial institutions in the process of financial intermediation. The unique problems and roles of various types of financial institutions, including the relationship of money and capital markets in the intermediation process of financial institutions will be addressed.

This course includes the study of prudent and efficient techniques for the management of commercial banks. The study of industry structure, management of risk, assets, liabilities and capital for this corporate form are analyzed and discussed.

| Course ID | Course Title                   | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req       |
|-----------|--------------------------------|----|------------------------------|-------------------|------------------|---------------|
| FLS 1020  | Study Abroad in the Discipline | 6  | None                         | None              | None             | Dept Approval |
| FLS 1110  | Foreign Lang Study Abroad I    | 6  | None                         | None              | None             | Dept Approval |
| FLS 1313  | World Lang for False Beginners | 3  | None                         | None              | None             | None          |
| FLS 2020  | Study Abroad in the Discipline | 6  | None                         | None              | None             | Dept Approval |
| FLS 2110  | Foreign Lang Study Abroad II   | 6  | None                         | None              | None             | Dept Approval |
| FLS 2300  | World Lang Practicum           | 6  | None                         | None              | None             | Dept Approval |

|          |   |   |        |      |        |      |
|----------|---|---|--------|------|--------|------|
| FLS 2301 | World Lang Films                                | 3 | None   | None | None   | None |
| FLS 2303 | Literature of India & South Asia                | 3 | CR     | LIT  | Global | None |
| FLS 2307 | World Lang For Survival Purposes                | 3 | None   | None | None   | None |
| FLS 2315 | Literature of African Diaspora in the Americans | 3 | CR, CT | LIT  | Global | None |

|          |   |   |        |      |        |               |
|----------|---|---|--------|------|--------|---------------|
| FLS 2317 | The African Epic & Oral Traditions                | 3 | CR, CT | LIT  | Global | None          |
| FLS 2320 | Intro to Contemporary African Lit                 | 3 | CR, CT | LIT  | Global | None          |
| FLS 2323 | Intro to African Cultures through Music and Dance | 3 | None   | FLC  | Global | None          |
| FLS 3110 | For Lang Study Abroad III                         | 3 | None   | None | None   | Dept Approval |

|                 |                                   |   |      |          |        |                  |
|-----------------|-----------------------------------|---|------|----------|--------|------------------|
| FLS 3311        | Yoruba Culture/Civ<br>in Amer     | 3 | None | None     | None   | None             |
| <b>FLS 3401</b> | <b>Foreign Lang Studies<br/>I</b> | 3 | None | LIT, FLC | Global | Dept<br>Approval |
| FLS 4110        | For Lang Study<br>Abroad IV       | 6 | None | None     | None   | Dept<br>Approval |

## Course Description

This course allows a student to earn freshman-level credit for courses in his/her discipline or non-catalog courses in the discipline taken through study abroad.

This course allows a student to earn first year or elementary level credit for non-catalog courses in a foreign language taken through study abroad. Credit hours vary according to instructional or experiential contact hours. Course may be repeated under different subtitles.

This course is designed for students with some knowledge of a foreign language who feel that they need to go back to the basics because of inadequate instruction, intermittent language study in high school, long years of absence since the last world language course, fear of learning a world language, perceived language skill inadequacies. It will focus on an intensive review of the first year of the language highlighting, practicing, revising and consolidating the essential skills of listening, speaking, reading and writing. This course will also serve as a bridge to the intermediate level of the language (FLS 2311 Intermediate 1). A satisfactory grade in this course ("C" or better) will earn the student credit for (FLS 1312 FLS II) while providing a pathway to the intermediate level. This course will be available in any of the languages taught in the Department of World Languages and Cultures.

This course allows a student to earn sophomore-level credit for courses in his/her discipline or non-catalog courses in the discipline taken through study abroad.

This course allows a student to earn second year or intermediate level credit for non-catalog courses in a foreign language taken through study abroad. Credit hours vary according to instructional or experiential contact hours. Course may be repeated under different subtitles.

This course is designed for students at the 2000 level or higher in any world language taught at the university. This course will be taken concurrently with a qualifying world language course. Focused on experiential learning and taken concurrently with a qualifying world language course, students will participate in a community learning experience that is academically integrated into the student's concentration. Service may be in a local or international organization. The course instructor must approve the type of community service and number of hours required. This course may be repeated for a maximum of six (6) credit hours. It will be a pass/fail course.

Film is one of the best ways to increase cross-cultural awareness and knowledge about the 6, 912 cultures that currently comprise our interconnected world. FLS 2000 will explore the socio-cultural and political issues through film that impact the six billion people that inhabit our planet. This course is based on the ancient Chinese proverb "A picture is worth ten thousand words." Hence, it underscores 21st century visual literacy skills and will serve as an active forum for engaging discussion and cultural communication. It will promote self-discovery by viewing the world through the eyes of others. It will help you to speak the universal language-cinema. Films, topics and themes will vary according to the interest of the instructor(s) and students. Films may be from any one country or a variety of countries. The seminar will be taught in English and all films will be in English or have subtitles.

This course is a study of selected literary works and related artistic products from India and South Asia. The thematic and genre focus is broad, including works from the Ancient Hindu and Classical periods, early Buddhist tales, and medieval mystical poetry from a range of traditions. Though the texts are from before the eighteenth century, the course explores the persistent legacy and globalization of Indian ideas, as well as the diaspora of South Asians which echoes the past and spreads this legacy. Readings, film viewings, lectures, and discussion are in English, and no prior knowledge of the region is required.

This course is geared toward non-majors and the general public or any individual wishing to have a rudimentary knowledge of a foreign language for situational purposes when traveling to a foreign country. Essential phrases, words and expressions needed for common situations (travelling, transportation, airport, taking a taxi, driving, hotel lodging, food, eating, asking for directions, hiking, sightseeing, the beach, meeting people, health, safety, shopping, etc.) will be explored and practiced intensively within the classroom and online using contemporary communications technologies. Primary focus will be on oral communication; however, grammar essential to effective discourse will be introduced. **Course can be taught in any language. Course will be offered during the summer session only.**

Literature of the African Diaspora in the Americas is designed to introduce students to English translations of literary works originally composed in the languages offered in the Department of World Languages and Cultures. These texts will be studied within the framework of major literary and ideological movements that defined a Black aesthetics in the Americas. Principally, the course analyzes the concept of an African Diaspora and its impact on the literary expressions about the African presence and contributions in the Americas. The geographic scope of the course (from the Seward Peninsula to Patagonia) makes it amenable to different approaches and can be taught by any member of the faculty in the department.

This course investigates major epics from Africa and their significance to their respective communities. The course takes a context- performance perspective by asserting that the African epic is a living and lived event among its people. The course will explore the controversies that surround the African epic. Questions such as what is an African epic and how does the African epic differ from other epics of the world will be explored. Examples of works to be reviewed include Shaka Zulu, Furno Liyongo, Sundiata, Mwindo, Ozidi, etc. These works will be read and discussed to better understand their commonality and differences in representing their respective cultures.

This course introduces students to the social, cultural, political, and economic aspects of African people as represented by 21st century contemporary African writers in their literary works. Through close reading and critical analysis of novels, short stories, poetry, drama, and film, students will explore topics such as the aftermath of colonial encounter, the conflict between tradition and modernity, the negotiation of African identities, post-independence disillusionment, gender issues, and the impact of globalization on the modern African society. The discussion of the selected works of fiction will foster a comparative approach that enables students to discover the similarities and the differences apparent in the cultures and historical contexts where these literatures emerge. At the end of the course students will have an improved appreciation of literary works made possible through the linguistic richness of African writing and a better understanding of the African people and their ways of life.

This course introduces students to a variety of African traditional dances and music as a way of understanding major aspects of African cultures. The course underscores the importance of orality in African societies and requires students to locate and investigate how traditional music and dances have been used as vehicles and reservoirs of important cultural messages. The course examines selected traditional dances and music focusing on communities in sub Saharan Africa such as southern Africa, eastern Africa, central Africa and western Africa to better understand their role in the selected African communities. Students will have the opportunity to watch video clips and read about traditional performances and how they are used to convey important messages and mark important occasions in the lives of the selected cultures. Although the richness of these traditional performances will be discussed in class, students will be required to take this exercise beyond the classroom by searching, gathering, organizing, and sharing information with audience in acceptable formats.

This course allows a student to earn third year or advanced level credit for non-catalog courses in a foreign language taken through study abroad. Credit hours vary according to instructional or experiential contact hours. Course may be repeated under different subtitles.

This course acquaints students with the Yoruba people, their history, traditional and contemporary arts, social organization, religion, and technology. It introduces students to the presence and influence of the Yoruba people and of the Yoruba culture in the Americas, including the United States of America. (Contact hours: three hours per week.) No prerequisite; however, previous experience in any of the following will be an advantage: Intermediate Yoruba II or its equivalent, African- American history; peoples of Africa, history of African-American art, African arts.

This course is the first of a two-course elementary language proficiency instruction sequence designed to help students develop language skills in all areas - listening, speaking, reading, and writing - as well as other content as appropriate. The course is intended for world languages not previously or regularly taught on campus, courses offered through distance learning, or languages offered at other institutions.

This course allows a student to earn fourth year or advanced level credit for non-catalog courses in a foreign language taken through study abroad. Credit hours vary according to instructional or experiential contact hours. Course may be repeated under different subtitles.

| Course ID       | Course Title                                    | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req         |
|-----------------|---|----|------------------------------|-------------------|------------------|-----------------|
| <b>FRE 1311</b> | <b>Elementary French I</b>                      | 3  | None                         | FLC               | Global           | None            |
| <b>FRE 1312</b> | <b>Elementary French II</b>                     | 3  | None                         | FLC               | Global           | None            |
| FRE 2020        | Study Abroad in the Discipline                  | 6  | None                         | None              | None             | None            |
| <b>FRE 2311</b> | <b>Intermediate French I</b>                    | 3  | None                         | FLC               | Global           | FRE 1311 & 1312 |
| <b>FRE 2312</b> | <b>Intermediate French II</b>                   | 3  | None                         | FLC               | Global           | FRE 2311        |
| <b>FRE 3306</b> | <b>French Grammar &amp; Comp</b>                | 3  | WC                           | FLC               | Global           | FRE 2312        |
| FRE 3310        | Survey of French Lit                            | 3  | None                         | None              | None             | FRE 2312        |
| FRE 3311        | French Civilization                             | 3  | None                         | None              | None             | FRE 2312        |
| <b>FRE 3312</b> | <b>French Conversation &amp; Pronunciations</b> | 3  | OC                           | None              | Global           | FRE 2312        |
| FRE 3318        | French Lit of 17th Cent.                        | 3  | None                         | None              | None             | FRE 2312        |
| FRE 3324        | 20th Cent French Prose                          | 3  | None                         | None              | None             | FRE 2312        |

## Course Description

This proficiency-oriented course is designed to develop usable language skills in all areas: speaking, reading, writing, and comprehension. The language laboratory will be used extensively. No previous knowledge of French is required.

This is a continuation of FRE 1311.

Proficiency-oriented, this course upgrades language skills developed in the elementary course. Students develop speaking, reading, writing, and comprehension skills at a more advanced level. The language laboratory may also be used.

This is a continuation of FRE 2311.

This course provides intensive practice in reading and writing French. There will be emphasis on training in creative and expository writing, and in comprehending and analyzing both literary and non-literary texts. The course introduces techniques for drafting, editing, and proofing, as well as strategies for stylistic analysis and appreciation of texts in French.

This survey course will acquaint the students with a general knowledge of the life and works of certain authors from the Middle Ages to the end of the eighteenth century.

This course offers a comprehensive and systematic study of the origin and development of the French nation from the point of view of geography, industry, social and political institutions, science, art, and literature.

This course provides intensive oral practice in French with a strong focus on topics of current interest. Students will read texts on popular culture and current events, and they will watch and listen to audiovisual materials available on-line in preparation for classroom discussion. The course also provides a deeper understanding of the phonology of spoken French and practice in phonetic accuracy.

This course is a study of works of the classical period with emphasis upon Corneille, Racine, and Moliere.

This course is a study of the main literary and philosophical ideas in twentieth century prose with emphasis upon Peguy, Claudel, Gide, Breton, Camus, and Sartre.

| Course ID | Course Title                     | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req |
|-----------|----------------------------------|----|------------------------------|-------------------|------------------|---------|
| GEO 2311  | Intro to Geography               | 3  | OC                           | SBS               | Global           | None    |
| GEO 2312  | Geography of North America       | 3  | CT                           | SBS               | Civic            | None    |
| GEO 2313  | Environmental Geography          | 3  | CR                           | SBS               | Sustain          | None    |
| GEO 2315  | Intro to Geographic Info Systems | 3  | IL                           | SBS               | None             | None    |
| GEO 3311  | Urban Geography                  | 3  | WC                           | SBS               | Civic            | None    |
| GEO 3336  | World Econ Geography             | 3  | WC                           | SBS               | Global           | None    |

## Course Description

This course introduces the student to the discipline of geography. Emphasis is placed on the spatial distribution of phenomena and on mapwork, which involves, basically, place identification and location. Several aspects of physical geography such as landforms, plate tectonics and agents of erosion are described. Additionally, subdivisions of human geography such as population distribution, cultural geography and human-environment relationships receive attention.

This course focuses on three aspects of North America: the physical setting, which includes glaciation, climate and physiography; the human/social realm, which discusses such topics as population distribution and racial groups, cities, the South and economic activities; and human-environment interaction on the continent.

This course introduces students to the classification of earth's resources and the concept of human-resource-environment interaction. Focus is placed on how physical, social and cultural factors help us to understand resource issues and how humans deliberately and unwittingly degrade the earth's environment. Environmental issues are discussed and ways are suggested to minimize environmental damage.

In this course the student will be introduced to the concept of visualizing, exploring and analyzing data geographically. The student will obtain hands-on experience of display, analysis and presentation of mapping functions using the latest ArcView GIS software. The student will also be given an introduction to the fundamental concepts of geographical information science (geographic data acquisition, representation, analysis, and interpretation). Technologies reviewed include topographic mapping, global positioning systems, aerial photography, and satellite remote sensing. Assignments will be geared toward analysis of data and decision-making.

This course is a study of interurban and intraurban relationships, including analysis of spatial aspects of sociological, economic and political phenomena.

| Course ID       | Course Title  | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                      |
|-----------------|---|----|------------------------------|-------------------|------------------|------------------------------|
| GER 2101        | General Gerontology Practicum                           | 1  | None                         | None              | None             | None                         |
| <b>GER 2301</b> | <b>General Gerontology</b>                              | 3  | CT                           | SBS               | Health           | None                         |
| <b>GER 2326</b> | <b>Statistics for the Social and Behavioral Science</b> | 3  | QL                           | SBS               | None             | None                         |
| GER 2401        | The Aging Experience                                    | 4  | None                         | None              | None             | None                         |
| GER 3301        | Aspects/Aging Diverse Groups                            | 3  | None                         | None              | None             | GER 2401                     |
| GER 3302        | Prin/Prac of GER  | 3  | None                         | None              | None             | GER 2401                     |
| GER 3303        | Health, Society & Aging                                 | 3  | None                         | None              | None             | GER 2301 or SOC 2301 or 2302 |

|          |                              |   |      |      |      |        |
|----------|------------------------------|---|------|------|------|--------|
| GER 3304 | Public Policy of Aging       | 3 | None | None | None | None   |
| GER 3310 | Biology of Aging             | 3 | None | None | None | None   |
| GER 4301 | Research Meth & Eval/GER     | 3 | None | None | None | Senior |
| GER 4302 | Dying, Death and Bereavement | 3 | None | None | None | Senior |
| GER 4303 | Senior Capstone Sem          | 3 | None | None | None | None   |
| GER 4304 | Gerontology Pract for Minors | 3 | None | None | None | None   |
| GER 4901 | Internship in GER            | 9 | None | None | None | None   |

## Course Description

The objective of this course is to show the student how statistics are used. The student will gain an appreciation of the proper use of statistics and statistical terms in textbooks, newspapers, magazines and in research reports. The major emphasis of this course is an understanding of statistical measures, sampling and hypothesis testing. This course is a prerequisite to GER 4301. Students may not receive credit for both GER 2326 and MAT 2326 or PSY 2326 or SOC 2326.

An interdisciplinary course addressing the stereotypes, beliefs and perceptions of aging as presented in art, music, literature, film, and other media. Students will confront their own beliefs and concerns with the aging process and how aging is portrayed. In addition, students are presented with the current picture of aging in America and will be introduced to examples of successful aging. Students will also explore potential career options in the field of gerontology. This course includes a practicum experience in which the students volunteer in settings or agencies dealing with services or programs developed for the elderly. This experience is designed to allow students to explore their decision to major in gerontology. Practicum Required.

The response and effect of culture and ethnicity are examined as to the care, status, and services accorded to an elderly individual who is a member of a specific culture group. In addition, students explore the aging of subgroups within society (e.g., women, homeless, individuals with special needs) and become aware of how human diversity impacts the delivery of services, treatment and care of aging individuals.

Students are exposed to and will model appropriate behavior when dealing with elderly individuals who are aging normally or who are experiencing a variety of mental, physical and social dysfunctions. Techniques, practices and available technology employed to assist the learning and independent function of the individual are discussed. In addition, ethical treatment of individuals and how to structure an environment to allow for independence are presented. Students will design a space and a program to address the needs of a specific elderly individual or group.

This course highlights the connections between social environmental conditions and functional problems commonly associated with health changes in among older adults. This joint focus will enable students to identify preventive factors, risk markers, and symptoms of functional decline and the related macro and micro-level social implications of these dynamic conditions.

This course includes the methods, theories, and techniques of research and evaluation. Problem identification, literature review, data collection, analysis and interpretation, and proposal development in the area of gerontology are explored.

This course examines the phenomena of death, grief and bereavement from a number of perspectives; including but not limited to Western, Eastern and Native American philosophies. The impact of and recovery from loss (death, divorce, changes, etc.); near-death experiences and survivors; grief; reincarnation theories are explored and discussed. Guest lecturers will share their experiences and expertise

This course is designed to explore historical and current issues of gerontology. Students are given opportunities to synthesize previously learned concepts and to evaluate trends in contemporary ethical, moral, legal and political issues related to gerontology. Concepts of leadership, change, research and professional ethics relevant to gerontology will be discussed.

| Course ID | Course Title                     | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req          |
|-----------|----------------------------------|----|------------------------------|-------------------|------------------|------------------|
| HED 1301  | Concepts of Fitness & Health     | 3  | CT                           | None              | Health           | None             |
| HED 2102  | Basic First Aid                  | 1  |                              |                   |                  |                  |
| HED 2206  | Community Health                 | 2  | None                         | SBS               | None             | None             |
| HED 2301  | Nutrition                        | 3  | None                         | NS                | None             | None             |
| HED 2306  | Understanding Health Disparities | 3  | IL                           | SBS               | Civic            | Sophomore Status |
| HED 3201  | HED Elem/PED Teachers            | 2  | None                         | None              | None             | None             |

|          |   |   |      |      |      |          |
|----------|---|---|------|------|------|----------|
| HED 3236 | First Aid and CPR                       | 2 | None | None | None | None     |
| HED 3302 | Family Health/Sexuality Edu             | 3 | None | None | None | None     |
| HED 3303 | Personal Health Behaviors               | 3 | None | None | None | None     |
| HED 3304 | Health Education Concepts & Principles  | 3 | None | None | None | None     |
| HED 3305 | Methods & Materials in Health Education | 3 | None | None | None | None     |
| HED 4301 | Mgmt Health Prom Prog                   | 3 | None | None | None | PED 4331 |
| HED 4302 | Curricular Trend/Health Educ            | 3 | None | None | None | None     |

## Course Description

This course is designed to introduce the student to fundamental aspects of healthful living. The student will gain an understanding of the relationship between fitness and good health, and the ability to reflect critically upon factors influencing health outcomes and health promotion/disease prevention. Through active participation in health-related fitness lab students will be able to take action toward preventing chronic diseases. Health-related topics including nutrition and weight control, chronic diseases and their relationship to exercise; stress reduction; substance abuse; and sexually transmitted diseases, including AIDS, are also introduced.

This course focuses on general first aid and accident prevention. It acquaints the student with the simple skills and knowledge needed in daily life, as well as those critical skills necessary to save life and minimize the severity of injury. Those students who successfully meet the course requirements may obtain Red Cross Certification.

The purpose of this course is to introduce students to health topics relevant in today's society. Students will examine in depth the issues, responses, ramifications and potential solutions to a variety of health-related problems. Students will be encouraged to view health issues from a variety of angles while defining, evaluating and refining their personal responses to the issues being addressed.

As our knowledge of nutrition and its effect on health is rapidly changing and expanding, this course is designed to help the student understand basic principles which will allow the student to critically analyze nutrition information encountered in the future. The areas which will be explored are the nutrients, digestion, metabolism, energy balance, obesity, weight management, nutritional assessment, diet planning, nutritional changes with aging and nutrition and disease. Students will also work with nutritional software and will apply knowledge gained in the course to analyze and plan diets.

This web-based course focuses on understanding health disparities of vulnerable populations in the United States, and investigates the root causes and remediation of these persistent health disparities through examining case studies. Community organizing/building and program planning are addressed. This course meets the general education requirement for information literacy.

Learning theories and education principles appropriate for instruction in the Health content area will be introduced to students who will become elementary and physical education teachers. Students will develop strategies and curricula to help children and adolescents make sound decisions for good health.

This course deals with the causes and prevention of accidents and injuries in the home, school and community. Special attention is given to the prevention and care of injuries with laboratory experience in bandaging, splinting, artificial respiration and treatment. The American Red Cross standard or advanced first aid certificate will be granted to those who satisfactorily complete course requirements.

This course will introduce students to the principles of healthy living which are the basis for health instruction in schools and health care settings. The course will also cover learning theories and education principles appropriate for instruction in the Health content area. Students will develop strategies and curricula to help children and adolescents make sound decisions for good health.

This course examines the theory and practice of planning health education programs for the middle and high school levels. This course will also help teacher candidates understand and apply the principles and methods of assessment appropriate to health education. In addition, the course will provide teacher candidates with concepts, theories, and techniques for effective classroom management. Teacher candidates will gain experience in the NC Course of Study in Healthful Living Education, writing unit plans, creating lesson plans, and assessment of student learning. Development of instructional materials and a variety of teaching strategies will be emphasized.

In this course students will explore how to apply basic business management principles to health promotion programs. In the context of health promotion they will examine the foundations and principles for making business decisions, organizational structure and employee supervision, practical applications of marketing techniques, and basic financial operations. The course will utilize case studies and practicum experiences to help students apply what they are learning about administering health promotion programs.

| Course ID | Course Title                      | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req |
|-----------|-----------------------------------|----|------------------------------|-------------------|------------------|---------|
| HIS 1301  | World Civ to 1600                 | 3  | CT                           | HIS               | Global           | None    |
| HIS 1302  | World Civ 1600-Present            | 3  | CT                           | HIS               | Global           | None    |
| HIS 1305  | Africa's Impact on World History  | 3  | CT                           | HIS               | Global           | None    |
| HIS 1320  | Comparative World History: Gender | 3  | CT                           | HIS               | Global           | None    |
| HIS 1325  | The Atlantic World                | 3  | CT                           | HIS               | Global           | None    |
| HIS 2306  | US History to 1865                | 3  | None                         | HIS               | None             | None    |
| HIS 2307  | US History 1865-Present           | 3  | None                         | HIS               | None             | None    |
| HIS 2308  | African World Cultures            |    | None                         | None              | None             | None    |

|          |  |   |      |      |      |                        |
|----------|--|---|------|------|------|------------------------|
| HIS 2311 | Hist Thinking and Methodology                                  | 3 | None | None | None | None                   |
| HIS 2320 | History of Britain   | 3 | None | None | None | None                   |
| HIS 3301 | The World at War 1914-1945                                     | 3 |      |      |      | Any 1300 level HIS     |
| HIS 3303 | Islamic Civilization I   | 3 | None | None | None | None                   |
| HIS 3304 | Islamic Civilization II  | 3 | None | None | None | None                   |
| HIS 3307 | Latin American Economic History                                | 3 | None | None | None | None                   |
| HIS 3309 | Black Revolutionary Movements                                  | 3 |      |      |      | Level 2 Writing Course |
| HIS 3310 | American Military Exp  | 3 | None | None | None | None                   |
| HIS 3312 | History of the Indian Subcontinent                             | 3 | None | None | None | None                   |
| HIS 3313 | US Diplomatic History  | 3 | None | None | None | None                   |
| HIS 3320 | Oral History   | 3 | None | None | None | None                   |
| HIS 3332 | Cultural Dimensions of the African Experience in the Caribbean | 3 | None | None | None | None                   |
| HIS 3333 | History of Africa to 1808                                      | 3 |      |      |      | Any World Civ          |
| HIS 3334 | History of Africa since 1808                                   | 3 | None | None | None | None                   |

|                 |   |   |      |      |           |          |
|-----------------|---|---|------|------|-----------|----------|
| HIS 3335        | American Social Intell<br>His to 1865       | 3 | None | None | None      | None     |
| HIS 3336        | American Social Intell<br>His since 1865    | 3 | None | None | None      | None     |
| <b>HIS 3341</b> | <b>African American<br/>History to 1865</b> | 3 | WC   | HIS  | Diversity | None     |
| <b>HIS 3342</b> | <b>African History since<br/>1865</b>       | 3 | WC   | HIS  | Diversity | None     |
| HIS 3345        | Modern African<br>American Urban<br>History | 3 | None | None | None      | None     |
| HIS 3351        | History of Science                          | 3 | None | None | None      | None     |
| HIS 3352        | African Presence in<br>Mexico               | 3 | None | None | None      | None     |
| HIS 3354        | Modern Latin America                        | 3 | None | None | None      | None     |
| HIS 3356        | Mod Russian History                         | 3 | None | None | None      | None     |
| HIS 3361        | Urban History                               | 3 | None | None | None      | None     |
| HIS 3370        | Applied History I                           | 3 | None | None | None      | None     |
| HIS 3371        | Applied History II                          | 3 | None | None | None      | HIS 3370 |
| HIS 3372        | Colonial Latin America                      | 3 | None | None | None      |          |

|          |                                     |   |      |      |      |                                   |
|----------|-------------------------------------|---|------|------|------|-----------------------------------|
| HIS 4041 | Independent Study                   | 6 | None | None | None | HIS 1301,<br>1302, 2306<br>& 2307 |
| HIS 4301 | Latin American<br>Political Thought | 3 | None | None | None | None                              |
| HIS 4302 | Special Topics in<br>History        | 3 | None | None | None | None                              |
| HIS 4303 | The Age of the<br>Crusades          | 3 | None | None | None | None                              |
| HIS 4304 | Mod European History                | 3 | None | None | None | None                              |
| HIS 4305 | The Ancient World                   | 3 | None | None | None | None                              |
| HIS 4306 | The Classical World                 | 3 | None | None | None | None                              |
| HIS 4307 | The Early Middle Ages               | 3 | None | None | None | None                              |
| HIS 4308 | History of North<br>Carolina        | 3 | None | None | None | None                              |
| HIS 4309 | The Renaissance &<br>Reformation    | 3 | None | None | None | None                              |
| HIS 4310 | Modern European<br>Cultural History | 3 | None | None | None | None                              |
| HIS 4311 | Modern European<br>Intell History   | 3 | None | None | None | None                              |
| HIS 4314 | Senior Seminar in HIS               | 3 | None | None | None | None                              |
| HIS 4316 | Historiography                      | 3 | None | None | None | None                              |
| HIS 4318 | Rome and Early<br>Christianity      | 3 | None | None | None | None                              |
| HIS 4320 | Roman Justice                       | 3 | None | None | None | Any 1300<br>level HIS             |

|          |                                    |   |      |      |      |  |
|----------|------------------------------------|---|------|------|------|--|
| HIS 4321 | History of Genocide                | 3 | None | None | None | 2 Gen Ed<br>WC courses                 |
| HIS 4323 | Special Topics in Latin<br>America | 3 | None | None | None |  |
| HIS 4326 | American Studies                   | 3 | None | None | None | ENG 2301<br>& Instructor<br>Permission |
| HIS 4328 | Victorian Justice                  | 3 | None | None | None | Any 1300<br>level HIS                  |
| HIS 4332 | His/Politics East Asia             | 3 | None | None | None | None                                   |
| HIS 4346 | Econ History of US                 | 3 | None | None | None | None                                   |
| HIS 4347 | African American<br>Met/Methods    | 3 | None | None | None | Junior or<br>Senior                    |
| HIS 4351 | Recent History of US               | 3 | None | None | None | None                                   |
| HIS 4355 | African Experience in<br>America   | 3 | None | None | None | None                                   |
| HIS 4356 | African American His<br>Seminar    | 3 | None | None | None | None                                   |
| HIS 4371 | American South in<br>Pop Culture   | 3 | None | None | None | None                                   |

|          |                          |   |      |      |      |      |
|----------|--------------------------|---|------|------|------|------|
| HIS 4372 | Latin America since 1824 | 3 | None | None | None | None |
| HIS 4373 | Topics-History           | 3 | None | None | None | None |
| HIS 4981 | Obser Student Teach      | 9 | None | None | None | None |

## Course Description

This is a survey course which deals with a brief prelude to history and the origins and development of civilization. Consideration is given to the various civilizations and their interrelations from earliest times to about 1600.

This is a continuation of HIS 1301 and deals with the more complex and far-reaching social, economic, political, and religious elements which have shaped the modern period.

This course provides an introduction to the methodology of history and historical thought by tracing Africa's impact on World History. Beginning with early humanity, the class traces the history of the world through the lens of Africa's contributions to the political, social and economic.

This course provides an introduction to the methodology of history and historical thought, through the comparison of the role of gender in three or four different societies. Societies from at least two different continents are compared, and at least one society from the ancient (to 500 CE), medieval/early modern (400-1750), and modern (1600-present) eras are examined. Gender is used as the thematic lens in developing a historical analytical approach in identifying and explaining long-term historical developments over time in the context of the intersection of gender with culture, religion, politics, and economy both within specific societies and in relation to cross-cultural encounters and exchanges over time. Students are introduced to different methodological approaches used by historians to study gender as both a category and an agent of historical change in global history.

This course provides an introduction to the methodology of history and historical thought by tracing the development of the Atlantic World: the social, cultural, political, economic, and ecological interactions of the peoples of the Americas, Africa, and Europe from the 1400s to the present. Students are introduced to different methodological approaches used by historians to study historical change in global history. This course may be substituted for HIS 1302.

This is a basic course in American history from explorations and the colonial periods through the Civil War. A study is made of the European background, colonial beginnings and growth, westward expansion, sectionalism and the slavery controversy and secession.

In this course, emphasis is placed on the political, constitutional, economic and social problems resulting from Reconstruction and the rise of "Big Business," the emergence of the United States as a world power, World War I, prosperity, the Depression and the New Deal, the Second World War and the position of the United States in the contemporary world community.

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| This course surveys the major political, social, cultural (including literary history), and intellectual trends in Britain from Pre-history to the present.  |
| Covering the world from 1914-1945, This course includes the world wars and the Great Depression, and beyond them the social (race, gender, and class changes), cultural (including the Jazz Age and cinema), and political histories of the period, with special emphasis on the liberation/civil rights movements created out of the turmoil of the period.   |
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| This course introduces students to historical methodology by examining the role of Africans and their descendants in the Americas since the beginning of contact in the New World. This course charts a path from the San Miguel de Gualdape slave revolt in early 16th Century Spanish America to Nelson Mandela's election as President of South Africa in 1994. This course explores the revolutionary ideas that Africans and their descendants in the New World formulated and utilized to secure their freedom and liberation. |
| This course presents a survey of the ideas and activities of the American people which contributed to the development of the Armed Forces and the relationship between war and society. Students may not receive credit for both HIS 3310 and MSC 3313.  |
|  |
| This course deals with the diplomacy of the United States as a world power. This rise to "super power" status and the special problems encountered as a result are stressed. Students may not receive credit for both HIS 3313 and POS 3313.   |
| Oral history deals with the information in the minds of individuals. It seeks to recover this kind of history by way of recorded interviews and typed transcripts. This course includes instructions in interviewing and transcribing. Actual interviews are conducted.  |
|  |
| This African History course is the first of a two-course survey. History of Africa until 1808 surveys the history of the continent from the earliest human inhabitants until the abolition of the Transatlantic Slave Trade in 1808. This course is not a prerequisite for its sequel History of Africa since 1808.  |
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This course covers the formation and change of American social groups as well as the ideas of various intellectuals from colonial times through the Civil War. Students may not receive credit for both HIS 3335 and SOC 3335.

This course covers major changes in American society and the ideas of various intellectuals from the Civil War to the present. Students may not receive credit for both HIS 3336 and SOC 3336.

This course covers the history of black Americans' African background through the Civil War. Major emphasis is placed on the development and institutionalization of slavery and varied responses to it.

This course covers developments in politics, civil rights, education and economics as well as the background and philosophy of outstanding blacks and organizations as they emerged during the period.

This course is an intensive study of the economic, political and social roles of blacks in urban America.

History of Science is interdisciplinary, combining the areas of science and history so students of various scientific areas may acquire a broad developmental view. Students of history or other areas of the social sciences and humanities may see the importance and relevance of scientific ideas. Students may not receive credit for both HIS 3351 and BIO 3351.

This course examines the African-Mexican experience from the pre-contact period in both hemispheres through the colonial age, the wars of independence, and the national period. The course will examine demographic patterns, surviving African customs and practices, and the adaptations of African-Mexicans to the legal and social structures of New Spain and Mexico.

This course surveys the history of Latin America with a special emphasis on Africans and their descendants, particularly in the Caribbean Islands, Central America and Brazil. This course examines the responses of Africans and their descendants to the political, economic, and social conditions in the colonial and post-colonial periods.

This course begins with the historical background of the Russian Revolution and traces the development of Russia as a democratic country.

This course will place contemporary urbanization in historical perspective. Past and present municipalities will be studied. Students' research will be directed toward topics in the history of Winston-Salem

This is an introduction to the varied fields of applied history. It includes reading and problem studies in the fields of museology, genealogy, records management and historic preservation. It also provides visits to local public and private agencies involved with applied history.

This is an intern program. The student will work 90 hours under the supervision of a local or private agency involved in applied history.

This course is intended to provide the student with an upper division experience in history to supplement current offerings on the freshman and sophomore levels. The student will select some topic in history and study under the direction of a history faculty member, meeting weekly to receive guidance and report progress. This course may be repeated if a student has not earned the maximum of six semester hours.

This course covers the major European political, economic, social and cultural movements beginning with the French Revolution and continuing to the present.

This course includes a review of major developments which contributed to the growth of the state. Emphasis is placed upon factors responsible for the emergence of North Carolina since 1830.

This is the required senior, capstone research and writing course for all history majors. Students in the course identify and evaluate a variety of research problems and issues in history using different sources and methods. The seminar is designed to give students an opportunity to review, consolidate, and extend their study as History majors and to consider this study in a context of interrelatedness of subject matter and concern for History as a discipline.

This course examines various philosophies of history as well as methodologies of writing history. Historians and histories, with their various findings, will be studied.

The Roman legal system and views of justice and jurisprudence form the legal systems of most countries. This course studies the development of that legal system and Roman views of law and justice as well the societal, cultural, and political impacts of those systems and views.

This senior level course engages with the history of genocide, genocidal conflicts and the response to this "crime of crimes". Students will familiarize themselves with the concept of genocide drawing on varied disciplines that seek to define the crime, and examine the historical processes that lead to genocide. We will examine several cases and study how and why genocides occur, the resistance to genocide and the creation of an international framework to deal with genocide and its aftermath. Utilizing texts, films, and other primary and secondary sources, students will understand the complexity of genocide in the modern world and the even more complex nature of the global response to it.

This course is interdisciplinary, combining history and literature. The literature gains more of an historical context and history receives an infusion of emotion, interest, and life from the literature. Music, art, and films are incorporated into the total study. Students must have the instructor's permission before repeating this course to receive credit for both HIS 4326 and ENG 4326.

The Victorian period was the transitional era towards modern views and practices in many ways, including the areas of social justice, all areas of law enforcement and the justice system, and views on ethnicity, gender, and class. By focusing on the intersections of society and myriad aspects of the changes in the British and Imperial justice systems, the debates of the period on social issues - especially class, gender, and ethnicity - will be highlighted.

This is a survey of the governmental institutions and political processes of East Asia since colonialism. Special emphasis will be placed on China and Japan. Students may not receive credit for both HIS 4332 and POS 4332.

This course stresses economic concepts as they apply to United States history with emphases placed upon agriculture, labor, United States fiscal politics and the regulation of large business by the federal government. Students may not earn credit for both HIS 4346 and ECO 4346.

Emphasis on materials and methods of research will give students opportunities to do research based on original materials as well as secondary works.

This course provides an intensive study of United States history since 1945. Special attention is given to the Civil Rights movement, the Vietnam War, Watergate and the Reagan-Bush years.

The purpose of this seminar is to supplement the two general courses in Afro- American history by providing the opportunity for serious study of various aspects of Afro-American history through the use of the historical method. The problem or focus of any given semester will vary according to the needs and desires of the students, faculty and community.

This course surveys the major Latin American countries since independence with emphasis on political structure and government development, but also including economic, social and cultural development. Students may not receive credit for both HIS 4372 and POS 4372.

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| Course ID | Course Title                                 | SH | GE Student Learning Outcomes | Area of Knowledge |
|-----------|--|----|------------------------------|-------------------|
| HCM 2301  | Health Law & Ethics                          | 3  | None                         | None              |
| HCM 2302  | Res Mthds in Health Sci                      | 3  | None                         | None              |
| HCM 2304  | Virtual Gaming to Address Health Disparities | 3  | None                         | None              |
| HCM 3020  | Study Abroad in the Discipline               | 6  | None                         | None              |
| HCM 3301  | Health Care Delivery Systems                 | 3  | None                         | None              |
| HCM 3302  | Epidemiology                                 | 3  | None                         | None              |
| HCM 3303  | Proposal Writing                             | 3  | None                         | None              |
| HCM 3304  | Health Information Mgmt                      | 3  | None                         | None              |
| HCM 3305  | Health Care Mgmt                             | 3  | None                         | None              |
| HCM 3306  | Community & Rural Health Services            | 3  | None                         | None              |
| HCM 3307  | Global Understanding                         | 3  | None                         | None              |
| HCM 4201  | Professional Hlth Care Environment           | 2  | None                         | None              |
| HCM 4301  | Chronic Illness & Long Term Care             | 3  | None                         | None              |
| HCM 4302  | Health Care Pol, Org & Finance               | 3  | None                         | None              |
| HCM 4303  | Environmental Health                         | 3  | None                         | None              |
| HCM 4304  | Global Health Studies                        | 3  | None                         | None              |
| HCM 4305  | Spanish in Health Care Environment           | 3  | None                         | None              |
| HCM 4900  | Health Care Mgmt Internship                  | 3  | None                         | None              |



| Course ID | Course Title                                  | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req         |
|-----------|---|----|------------------------------|-------------------|------------------|-----------------|
| HUM 1020  | Study Abroad in the Discipline                | 6  | None                         | None              | None             | None            |
| HUM 2020  | Study Abroad in the Discipline                | 6  | None                         | None              | None             | None            |
| HUM 2310  | African American Culture                      | 3  | CT                           | FLC               | Diversity        | ENG 1301 & 1302 |
| HUM 2311  | Masc, Resist Narratives and AA Cultural Texts | 3  | CR                           | FLC               | Diversity        | None            |
| HUM 2312  | Afro Wisdom & Values                          | 3  | CT                           | FLC               | Ethics           | None            |
| HUM 2313  | From Back Stage/Center Stage                  | 3  | CT                           | FLC               | Diversity        | None            |
| HUM 2314  | Shades of Black                               | 3  | CT                           | FLC               | None             | None            |
| HUM 2315  | BLK female Identity through time              | 3  | CT                           | FLC               | None             | None            |

**Course Description**

This humanities course introduces students to various aspects of the African-American experience, using an interdisciplinary and cross-cultural approach to include history, literature, religion, music, dance, and art. Themes will focus on historical and cultural roots in Africa, slavery in America and the rest of the diaspora, and the post-slavery period up to contemporary times.

| Course ID       | Course Title                           | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                              |
|-----------------|--|----|------------------------------|-------------------|------------------|--------------------------------------|
| IDS 2301        | <b>Introduction to Urban Studies</b>   | 3  | CR                           | SBS               | Civics           | None                                 |
| IDS 3310        | Native American Studies I              | 3  | None                         | None              | None             | None                                 |
| IDS 3323        | Cultures of the Spanish Speaking World | 3  | None                         | None              | None             | None                                 |
| IDS 3383        | Topics of IDS                          | 3  | None                         | None              | None             | None                                 |
| IDS 4370        | Research of IDS                        | 3  | None                         | None              | None             | None                                 |
| IDS 4371        | American South in Pop Culture          | 3  | None                         | None              | None             | None                                 |
| <b>IDS 4373</b> | <b>Internship in Urban Studies</b>     | 3  | None                         | None              | None             | 9 SH of Urban Studies incl. IDS 2301 |

**Course Description**

This course will introduce students to the interdisciplinary field of Urban Studies, the course will present models of how scholars approach cities from a variety of disciplinary viewpoints including; architecture, planning, law, sociology, history, political science, economics and geography. Students will learn some of the major concepts in the field of Urban Studies and they will study the works of leading scholars in the field over the last hundred years.

In this course, students will learn about the history, cultures, and contemporary issues of the indigenous North Americans of the present. This will include tribal organization, kinship and gender, language, religion, material culture, and economics; literature written by Native American authors; and popular culture images of American Indians. Students will each choose a tribe for further research.

This internship is intended to link theory to practice and to give the student the necessary experience that is related to the field of urban studies; it involves out of the classroom activity and work in an approved area of the discipline. Students are required to meet regularly with the supervising faculty member. The internship placement must be approved by the Urban Studies Program Coordinator.

| Course ID | Course Title                  | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req |
|-----------|-------------------------------|----|------------------------------|-------------------|------------------|---------|
| JUS 2301  | Intro to Justice Stud.        | 3  | None                         | SBS               | None             | None    |
| JUS 2302  | Research Methods in JUS I     | 3  | None                         | None              | None             | None    |
| JUS 2310  | Theories of Justice           | 3  | None                         | None              | None             | None    |
| JUS 2318  | Intro to Forensic Psych       | 3  | None                         | None              | None             | None    |
| JUS 2320  | Intro to Forensic Sci         | 3  | None                         | None              | None             | None    |
| JUS 3310  | Police & Community            | 3  | None                         | None              | None             | None    |
| JUS 3318  | Forensic Psych                | 3  | None                         | None              | None             | None    |
| JUS 3335  | Justice Admin                 | 3  | None                         | None              | None             | None    |
| JUS 3336  | Judicial Process              | 3  | None                         | None              | None             | None    |
| JUS 3337  | Court Procedure & Evidence    | 3  | None                         | None              | None             | None    |
| JUS 3339  | Criminal Investigation        | 3  | None                         | None              | None             | None    |
| JUS 3342  | Comparative Justice Systems   | 3  | None                         | None              | None             | None    |
| JUS 3344  | Political Economy of Justice  | 3  | None                         | None              | None             | None    |
| JUS 3345  | Strategic App to Comm Justice | 3  | None                         | None              | None             | None    |

|          |                              |   |      |      |      |      |
|----------|------------------------------|---|------|------|------|------|
| JUS 3346 | Sociology of Law             | 3 | None | None | None | None |
| JUS 3347 | Drugs, Crime & Justice       | 3 | None | None | None | None |
| JUS 3350 | Victims & Justice            | 3 | None | None | None | None |
| JUS 3355 | Criminal Law                 | 3 | None | None | None | None |
| JUS 3361 | Juvenile Justice             | 3 | None | None | None | None |
| JUS 3382 | Class, Race, Gender, Justice | 3 | None | None | None | None |
| JUS 4302 | Writing/Research in JUS II   | 3 | None | None | None | None |
| JUS 4320 | Roman Justice                | 3 | None | None | None | None |
| JUS 4322 | Contemp Issues/Jus Studies   | 3 | None | None | None | None |
| JUS 4328 | Victorian Justice            | 3 | None | None | None | None |
| JUS 4330 | Social Justice               | 3 | None | None | None | None |
| JUS 4342 | Technological Analysis       | 3 | None | None | None | None |
| JUS 4344 | Corrections                  | 3 | None | None | None | None |
| JUS 4369 | Constitutional Law           | 3 | None | None | None | None |
| JUS 4391 | Internship JUS               | 3 | None | None | None | None |

**Course Description**

This course is designed to introduce the student to writing and research in justice studies. The student will receive instructions about how to develop a topic, conduct research, and organize a paper. The course will also cover the fundamentals of effective writing. The student will be required to produce a well researched final paper.

An introduction to selected classical and contemporary theories of justice, with an emphasis on alternative conceptions of social and criminal justice, and on the origin, nature, and causes of crime. The course will also examine various conceptions of inequality and of the crucial role it plays in a society's understanding of crime and its response to criminal behavior.

This course introduces students to the field of forensic psychology, its history, and its impact in today's world as it relates to the criminal justice system. The course will provide an expansive overview of forensic psychology; including basic tenets, practices, and procedures and will explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues.

This course introduces students to the field of forensic psychology, its history, and its impact in today's world as it relates to criminal justice system. The course will provide an expansive overview of forensic psychology, including basic tenets, practices, and procedures and will explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues.

The course is intended to develop general understanding of the science of inquiry and provide presentation of techniques, skills and limitations of the modern criminal investigation. Consideration includes all aspects of criminal investigation, as a system of thought and action. Discussion is centered on methods applied in detecting, examining and interpreting factual and legal dimensions of criminal cases. The course also examines concepts and methods of investigation of specific forms of crime (homicide, rape, robbery, etc).

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The Roman legal system and views of justice and jurisprudence form the legal systems of most countries. This course studies the development of that legal system and Roman views of law and justice as well the societal, cultural, and political impacts of those systems and views.

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The Victorian period was the transitional era towards modern views and practices in many ways, including the areas of social justice, all areas of law enforcement and the justice system, and views on ethnicity, gender, and class. By focusing on the intersections of society and myriad aspects of the changes in the British and Imperial justice systems, the debates of the period on social issues - especially class, gender, and ethnicity - will be highlighted.

This course is designed to expose students to critical social issues like poverty, income inequality, hunger, welfare, homelessness, human rights, race, gender, age and disability discrimination, crime, unjust and unequal sentencing, violation of civil rights and liberties. The course will also examine the implementation and evaluation of policies concerning those issues affecting the entire society.

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| Course ID | Course Title                         | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req             |
|-----------|--------------------------------------|----|------------------------------|-------------------|------------------|---------------------|
| MGT 1304  | Intro to Business                    | 3  | IL                           | SBS               | Civic            | None                |
| MGT 2020  | Study Abroad in the Discipline       | 3  | None                         | None              | None             | None                |
| MGT 3321  | Principles of Mgmt                   | 3  | None                         | None              | None             | BCO 2311 & Junior   |
| MGT 3322  | Organizational Behavior              | 3  | None                         | None              | None             | BCO 2311            |
| MGT 3324  | Entrepreneurship/Small Business Mgmt | 3  | None                         | None              | None             | MGT 3321 & ACC 2317 |
| MGT 3326  | Intro to Human Resource Mgmt         | 3  | None                         | None              | None             | MGT 3321            |
| MGT 3350  | Fundamentals of Intl Business        | 3  | IL                           | SBS               | Global           | None                |
| MGT 3391  | Mgmt Internship                      | 3  | None                         | None              | None             | None                |

|          |  |   |      |      |      |                       |
|----------|--|---|------|------|------|-----------------------|
| MGT 4301 | Industrial Psychology                  | 3 | None | None | None | PSY 2301              |
| MGT 4335 | Compensation and Benefits              | 3 | None | None | None | None                  |
| MGT 4336 | Human Resource Trn/Dev&Per Mgmt        | 3 | None | None | None | None                  |
| MGT 4337 | Employee & Labor Relations             | 3 | None | None | None | None                  |
| MGT 4338 | Human Resource Staffing                | 3 | None | None | None | None                  |
| MGT 4347 | Managing Org Develop/Change            | 3 | None | None | None | None                  |
| MGT 4348 | Human Resource Mgmt and Employment Law | 3 | None | None | None | MGT 3322              |
| MGT 4349 | Quality Mgmt and Control               | 3 | None | None | None | None                  |
| MGT 4385 | Adv Top HRM-PHR Cert Prep              | 3 | None | None | None | MGT 3321, 3322 & 3324 |
| MGT 4386 | Global Issues/Mgmt                     | 3 | None | None | None | None                  |
| MGT 4387 | Leadership: Prac/Theor Application     | 3 | None | None | None | None                  |
| MGT 4388 | Comtemporary Issues in Mgmt            | 3 | None | None | None | None                  |
| MGT 4391 | Mgmt Internship                        | 3 |      |      |      |                       |

|          |                |   |      |      |      |  |
|----------|----------------|---|------|------|------|--|
| MGT 4399 | Strategic Mgmt | 3 | None | None | None | Final semester, BLA 2325, MIS 1380, MGT 3321, QBA 3323, MKT 3331, FIN 3351 |
|----------|----------------|---|------|------|------|--|

## Course Description

This course is designed to introduce the various areas in the study of business. A threefold purpose is served: (1) to generate student interest in and enthusiasm for entering the study of business; (2) to teach business terminology; and (3) to provide a broad background in common business practices so that students may choose business specialization(s) more intelligently.

This course is a study of the principal terminology, theories and research pertaining to the major activities of managers. Topics include control, decision making, organization theory and the application of behavioral science knowledge to management. The latter two topics are major emphases in the course.

This course is a study of individual and group behavior within an organization. It strives to identify ways in which employees can perform more effectively. Issues such as fundamentals of organizational behavior, motivation and reward systems, leadership and empowerment, interpersonal and personal behavior, group dynamics, managing change, managing conflict, international organizational behavior and managing workforce diversity are analyzed.

This course examines the phenomena of the entrepreneurial process and personality, contrasts entrepreneurial management/leadership skills with those required in established large and small businesses, and looks at environments, which are conducive to the entrepreneurial process. Location analysis, market analysis, product selection, financing alternatives, record keeping, human resource selection control systems and advertising topics are also covered.

This course introduces the concepts and techniques of human resource management (HRM), with an emphasis on knowledge relevant for practicing managers and legal issues as related to HRM. Theoretical perspectives and practical issues in HRM will be included in course content. Topics include human resource planning, human resource information systems, employee recruitment and selection, employment interviewing, benefits, equal opportunity and affirmative action, managing workforce diversity, compensation and benefits, job analysis, job design, incentive programs, performance appraisal, training and development, quality of work-life programs, employee counseling and career planning, labor relations, ethical and legal issues in HRM, and international HRM.

This course is an overview of international business. Topics addressed include theories of international trade, foreign direct investment, evolution of the international monetary systems, balance of payments, international institutions such as WTO, IMF, OECD, OPEC, regional economic integrations such as NAFTA and EU, big emerging markets, currency regimes and exchange rates, political, legal, cultural, social, economic and technological dimensions of the international business environment, overview of entry modes such as exporting, licensing, franchising, joint venturing and outsourcing and future of the international business.

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| The purpose of this course is to assist students in understanding the principles, policies and practices related to the procurement, development, maintenance, and utilization of human resources and the legal, cultural and organizational contexts in which these practices occur. Students examine Human Resource Management's role in the organization, including its historical evolution within the United States during the last 100 years, its charge to develop human capital and its impact on firm success, as well as the partnership of line managers and HR departments. |
|   |
| This course will be taught as a seminar in management, in which current events or special topics are covered. Topics may include Human Resource Training and Development, Leadership, Organizational Development, Compensation, Diversity.  |
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This is a course in policy formation and policy implementation that integrates for the student the separate functional areas of business expertise. The student can expect to analyze case histories of corporations and participate in a team-based comprehensive analysis of a company and its industry.

| Course ID | Course Title                  | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req  |
|-----------|-------------------------------|----|------------------------------|-------------------|------------------|--|
| MIS 1380  | Business Computing            | 3  | QL                           | SBS               | None             | None   |
| MIS 1385  | Into/Data Processing          | 3  | None                         | None              | None             | None   |
| MIS 2312  | Internet Technology           | 3  | CT                           | SBS               | None             | MIS 1380 or CSC 1306                             |
| MIS 2320  | Structured System Bldg        | 3  | None                         | None              | None             | MIS 2380 OR CSC 1306                             |
| MIS 2350  | Business Intell Concepts      | 3  | None                         | None              | None             | MIS 1380   |
| MIS 2388  | Cobol I                       | 3  | None                         | None              | None             | MIS 2380 or instructor permission                |
| MIS 2389  | Cobol II                      | 3  | None                         | None              | None             | MIS 2388   |
| MIS 3311  | Adv Event-Driven Program      | 3  | None                         | None              | None             | MIS 2320 & ENG 1301, 1302 & MAT 1312             |
| MIS 3320  | Project Mgmt Concepts & Tools | 3  | None                         | None              | None             | None   |
| MIS 3330  | Info Systems Concepts         | 3  | None                         | None              | None             | MIS 1380 or CSC 1306 & ENG 1301, 1302 & MAT 1312 |

|          |                                    |   |      |      |      |  |
|----------|------------------------------------|---|------|------|------|--|
| MIS 3340 | Systems Analysis/Design            | 3 | None | None | None | MIS 1380 or CSC 1306 & ENG 1301, 1302 & MAT 1312           |
| MIS 3360 | Basic Concepts Telecom             | 3 | None | None | None | MIS 1380 or CSC 1306 & ENG 1301, 1302 & MAT 1312           |
| MIS 3380 | File Structure/Database Operations | 3 | None | None | None | MIS 1380 or CSC 1306 & ENG 1301, 1302 & MAT 1312           |
| MIS 3391 | MIS Internship                     | 3 | None | None | None | Contract, Junior, ENG 1301, 1302 and 1312                  |
| MIS 4314 | Accounting Info Systems            | 3 | None | None | None | MIS 1380, ACC 3317, ACC 3319 and ENG 1301, 1302 & MAT 1312 |
| MIS 4322 | Global Electronic Commerce         | 3 | None | None | None | None   |
| MIS 4330 | Current Topics in Project Mgmt     | 3 | None | None | None | MIS 3320   |
| MIS 4340 | Web Systems Dvlpmt                 | 3 | None | None | None | MIS 2312, 3340, 3380, ENG 1301, 1302 & MAT 1312            |

|          |                       |   |      |      |      |  |
|----------|-----------------------|---|------|------|------|--|
| MIS 4360 | Info Resource Mgmt    | 3 | None | None | None | MIS 3330, 3380 & ENG 1301, 1302 & MAT 1312 |
| MIS 4380 | Adv Mgmt Info Systems | 3 | None | None | None | MIS 3380 & ENG 1301, 1302, & MAT 1312      |
| MIS 4391 | MIS Internship        | 3 | None | None | None | Contract, Senior, ENG 1301, 1302 and 1312  |

## Course Description

This course provides in-depth experience with spreadsheets and other software. A graphical operating environment such as Windows is used. Students are required to design and develop projects which address common business problems. Relevant information systems concepts providing the foundation for advanced Business studies are provided.

Exposure to and in-depth involvement by the student with data processing concepts and their functional role in the information-based society of today. Both are achieved through extensive hands-on experience with the microcomputer and on the basis of thorough understanding of the operating system. Selected, commonly used applications programs are involved in this process.

The student is introduced to information technology as available and used by today's organizations for the creation of intranet, Internet, and World Wide Web sites. The course focuses on the development of web-based information through the use of Hyper Text Markup Language (HTML) and scripting languages (e.g. JavaScript, VBScript, PERL). Students explore the issues related to the complete design of a web site, including: legal and ethical issues, design consistency, continuity, issues relating to the use of various browsers, and aesthetics.

This course introduces structured techniques, object-oriented programming and other methods for building information systems. The course focus is on general problem solving, algorithm development and interface building. Students will be exposed to modern tools for system building in client-server environments.

The growth and use of sophisticated Information Technology (IT) has generated a large amount of data. Business Intelligence focuses on extracting useful information from large datasets and making sense of it. Business Intelligence analysis can lead to improved decision making and strategic advantage for organizations through a better understanding of the customers, suppliers, employees, and other stakeholders.

This course is an introduction to programming in procedural language. It offers an introduction to COBOL syntax and language. Emphasis is placed on problem solving and writing well-structured programs.

This course is a continuation of MIS 2388. Emphasis is placed on the development of good programming habits. More advanced language features are introduced.

Students completing the Structured Systems Building course (MIS 2320) will extend their knowledge of event-driven system building by implementing an information system using a programming language capable of calling functions in a database management system.

This course provides a conceptual framework for understanding information systems in organizational settings. Ethical and global issues associated with the development, implementation and support of these systems are explored. Technical communication skills are enhanced.

The systems analysis portion of this course describes methods for defining what organizational processes exist, what future processes are required, and the transformation necessary to build these future processes. The systems design portion of the course describes methods used to define how to select components and build systems. Various analysis and design tools, including data flow and entity-relationship diagramming, prototyping, and pseudo code are used in course projects.

Students are introduced to the basic concepts involved with the use and management of telecommunications. The primary focus is networking (local as well as wide area), electronic mail and teleconferencing, distributed data operations and database management, control and efficiency, regulatory and security considerations. The student recognition of key telecommunications to successful management of the information system.

The course builds on previous student exposure to information technology with particular focus on database design and development. Students will develop entity-relationship models and a logical design for a system of moderate complexity. A physical system implementing this design will be constructed using a database management system.

MIS Co-op offers students an opportunity to prepare for a career involving the application of information technology by combining academic theory and work experience. Generally, six hours of academic credit are awarded for full-time paid work experience over a 15-week period. Three hours of academic credit are awarded for half-time paid work experience over a 15-week period. The cooperative education staff, the student, the MIS Co-op director, and the employer's co-op supervisor must agree on the employment terms and the learning experience to be gained in a written contract.

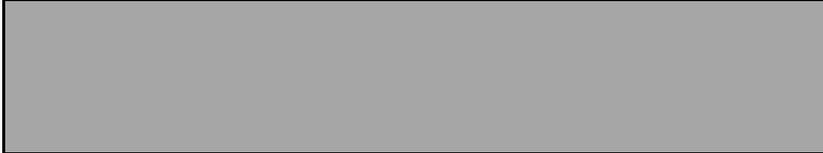
The role of the accounting information system is addressed from two aspects: (1) as the framework for the general, integrated information system within the organization; and (2) as the method of choice for measuring both monetary and nonmonetary forms of asset-equity transactions. Course focus is on the components of the accounting information system, their interrelationships and basic functions in providing information for day-to-day decision-making by management. Students are provided firsthand exposure to system development outside the classroom either individually or as members of functionally integrated teams.

This is an advanced level course in Project Management. It examines complexity and uncertainty within the Project Management domain and its life cycles. Current alternative approaches to project managements that have been adopted by organizations or in wide use will be taught. Students will build projects using specialized project tools like Microsoft Project as well as apply skills learned about the current methodologies such as, but not limited to Agile, Lean and Serum to developing such projects.

Students design and develop data-driven e-commerce systems.

The capstone course in the MIS major, this course is concerned with managing the resources required to produce information in complex organizations. Typically, critical analysis of current reading material in the information technology area is emphasized.

Students are required to address one or more advanced or emerging issues in information systems management as part of the overall curriculum objective? enhancement of student knowledge and understanding of basic information system design, operations, and management concerns.



| Course ID | Course Title                             | SH | GE Student Learning Outcomes | Area of Knowledge |
|-----------|--|----|------------------------------|-------------------|
| MKT 3302  | Business Plan Foundations                | 3  | None                         | None              |
| MKT 3303  | Fund of NonProfit Marketing              | 3  | None                         | None              |
| MKT 3305  | Entrepreneurial Marketing                | 3  | None                         | None              |
| MKT 3331  | Principles of Marketing                  | 3  | None                         | None              |
| MKT 3332  | Principles of Retailing                  | 3  | None                         | None              |
| MKT 3334  | Integrated Marketing Communications      | 3  | None                         | None              |
| MKT 3335  | Consumer & Organizational Buyer Behavior | 3  | None                         | None              |
| MKT 3391  | Marketing Internship                     | 3  | None                         | None              |
| MKT 4302  | Selling & Sales Mgmt                     | 3  | None                         | None              |

|          |                         |   |      |      |
|----------|-------------------------|---|------|------|
| MKT 4370 | Service Marketing       | 3 | None | None |
| MKT 4372 | Social Media Marketing  | 3 | None | None |
| MKT 4376 | Marketing Research      | 3 | None | None |
| MKT 4379 | International Marketing | 3 | None | None |
| MKT 4380 | Marketing Strategy      | 3 | None | None |
| MKT 4391 | Marketing Internship    | 3 | None | None |

| Curricular Theme | Pre-Req               | Course Description  |
|------------------|-----------------------|---|
| None             | None                  | This course develops the essential skills necessary to create a new entity or refine a current business concept for which limited service or product delivery has been previously accomplished. Course emphasizes the necessity and methods to generate research-based detailed information leading to the preparation of a pro forma business plan. Elements include the executive summary, the vision and mission statements, the branding strategy, the situational analysis, the core benefit proposition, and its accompanying marketing plan, the managerial team structure, the financials, and the presentation to potential investors or other stakeholders. |
| None             | None                  |   |
| None             | Junior status         | Study of the analytic tools and methods of modern marketing to profitably recognize and accommodate potential customer segments. The course addresses the marketing mix of product, price, place, and promotion from the pragmatic constraints of limited resources during the early stages of starting up. Critical decisions must be based on relevant marketing research designed to identify target market(s), a thorough competitive analysis (including, but not limited to SWOT), new online media tools, and financing requirements.  |
| None             | BCO 2311 or WC course | This course includes a study of the activities and problems of distribution and their influence upon business policies. Consideration is given to the marketing of consumer and industrial goods, sales promotion, price determination and regulatory issues that influence marketing practices.  |
| None             | MKT 3331              | This course is an analytical approach to the management of retailing and wholesaling institutions. Topics covered include: analysis of market structure, design of marketing and merchandising strategy, choice of distribution channels and location decisions.  |
| None             | MKT 3331              | This course takes a holistic approach to plan, integrate and implement the various forms of marketing communications toward the goal of enhancing brand equity. It covers different aspects of the Integrated Marketing Communications (IMC) program: advertising management in traditional and new media, consumer and trade-oriented sales promotions, public relations, point of purchase communication, sponsorships, and examination of several successful IMC campaigns.  |
| None             | MKT 3331              | This course is a managerial approach, which introduces basic concepts, principles and theories in consumer and organizational buying behavior. Topics include, but are not limited to the following: consumer decision process, psychological foundations, social and cultural influence, organizational buyer behavior and consumerism.  |
| None             | None                  |   |
| None             | MKT 3331              | This course is a theoretical and applied approach to sales management including, but not limited to, the study of: personal selling and market strategy; planning and organization of the sales effort; recruitment, motivation, evaluation and supervision of sales personnel; and control of the sales program.   |

|      |                                 |  |
|------|---------------------------------|--|
| None | MKT 3331                        | This course is an exploration of the similarities and differences between product and service marketing. It covers the problems and issues service marketers face, along with the tools and techniques, they utilize to resolve them. The major objective of this course is to acquaint the students to the uniqueness of the services characteristics and their marketing implications. The intent of the course is to discuss, measure, and analyze several facets in the area of services marketing essential for the success of a service sector firm.   |
| None | MKT 3331                        | Social media marketing is changing the way companies of all sizes communicate with their customers. In the same way that companies have used traditional media, marketers use social media to reach their customers efficiently and effectively. However, social media has changed communication from a one-way process to a two-way conversation. This course will cover the use of social media applications such as blogging, online communities, social networking, WIK.I.s, rapid sharing systems, podcasting, and search engine marketing in marketing management.   |
| None | QBA 2335, MKT 3331 and QBA 3335 | This course will examine a variety of research methods and procedures used to conduct studies leading to marketing decisions. Emphasis is placed on: developing the students' problem ability to formulate a management problem into a feasible research question, providing participants with a workable knowledge of the concepts and methods of marketing research; increasing the students' awareness of potential biases and limitations of typical kinds of research data and techniques; and familiarizing students with various approaches to analyzing market structures, buyer behavior, and potential demand for new products and services. |
| None | MKT 3331 & 4375                 | This course is a study of international marketing opportunities and principles and marketing tools as a means of adapting the individual domestic business line and its marketing methods to the international environment.  |
| None | None                            |  |
| None | None                            |  |

| Course ID       | Course Title                      | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req             |
|-----------------|-----------------------------------|----|------------------------------|-------------------|------------------|---------------------|
| MCM 1020        | Study Abroad in the Discipline    | 6  | None                         | None              | None             | Department Approval |
| MCM 1103        | Freshman Seminar                  | 1  | None                         | None              | None             | None                |
| <b>MCM 1301</b> | <b>Intro to Human Comm Theory</b> | 3  | CT, CR                       | SBS               | None             | None                |
| MCM 2325        | Intro to Mass Comm                | 3  | None                         | None              | None             | ENG 1302            |
| MCM 2341        | Digital Convergence               | 3  | None                         | None              | None             | None                |
| MCM 3020        | Study Abroad in the Discipline    | 6  | None                         | None              | None             | Department Approval |
| MCM 3215        | Mass Comm Practicum               | 2  | None                         | None              | None             | Department Approval |
| MCM 3301        | Law & Ethics/Mass Comm            | 3  | None                         | None              | None             | Junior              |
| MCM 3305        | Mass Media Mgmt                   | 3  | None                         | None              | None             | Junior              |
| MCM 3308        | Jour/Lang, Style & Literacy       | 3  | None                         | None              | None             | None                |
| MCM 3309        | Production Writing                | 3  |                              |                   |                  | MCM 2325            |
| MCM 3311        | Studio Production                 | 3  | None                         | None              | None             | None                |

|                 |                                  |   |      |      |        |                      |
|-----------------|----------------------------------|---|------|------|--------|----------------------|
| MCM 3312        | News Editing                     | 3 |      |      |        | MCM 2325 & 3340      |
| MCM 3320        | Intercultural Comm               | 3 | None | None | None   | None                 |
| MCM 3321        | Media Presentation               | 3 | None | None | None   | None                 |
| MCM3324         | Prin/Advertising                 | 3 | None | None | None   | MCM 2325             |
| MCM 3325        | Writing for Radio/TV             | 3 | None | None | None   | MCM 2325             |
| MCM 3330        | Electronic News                  | 3 | None | None | None   | MCM 3308 or MCM 3325 |
| MCM 3335        | Topics in Comm and Media Studies | 3 | None | None | None   | Junior               |
| MCM 3340        | News Writing/Reporting           | 3 | None | None | None   | MCM 2325             |
| <b>MCM 3342</b> | <b>Media, Comm &amp; Culture</b> | 3 | IL   | SBS  | Global | None                 |
| MCM 3350        | Creative Ad Messages             | 3 | None | None | None   | MCM 2325             |
| MCM 3360        | Public Affairs Reporting         | 3 | None | None | None   | MCM 3309 & 3340      |
| MCM 3366        | Adv Video Directing              | 3 | None | None | None   | None                 |

|          |                                |   |      |      |      |                     |
|----------|--------------------------------|---|------|------|------|---------------------|
| MCM 3367 | Adv Video Editing              | 3 | None | None | None | None                |
| MCM 3368 | Adv Video Producing            | 3 | None | None | None | None                |
| MCM 3369 | General Internship             | 3 | None | None | None | None                |
| MCM 3370 | Field Production               | 3 | None | None | None | None                |
| MCM 3380 | Graphics & Layout              | 3 | None | None | None | MCM 2325 & 3340     |
| MCM 3691 | Mass Comm Co-op I              | 3 | None | None | None | None                |
| MCM 3692 | Mass Comm Co-op II             | 3 | None | None | None | None                |
| MCM 4020 | Study Abroad in the Discipline | 3 | None | None | None | Department Approval |
| MCM 4093 | Mass Comm Internship           | 3 | None | None | None | Department Approval |
| MCM 4115 | Adv Mass Comm Practicum        | 1 | None | None | None | Department Approval |
| MCM 4309 | Feature Writing                | 3 | None | None | None | MCM 3312 & 3340     |
| MCM 4312 | Mass Media Criticism           | 3 | None | None | None | MCM 3342            |
| MCM 4316 | Crit/Persuasive Writing        | 3 | None | None | None | MCM 4309            |
| MCM 4321 | International Comm             | 3 | None | None | None | MCM 2325            |
| MCM 4322 | Minorities and Media           | 3 | None | None | None | None                |

|             |  |   |      |      |      |                           |
|-------------|--|---|------|------|------|---------------------------|
| MCM<br>4325 | Communications<br>Senior Seminar<br>Capstone | 3 | None | None | None | Senior,<br>Majors<br>only |
| MCM<br>4346 | Independent Study                            | 6 | None | None | None | Departmen<br>t Approval   |
| MCM<br>4351 | Broadcase Marketing                          | 3 | None | None | None | Junior or<br>Senior       |
| MCM<br>4370 | Contemp<br>Issues/Advertising                | 3 | None | None | None | Senior                    |
| MCM<br>4371 | Electronic Media<br>Practicum                | 3 | None | None | None | None                      |
| MCM<br>4691 | Mass Comm Co-op                              | 6 | None | None | None | None                      |

## Course Description

This course allows a student to earn freshman-level credit for courses in his/her discipline or non-catalog courses in the discipline taken through study abroad.

Unknown stories, unheard stories, untellable stories; here are some ideas you may learn about in this course. Stories help communicators make sense of a situation. This course is open to all students who are interested in real-life application of communication theory and how daily occurrences make sense in an ever-changing communication environment.

This course provides an overview of the structure and functions of the mass media in contemporary society. Acquaintance with social, economic, cultural, and political aspects of mass communications is provided, along with basic theory and aesthetics. This is a departmental core course requirement

This course allows a student to earn junior-level credit for courses in his/her discipline or non-catalog courses in the discipline taken through study abroad.

Students work on projects and assignments in broadcast, print, or advertising operations. Students usually serve at the university radio station (WSNC-FM), the university newspaper (The News Argus) or a local media entity. Open to non-majors.

This course offers an overview of legal limitations and privileges affecting the functions of print and electronic media, including libel, obscenity, free press and right of privacy. Also considered are advertising and antitrust regulations, copyright, access to the press, and broadcast rules and regulations. This is a departmental core course requirement.

The course content includes organizational structure of print and electronic media organizations as they relate to decision making for personnel, budget, and equipment, including adherence to laws and regulations. Roles of specific personnel are analyzed. This is a departmental core course requirement. A field trip is required.

Examined are the structure and functions of electronic media news organizations and techniques of news-gathering, writing, producing, and presenting multi-format news programs. Soft and hard news editorials, commentaries, and documentaries are emphasized.

The course examines the application of principles of newspaper journalism in copy reading, formulation of headlines, and newspaper organization.

Course content includes an overview of the concepts of advertising and their application to the communications market environment, research, data collection, and analysis of messages.

Students are introduced to writing techniques for radio-television formats including public service announcements, station identification, features, interviews, editorials, sports and music.

Historical and contemporary issues and practice in acquiring, preparing and presenting breaking news, feature stories and documentaries for dissemination via broadcast, cable or streaming on the World Wide Web.

This course is a critical study of a topic or area not covered in the current departmental curriculum. The content and emphasis may vary at each offering. Topic announcements will ordinarily be made during the preceding semester. Students may enroll in this course for a maximum of 6 credit hours toward the major.

This is an examination of the processes and techniques used in gathering information and writing and reporting stories for newspapers and magazines.

This is an Information Literacy course which will equip the students with a set of abilities that will allow them to recognize information pertaining to the mass and online media when needed and have the ability to identify, locate, evaluate, analyze and use effectively the needed information. Media, Communication and Culture will provide an overview of the structure and functions of mass media in contemporary society. The course will also promote awareness of the social, economic, cultural, political and technological aspects of mass communications along with an introduction to basic theory, business strategies and aesthetics. This course is designed to provide the student with an understanding of media and audience relationships, and the role of the media in shaping the public agenda. This course requires attendance, participation, and completion of assignments, discussions and presentations to ensure successful completion of the course.

The course provides an orientation to the concepts and writing and designing messages for newspapers, magazines, billboards, and direct mail.

Emphasis is placed on coverage of government and other agencies including city hall, courts, county offices, businesses, finance, labor, agriculture, and other specialized beats. Development and treatment of profiles of noteworthy individuals and groups are also included.

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| <p>The course examines the processes in physical appearance of the newspaper with emphasis on headlines and articles, photographs, classifieds, and announcements. Students apply techniques to the university newspaper, The News Argus.</p>  |
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| <p>This course allows a student to earn senior-level credit for courses in his/her discipline or non-catalog courses in the discipline taken through study abroad.</p>   |
| <p>Students gain practical experience in advertising and public relations, news-editorial, and radio-television within a non-university professional organization. The student is provided with practical experience to supplement training received at the university.</p>  |
| <p>Students are given advanced practical experience in broadcast, print, or advertising operations. Students usually serve at the university radio station (WSNC-FM), the university newspaper (The News Argus), or produce the departmental video newsmagazine ?Ram News?. Open to non-majors.</p>                            |
| <p>The course provides for identification, research, and application of writing techniques with emphasis on newspaper articles and scripting for feature radiotelevision formats. It includes analysis of reader, listener, and viewer appeal.</p>   |
| <p>This course provides a thorough analysis of mass media systems in relation to program content, production techniques, audiences, advertisers, and sponsorship, as well as dissemination processes and effects.</p>  |
| <p>This is an examination of the nature, roles, and responsibilities of the news editor, editorial writer, and opinion columnist with special attention to analytic and critical processes. Editorial problems, methods, style, policies, and aspects of persuasion and attitude change are discussed.</p>                     |
| <p>This course surveys different media systems, issues, theories, and research in international communication. Students will explore the phenomena of global mass communications in order to understand the role of international communication in today?s global society. This is a departmental core course requirement.</p> |
|  |

In the Senior Seminar Capstone course graduating seniors will synthesize their communication and media experience by reflecting on courses related to their field of work and scholarly focus. The Senior Capstone experience will allow students to explore substantive areas of scholarship and creative work within their major. Students will be given the opportunity to demonstrate and create knowledge within their discipline through research and production. The Capstone course will also provide students with the opportunity to integrate assimilate and compare knowledge gained from their major area with those in the liberal arts program. In this conclusive course, students will create a final project of their own design or a research paper under the guidance of a faculty member.

The students are given an opportunity for directed study in an area of interest in radio, television, advertising, public relations, or journalism. A student may work on a specified media project or complete a research paper. The area of study is to be determined by the student in consultation with supervising faculty

This is a survey of methods and procedures for marketing media products and services through radio-television and cable by individuals, groups, and organizations. Target buying groups are analyzed, including research methods to determine consumer behavior and media packaging.

This course examines social, economic, cultural and political issues relating to media advertising, government and self-regulation, race, gender and class, advertiser and sponsor influence on program content, and analysis of channels used. Pertinent problems are critiqued.

| Course ID       | Course Title                       | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req               |
|-----------------|------------------------------------|----|------------------------------|-------------------|------------------|-----------------------|
| MAT 1103        | Freshman Seminar                   | 1  | None                         | None              | None             | None                  |
| MAT 1306        | Basic Algebra                      | 3  | None                         | None              | None             | None                  |
| <b>MAT 1311</b> | <b>College Algebra</b>             | 3  | QL                           | MQL               | None             | MAT 1306 or Placement |
| <b>MAT 1312</b> | <b>PreCalculus I</b>               | 3  | QL                           | MQL               | None             | MAT 1311 or Placement |
| <b>MAT 1313</b> | <b>PreCalculus II</b>              | 3  | QL                           | MQL               | None             | MAT 1312 or Placement |
| <b>MAT1323</b>  | <b>Topics in Contemporary Math</b> | 3  | QL                           | MQL               | None             | MAT 1306 or Placement |
| MAT 1325        | Principles of Math I               | 3  | None                         | None              | None             | MAT 1306 or Placement |
| MAT 1326        | Principles of Math II              | 3  | None                         | None              | None             | MAT 1325 or Placement |

|                 |                                |   |      |      |      |  |
|-----------------|--------------------------------|---|------|------|------|--|
| <b>MAT 1401</b> | <b>PreCalc &amp; Trig</b>      | 4 | QL   | MQL  | None | Score on Calc readiness test or instructor perm. |
| MAT 2260        | PreCalc Review Sem             | 6 | None | None | None | MAT 1313 or instructor perm.                     |
| MAT 2301        | Intro/Comp Algebra Sys         | 3 | None | None | None | MAT 2410 or 2333                                 |
| <b>MAT 2316</b> | <b>Linear Algebra</b>          | 3 | None | MQL  | None | MAT 2410   |
| <b>MAT 2317</b> | <b>Calculus I</b>              | 3 | QL   | MQL  | None | Placement  |
| <b>MAT 2318</b> | <b>Calculus II</b>             | 3 | QL   | MQL  | None | MAT 2317   |
| MAT 2321        | Found/Modern Math              | 3 | None | None | None |  |
| <b>MAT 2326</b> | <b>Elementary Stats</b>        | 3 | CT   | MQL  | None | Placement  |
| <b>MAT 2333</b> | <b>Calculus for Bus Majors</b> | 3 | QL   | MQL  | None | MAT 1312 or Placement                            |
| MAT 2337        | Discrete Mathematics           | 3 | None | None | None | MAT 1313   |
| MAT 3260        | Math Review Seminar            | 6 | None | None | None | MAT 2316, 3412, 3341, or approval                |
| MAT 3310        | Prob & Statistics              | 3 | None | None | None | MAT 2410 & 2326 or approval                      |
| MAT 3311        | Prob & Statistics II           | 3 | None | None | None | MAT 3310   |
| MAT 3312        | Biostatistics                  | 3 | None | None | None | None   |
| <b>MAT 3316</b> | <b>Calculus III</b>            | 3 | None | MQL  | None | MAT 2318   |
| MAT 3317        | Calculus IV                    | 3 | None | None | None | MAT 3316   |

|                 |                                 |   |      |      |      |                                      |
|-----------------|---------------------------------|---|------|------|------|--------------------------------------|
| MAT 3318        | Intro to Biomathematics         | 3 | None | None | None | None                                 |
| MAT 3320        | Intro/Number Theory             | 3 | None | None | None | MAT 2410                             |
| MAT 3326        | Geometry                        | 3 | None | None | None | MAT 2337                             |
| MAT 3340        | Numerical Analysis              | 3 | None | None | None | CSC 1311 & MAT 2316                  |
| MAT 3341        | Algebraic Structures            | 3 | None | None | None | MAT 2316 & MAT 2337                  |
| MAT 3350        | Linear Programming              | 3 | None | None | None | MAT 2316 & CSC 1311                  |
| MAT 3356        | Independent Study               | 6 | None | None | None | Junior, Senior, Math Major, Approval |
| MAT 3391        | Math Co-op                      | 3 | None | None | None | None                                 |
| MAT 3691        | Math Co-op                      | 3 | None | None | None | None                                 |
| <b>MAT 4301</b> | <b>Differential Equations I</b> | 3 | None | MQL  | None | MAT 2411                             |
| MAT 4302        | Differential Equations II       | 3 | None | None | None | MAT 4301 & 3412                      |
| MAT 4304        | History of Math                 | 3 | None | None | None | MAT 2410                             |
| MAT 4311        | Real Variables I                | 3 | None | None | None | MAT 3412                             |

|          |  |   |      |      |      |                                |
|----------|--|---|------|------|------|--------------------------------|
| MAT 4312 | Topology                                   | 3 | None | None | None | MAT 3412 or approval           |
| MAT 4313 | Real Variables II                          | 3 | None | None | None | None                           |
| MAT 4315 | Advanced Calc                              | 3 | None | None | None | MAT 3412                       |
| MAT 4318 | Topics in BioMath                          | 3 | None | None | None | None                           |
| MAT 4330 | Directed Study Seminar                     | 3 | None | None | None | Senior Math Major              |
| MAT 4331 | Mathematical Modeling                      | 3 | None | None | None | MAT 3412, 4301, 3310, CSC 1311 |
| MAT 4332 | Intro to Statistical Methods               | 3 | None | None | None | None                           |
| MAT 4333 | Methods of Regression/Analysis of Variance | 3 | None | None | None | None                           |
| MAT 4342 | Algebraic Structures II                    | 3 | None | None | None | MAT 3341                       |
| MAT 4352 | Prin/Methods Teaching Math                 | 3 | None | None | None | Admission to TE                |
| MAT 4355 | Operations Research                        | 3 | None | None | None | MAT 3311 & CSC 1311            |
| MAT 4356 | Mathematical Statistics                    | 3 | None | None | None | None                           |
| MAT 4357 | Mathematical Statistics II                 | 3 | None | None | None | None                           |
| MAT 4360 | Intro to Survey Sampling                   | 3 | None | None | None | None                           |
| MAT 4365 | Applied Nonparametric Stat                 | 3 | None | None | None | None                           |

|          |                              |   |      |      |      |                     |
|----------|------------------------------|---|------|------|------|---------------------|
| MAT 4370 | Intro to Experimental Design | 3 | None | None | None | None                |
| MAT 4375 | Statistical Computing        | 3 | None | None | None | None                |
| MAT 4386 | Automata Form Lang/Comp      | 3 | None | None | None | CSC 4340 & MAT 2316 |
| MAT 4387 | Senior Seminar               | 3 | None | None | None | None                |
| MAT 4388 | Senior Seminar II            | 3 | None | None | None | None                |
| MAT 4391 | Math Co-op                   | 3 | None | None | None | None                |

## Course Description

This course is designed for students with limited proficiency in elementary algebra. Topics include signed number operations, simplifying algebraic expressions, exponents, polynomials, equations and inequalities, word problems, and factoring. Requirements: All students scoring below a given level on the mathematics placement examination must enroll in this course. Students enrolled in this course receive a grade of P or F. Credit for this course is not counted towards the total hours needed for graduation.

This course covers topics in applied algebra. Topics include a review of factoring, algebraic fractions, rational exponents, radicals, first-degree linear equations and graphs, quadratic equations, first-degree inequalities, and linear systems of equations.

This course introduces techniques for solving inequalities involving absolute value, polynomials, and rational expressions. Included are discussions of functions and their graphs for linear, quadratic, and general polynomials, rational functions, exponentials, and logarithms. General graphing techniques and the conics are also discussed.

This course, a continuation of MAT 1312, helps to prepare a student for Calculus I. The following are among the topics studied: trigonometric functions and identities, solutions of trigonometric equations and triangles, graphs of the trigonometric functions, and verbal problems involving applications of trigonometric functions. Also included are sequences, series and mathematical induction.

This course serves as the core requirement for those students whose departments do not require any more mathematics courses, with the exception of MAT 2326 (Elementary Statistics). Topics include basic algebraic concepts, sets, statistics, probability, mathematics of finance, and problem solving.

The fundamental mathematics sequence for education majors with the exception of secondary mathematics education and comprehensive science. This course also satisfies the General Education Core requirement. Topics include: Problem Solving, Numeration and Mathematical systems, Number Theory, Real Numbers and their representations and Basic algebra, Set Theory and Logic, Geometry, Counting Methods and Probability, Statistics, Algebra, Graphs and Functions, Systems of Equations and Applications, Measurement.

The fundamental mathematics sequence for education majors with the exception of secondary mathematics education and comprehensive science. This course also satisfies the General Education Core requirement. Topics include: Problem Solving, Numeration and Mathematical systems, Number Theory, Real Numbers and their representations and Basic algebra, Set Theory and Logic, Geometry, Counting Methods and Probability, Statistics, Algebra, Graphs and Functions, Systems of Equations and Applications, Measurement.

Mat 1401 is a one semester accelerated precalculus for highly prepared students course aimed at preparing students for the study of Calculus. Students will study real numbers, polynomial, rational, exponential, logarithmic, trig functions and graphs, and analytic geometry. By the end of the semester, students will be able to analyze real world problems by using mathematical models and use appropriate techniques for solving various types of equations. Students will not receive credit for this course and MAT 1312 and MAT 1313.

This course includes a review of topics covered in precalculus courses. The course provides the opportunity for students preparing for licensure and proficiency examinations to review course content and to improve test-taking skills. Credit for this course is not counted towards the total hours needed for graduation. The course may be taken more than once.

This course presents a brief introduction to the software and hardware being used. Included will be work with one or more computer algebra systems, such as Maple, Derive or Mathematica. Time will be spent not only learning to use the software, but using experimentation and discovery to better understand mathematical concepts. Some topics addressed are solutions of equations and inequalities, functions and their graphs, and other pre-calculus and calculus topics.

This course presents systems of linear equations and matrices, determinants, vector spaces, linear transformations and their matrix representations, eigenvalues, eigenvectors, and some applications.

This course includes a brief review of the concepts of functions and combinations of functions. It also covers the basic concepts of differential and integral calculus and its applications. Special attention is given to problems in business and economics.

Topics include mathematical logic, Boolean algebra and computer logic, proof techniques, set theory, combinatorics, finite state machines, and complexity of algorithms.

This course includes a review of topics covered in core mathematics courses for majors. The course provides the opportunity for students preparing for licensure and proficiency examinations to review course content and to improve test-taking skills. Credit for this course is not counted towards the total hours needed for graduation. The course may be taken more than once.

This course is designed to give an introduction to set theory and probability theory and to the concept of random variables, both discrete and continuous. Consideration is given to a discussion of several standard types of distributions.

This course is a continuation of MAT 3310. Treatment is given to random sampling and classical statistical inference, especially point and interval estimation, tests of hypotheses, general linear models, Bayesian methods, and an introduction to least squares.

Population Dynamics (Discrete and continuous models, Logistic model, Equilibrium States), epidemiology (SIS/SIR Models), Quantitative genetics and statistics. Additional topics may be selected from topics covering mathematical applications in endocrinology, ligand binding, hormone pulsatility, risk analysis in diabetes and neonatal infections, circadian rhythms, and gene chip analysis.

Topics covered in this course include divisibility properties of the integers, primes, congruences, diophantine equations, and primitive roots.

This course presents Euclidean and non-Euclidean geometry from a modern perspective. Topics include congruence, parallelism, similarity, measurements, constructions, solid geometry, ratio, proportion, the parallel postulate, and an overview of non-Euclidean geometries. Direct and indirect proofs will also be studied.

This course covers theory and application of algorithms for numerical computation, approximation, interpolation, numerical differentiation and integration, solution of linear and ordinary differential equations.

This course introduces the basic algebraic properties of groups, rings, and fields.

This course develops the techniques used in linear programming such as the simplex method and the duality method. Linear programming techniques will be applied in the solution of transportation problems, industrial problems and problems in economic theory.

This course provides an opportunity for mathematics majors at the junior and senior level to work on an independent project with the guidance of a faculty member. The project may consist of a combination of review of research, a research project, or a research paper. Topics covered in this course are not offered in formal courses. This course may be repeated if a student has not earned the maximum of six semester hours.

See description in Co-op Education number 3391

See description in Co-op Education number 3691

This course develops techniques for solving differential equations, presents theory to support those techniques, and includes applications of differential equations. The course includes the study of equations of order one, linear differential equations, nonhomogeneous equations, the Laplace transform, and systems of equations.

This course covers some methods for finding solutions of differential equations not considered in MAT 4301. It includes non-linear differential equations, power series solutions of differential equations, Fourier series, and an introduction to methods of solutions of partial differential equations of mathematical physics: heat and wave equations.

This course is a chronological study of the development of mathematics. It includes those mathematicians and periods in which the study of certain areas of mathematics prevailed.

This course presents the real numbers, least upper bound and greatest lower bound, sequences and series of real numbers, monotone and Cauchy sequences, limit superior and limit inferior, metric spaces, connected, complete and compact metric spaces, continuous functions on metric spaces, sequences and series of functions, and the three famous theorems?Weierstrass Approximation Theorem, Picard Existence Theorem, and the Ascoli-Arzelà Theorem.

This course will cover operations on sets, properties of functions, topology of the real line, metric spaces, topological spaces, connectedness, compactness, and product and quotient spaces.

This course presents differential and integral calculus of functions with domain and range in Euclidean  $n$ -space. Topics include geometry of  $n$ -space, sequences and series in  $n$ -space and of functions, uniform convergence, improper integrals with parameters, Fourier series, extrema, differentiation of transformations, implicit function theorems, transformations of multiple integrals, differential forms, and Green, Gauss, and Stokes Theorems in a general set up.

Course will explore topics in advanced Computational Biology. Topics will be based on recent developments. A course may be based on a full review and exposition of published works with possible extensions and open questions.

Students may enroll for study of an area of mathematics not given in a formal course. Approval must be given by the department chair and the instructor. All parties must agree on the course format and content. Limited to senior mathematics majors.

Mathematical model building in both discrete and continuous cases will be developed. A variety of mathematical problems in physical, biological, social, and behavioral sciences will be discussed. Specific problems will be given in applied dynamical systems, differential, and integral equations and some statistical processes. In every topic, the emphasis will be on construction, interpretation, analysis, simulation, and testing of models.

This course is a continuation of MAT 3341 (Algebraic Structures I). Topics include normal groups, quotient groups, direct sums, abelian groups, rings, integral domains, fields, ideals, maximal ideals, quotient rings, homomorphisms, polynomial extension of rings, divisibility of commutative rings and factorization of polynomials.

This course is designed for students preparing to teach secondary school mathematics. Innovative techniques to be used in the teaching of mathematics and assessment procedures will be discussed and developed. No credit is allowed for work of less than C quality.

This course develops some standard operations research techniques including model formulation, PERT problems, transportation problems, linear programming, dynamic programming, Markov analysis, and queuing models

This course studies computer science theory and the mathematical foundations of digital computers. Its topics include the family of computing machines (finite-state, push-down and Turing), the Chomsky hierarchy of languages, decidability, unsolvable problems, and applications of automata to areas of syntactic analysis, modeling, and artificial intelligence.

See Course Description for the Co-op Education course 4391

| Course ID | Course Title                                 | SH | GE Student Learning Outcomes | Area of Knowledge |
|-----------|--|----|------------------------------|-------------------|
| MSM 1301  | Intro to Motorsports Mgmt                    | 3  | None                         | None              |
| MSM 2301  | Practicum in Motorsports                     | 3  | None                         | None              |
| MSM 2302  | Tech Aspects/<br>Motorsports                 | 3  | None                         | None              |
| MSM 2304  | Public Relations & Mass Media in Motorsports | 3  | None                         | None              |
| MSM 2306  | Principles & Practice of Motorsports Mgmt    | 3  | None                         | None              |
| MSM 3020  | Study Abroad in the Discipline               | 3  | None                         | None              |
| MSM 3301  | Sponsorship in Motorsport                    | 3  | None                         | None              |
| MSM 3302  | Race Shop Mgmt                               | 3  | None                         | None              |
| MSM 3303  | Facility Design and Crowd Mgmt in Motorsport | 3  | None                         | None              |
| MSM 3304  | Hospitality Mgmt in Motorsport               | 3  | None                         | None              |
| MSM 4301  | Operational Logistics in Motorsports         | 3  | None                         | None              |
| MSM 4302  | Motorsport Mgmt Seminar                      | 3  | None                         | None              |
| MSM 4303  | Internship in Motorsport                     | 3  | None                         | None              |
| MSM 4306  | Legal Aspects of Motorsports                 | 3  | None                         | None              |
| MSM 4308  | Motorsport Marketing                         | 3  | None                         | None              |
|           |  |    |                              |                   |

| Curricular Theme | Pre-Req   | Course Description  |
|------------------|---|---|
| None             | None  |   |
| None             | None  | This course will provide an overview of the managerial aspects of the motorsports industry including marketing, public relations, and facility management. Topics include historical perspectives of motorsport, governance of motorsport, economic impacts, and career opportunities in the motorsports industry. Policies of major governing bodies will be examined.                     |
| None             | None  |   |
| None             | MSM 3301, 3303, senior status or permission                 | This course introduces motorsport management students to the study of legal aspects found in the motorsports industry. Topics focus on those issues unique to the motorsports industry from other sports. Topics include contract issues, risk management, environmental issues, and transportation issues. Students are expected to complete a research project on a specific legal issue. |
| None             | MKT 3331, MSM 2304, 3301, 3304, senior status or permission | This course introduces students to the importance of marketing throughout the motorsports industry. The course requires students to integrate learning from previous courses and apply that learning in the development of marketing plans for a variety of motorsports industry entities. Emphasis is placed on branding, sales management, pricing, and distribution.                     |
|                  |   |   |

| Course ID | Course Title                      | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req       |
|-----------|-----------------------------------|----|------------------------------|-------------------|------------------|---------------|
| MUS 1131  | University Choir                  | 1  | None                         | FA                | None             | None          |
| MUS 1136  | Schola Cantorum                   | 1  | None                         | FA                | None             | Audition Only |
| MUS 1138  | University Singers                | 1  | None                         | FA                | None             | Audition Only |
| MUS 1301  | Intro to Music                    | 3  | WC                           | FA                | None             | None          |
| MUS 1303  | Music and The Movies              | 3  | CT                           | FA                | None             | None          |
| MUS 1304  | Political Music                   | 3  | CT                           | FA                | None             | None          |
| MUS 1305  | Music & Poetry/Art Song           | 3  | CT                           | FA                | None             | None          |
| MUS 1306  | Medieval to Modern Women in Music | 3  | CR                           | FA                | Diversity        | None          |
| MUS 1307  | Psychology of Music               | 3  | SL                           | FA                | None             | None          |
| MUS 1329  | Fundamentals of Music             | 3  | CT                           | FA                | None             | None          |

|                 |                                |   |      |    |           |  |
|-----------------|--------------------------------|---|------|----|-----------|--|
| <b>MUS 3301</b> | <b>Music Theory</b>            | 3 | None | FA | None      | None                                   |
| <b>MUS 3303</b> | <b>Music Theory II</b>         | 3 | None | FA | None      | MUS 3301                               |
| <b>MUS 3310</b> | <b>Electronic Music</b>        | 3 | None | FA | None      | MUS 1301<br>or 2290<br>and<br>approval |
| <b>MUS 3339</b> | <b>Afro American<br/>Music</b> | 3 | WC   | FA | Diversity | None                                   |
| <b>MUS 3340</b> | <b>Non-Western Music</b>       | 3 | WC   | FA | Global    | None                                   |
| <b>MUS 4316</b> | <b>Music Theory III</b>        | 3 | None | FA | None      | MUS 4315                               |

## Course Description

This ensemble provides an opportunity to study, rehearse, and perform a variety of choral literature. The choir performs frequently on campus and in the community, with periodic appearances out of town, on television, and with band and orchestra. Admission is by audition only. This ensemble is required of all voice majors.

This ensemble studies, rehearses, and performs a variety of choral music written for tenor and bass voices. It is suggested that this class be taken in conjunction with MUS 1131?University Choir. Enrollment by audition only.

This is a small ensemble of select voices which gives special attention to the performance of African-American sacred music, civil rights support songs, and world political awareness songs.

This course reviews rhythm, harmony, melody, form, and instruments of the orchestra which are the principal elements of an effective listening technique. It also presents historical and cultural characteristics of each period from the Middle Ages to the present. Selected works representing major composers of the different periods of music are approached through various performance media.

This is developmental course that will cover the fundamentals of music notation, including: reading music notation from any clef, identification and notation of major and minor key signatures, identification and construction of major and minor scales, identification of simple and compound time signatures, identification and construction of intervals by size and quality, and identification and construction of all qualities of triads. Students will learn to understand all music symbols and related terminology. Students will also learn to understand all music symbols and related terminology. Students will also learn how concepts and ideas learned in the course are applicable to all instruments and all different genres of music.

This course reviews the fundamentals of music notation and proceeds to the study of melody, period structures, decorative pitches, diatonic triads, and simple harmonization of melody and bass. Equal emphasis will be placed on four-part writing, free harmonization analysis, and keyboard studies. Additionally, in this course students must be able to perform accurately and musically simple sight melodies (rhythm and pitch). They must be able to take simple rhythmic and diatonic, melodic, and harmonic dictations.

A continuation of Music Theory I, this course proceeds to the study of simple binary forms, diatonic sevenths, secondary dominants, and modulations.

This course is structured to give students a basic understanding of the educational and creative value of electronic compositional procedures. In addition to offering a review of representative literature, the course will require students to compose using natural and electronic sound sources. This course is open to music and non-music majors.

This course is a continuation of Music Theory III. It treats those materials studied in Theory III and includes an introduction to twentieth century harmonies, forms, and theories.

| Course ID | Course Title                            | SH | GE Student Learning Outcomes | Area of Knowledge |
|-----------|---|----|------------------------------|-------------------|
| NUR 1303  | Talking the Talk: Healthcare Today      | 3  | Oral Communication           | None              |
| NUR 2312  | Dynamics of Prof Nursing                | 3  | None                         | None              |
| NUR 2313  | Intro/Prof Nursing                      | 3  | None                         | None              |
| NUR 3102  | Adult Nursing I                         | 10 | None                         | None              |
| NUR 3117  | Clinical Reasoning                      | 1  | None                         | None              |
| NUR 3161  | Directed Studies/Nursing                | 6  | None                         | None              |
| NUR 3303  | Nursing Research                        | 3  | None                         | None              |
| NUR 3305  | Financial Mgmt in Nursing               | 3  | None                         | None              |
| NUR 3307  | Global Health Nursing                   | 3  | None                         | None              |
| NUR 3312  | Health Assessment                       | 3  | None                         | None              |
| NUR 3314  | Clinical Nursing Foundation             | 3  | None                         | None              |
| NUR 3316  | Pharmacology for Nurses                 | 3  | None                         | None              |
| NUR 3318  | Intro/Pathophysiology for Nurses        | 3  | None                         | None              |
| NUR 3502  | Child Health Nursing                    | 5  | None                         | None              |
| NUR 3511  | Mental Health Nursing                   | 5  | None                         | None              |
| NUR 4000  | Independent Study                       | 3  | None                         | None              |
| NUR 4103  | Adult Nursing II                        | 12 | None                         | None              |
| NUR 4201  | Content Synthesis/ Nursing Practicum I  | 2  | None                         | None              |
| NUR 4202  | Content Synthesis/ Nursing Practicum II | 2  | None                         | None              |
| NUR 4203  | Care of Older Adult                     | 2  | None                         | None              |
| NUR 4301  | Seminar                                 | 3  | None                         | None              |

|          |                           |   |      |      |
|----------|---------------------------|---|------|------|
| NUR 4304 | Leadership & MGmt of Care | 3 | None | None |
| NUR 4311 | Nursing Problems          | 3 | None | None |
| NUR 4401 | Global Health Care Prof   | 4 | None | None |
| NUR 4502 | Community Health Nursing  | 5 | None | None |
| NUR 4511 | Maternal Newborn Nursing  | 5 | None | None |

| Curricular Theme | Pre-Req                               | Course Description  |
|------------------|---------------------------------------|---|
| None             | None                                  | This course will focus on Introduction to professional nursing practice |
| None             | Admission to upper division           | This course is designed to introduce the registered nurse student to    |
| None             | None                                  | This course introduces the nursing profession, the nursing process a    |
| None             | None                                  | This course is designed to enhance the students' ability to analyze q   |
| None             | NUR 3314                              |   |
| None             | junior status                         | This course provides the opportunity for students to expand their kn    |
| None             | NUR 2302, 2311, 2501 or permission    | This course is designed to assist students in understanding the resear  |
| None             | NUR 3303 and Stats                    | This course is designed to prepare the nursing professional how to d    |
| None             | NUR 3203 & 4502                       | This course uses a nursing perspective to explore global issues affec   |
| None             | Admission to program                  | This course focuses on the development of health assessment skills.     |
| None             | Complete all lower division           | This course will provide the student an opportunity to develop new n    |
| None             | Admission to upper division           | This planned practicum will provide the student opportunity to utiliz   |
| None             | A & P I & II                          | This course is designed to introduce the basic concepts of pathophys    |
| None             | Admission to upper division           | This course emphasizes concepts, skills and principles of nursing pra   |
| None             | Admission to upper division           | This course is designed to assist students in developing knowledge a    |
| None             | None                                  |   |
| None             | junior status                         | This course builds upon concepts, principles, and skills presented in   |
| None             | Complete all junior level NUR courses | This course provides the students an opportunity to synthesize previ    |
| None             | Complete all junior level NUR courses | This course provides the opportunity for students to enhance their a    |
| None             | None                                  | This course focuses on principles and concepts related to gerontolog    |
| None             | Complete all junior level NUR courses | This course is designed to explore historical and current issues of the |

|      |                                       |   |
|------|---------------------------------------|---|
| None | Complete all junior level NUR courses | This course is designed to examine the role of nurse managers and n     |
| None | Complete all junior level NUR courses | This course provides nursing majors the opportunity to analyze nurs     |
| None | None                                  |   |
| None | Complete all junior level NUR courses | This course is designed to provide students with opportunities to dev   |
| None | Complete all junior level NUR courses | This course focuses on the utilization of the nursing process in the ca |

e with development of academic skills, personal and professional development and knowledge of unive

concepts inherent in baccalaureate nursing education. The philosophy, conceptual framework, program and concepts basic to professional nursing practice. Emphasis is placed on exploring the role of nurses ; questions and provide strategies for test-taking. In addition, this course will provide strategies to impro

nowledge and skills in specific nursing content areas. Students work independently, with the guidance c

arch process. Emphasis is placed upon the nurse as a research consumer and enhancement of her/his ;

velop, maintain, and forecast financial stability within a changing health care environment. A systems:

ting personal, community, and international health and development. Using approaches from health pi

Emphasis is on normal findings and common alterations across the lifespan. This course is taught in s

ursing skills and integrate skills already learned in the provision of client care in selected health care s

critical thinking skills and the nursing process in the provision of client care in selected health care se

siology and how these concepts relate to disease processes and clinical practice across the lifespan. Sti

actice essential to family-centered care of children. Emphasis is on the promotion and maintenance of f

and skills necessary for nursing care management of mental health needs of clients and their families in

NUR 3102. Emphasis is on utilizing the nursing process in meeting the needs of adult clients with com

iously learned nursing concepts and integrate these using clinical scenarios to enhance clinical judge

nalytical thinking skills by using simulation and testing to master the management of simple and comp; ical nursing. Emphasis is on roles and functions of the nurse in meeting the needs of elderly clients wh

e nursing profession. Students are given opportunities to synthesize previously learned nursing concep

nurse leaders and examine how ethical, financial, and health policy issues and concerns are linked in th

ing problems and to develop mastery of the knowledge and skills used in implementing the nursing pr

velop a holistic view of the biopsychosocial needs of individuals and multiproblem families in the comm

are of the childbearing woman and family during the complete maternity cycle. Emphasis is on nursing

iversity resources related to the nursing major. Explore the roles of the nurse as a professional and address

n purpose and objectives will be discussed. Emphasis will be placed on the nursing process, as well as and the basic needs of individuals in maintaining a state of wellness. Basic nursing skills are introduced to develop students' critical thinking/clinical reasoning skills and their ability to problem-solve and make critical

of a faculty member. The course may be taken more than once but the total number of credits allowed

ability to participate in the research process. Opportunities will be provided for critical appraisal of research

s approach is used to analyze the financial impact of health care decisions from a clinical perspective. In

promotion, population health, and primary health care are applied to help frame analyses. Nursing studies

experience with Pharmacology for nurses and Clinical Nursing Foundations.

settings. The course will also provide didactic learning opportunities for identified basic central core con

settings. In addition, this course introduces the student pharmacokinetics, pharmacodynamics, adverse

students will examine the phenomena that produce alterations in human physiologic function and the re

high level wellness for the child and family with selected health alterations. Planned practicum in select

n structured health care settings. Focus is on the application of the nursing process in establishing and

plex health alterations in: oxygenation of body cells, fluid and electrolyte balance, digestive and metabo

lism and decision making. The course will emphasize critical thinking using problem-based learning.

plex patient care situations. This course will emphasize performance on NCLEX-style testing and the stude  
nts who are well and those with functional pathological health alterations. Social, economic, legal and ethical

issues and to evaluate trends and issues related to managerial leadership. Analytical views of selected cor

ne health care delivery system. The course will address the role of the nurse manager or leader in dev

ocess. Emphasis is on critical thinking and decision-making in resolving contemporary nursing problem

unity. Emphasis is on meeting the health needs of clients at different environmental settings.

roles, concepts and skills relative to the promotion and maintenance of health in the childbearing wor

ess the concepts in health care systems, encourage self-awareness, values clarification and communic

knowledge and skills that bridge prior learning experiences with current professional nursing practice. d through laboratory experiences. Skills include a basics understanding of medication administration ar al decisions in clinical. It is designed using the concept of problem-based learning to enhance clinical ju

cannot exceed 6 semester hours

earch studies, and for the design of plans for investigating nursing problems.

Economic issues relevant to nursing practice and healthcare are explored. The role of the Administrativ

ents are exposed to basic perspectives on health policy issues throughout various geographical region:

cepts that will be integrated into the health care settings utilizing the nursing process.

and therapeutic responses to medications, prototype drug classifications, and basic principles of drug resulting human response. Upon completion of this course, students will understand pathophysiological c

ted health care settings provide opportunities to apply the nursing process as the student continues to

maintaining nurse-client relationships. A planned clinical practicum in selected mental health care set

colic functions, neuro-sensory perceptual functions, mobility and coordination, cellular growth and inte

udents' ability to critically analyze patient care situations as evidence of their proficiency in clinical judg l issues in maintaining and promoting wellness and safety are examined.

temporary ethical, moral, legal and political issues are explored. Emphasis is on the relationship of the

veloping a professional ethical framework, understanding the economic implications of health care, and

15.

nan and family. Alterations in the childbearing process are considered. A planned clinical practicum wil

ation patterns, and critical reasoning skills. Pre-requisites: Freshman interested in nursing as a major c

and the six patient rights.

udgment and decision making.

the Nurse Manager in inter-professional financial planning for quality, safety, and financial stability is ad

s. The impact of health policy and significant world events on vulnerable populations is explored.

calculations.

changes, including how pathological processes are manifested, progress in the body, and primary and s

develop role functions as caregiver, client advocate, teacher/counselor and collaborator.

tings will provide the opportunity for students to exercise the roles of caregiver, teacher/counselor, an

grity, and sexual and reproductive functions. Nursing roles assume a greater dimension as students ge

gment.

e outcomes of client care and the concepts of leadership and organization, nursing roles and practice s

shaping and formulating health policy. Emphasis is on the legal and ethical background for responsible

I provide opportunities for the student to demonstrate the roles of caregiver, teacher/counselor, client

or permission of course faculty.

ldressed. Key concepts covered include principles of financial stability, value-based service, advanced f

sedentary effects. The major emphasis of this course will be on the physiological factors that underlie c

id client advocate. Students will begin to assume the role of collaborator as it relates to the interdiscip

ain experiences through observation and caring for clients at more critical levels of the continuum.

standards. Concepts of leadership, change, research and professional ethics relevant to the standard of

decision making. In addition, the course presents an overview of the organization, financing and deliv

advocate, leader-manager, and research consumer in selected health care settings.

financial management, interpretation of financial statements, regulatory requirements imposed by pay

disease processes.

inary mental health team approach.

f nursing practice will be discussed

very of health care services. Students will explore relevant research in nursing management and leade

ers and accreditors, advanced budgeting and variance analysis, forecasting, and productivity manager

rship as it relates to health policy, finances, and ethics in the health care system.

ment.

| Course ID | Course Title                 | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req |
|-----------|------------------------------|----|------------------------------|-------------------|------------------|---------|
| PHI 2301  | Intro to Philosophy          | 3  | CT                           | SBS               | None             | None    |
| PHI 2302  | Contemp Moral Problems       | 3  | None                         | None              | None             | None    |
| PHI 2303  | Intro to Logic               | 3  | QL                           | SBS               | None             | None    |
| PHI 2305  | Intro to Africana Philosophy | 3  | CT                           | SBS               | Ethics           | None    |
| PHI 3044  | Studies in Philosophy        | 3  | None                         | None              | None             | None    |
| PHI 3302  | Philosophy of Science        | 3  | None                         | None              | None             | None    |

## Course Description

A critical examination of some of the classical questions of Western philosophy. Readings include excerpts from major philosophers, such as Plato, Aristotle, Aquinas, Marx and Nietzsche, covering traditional issues in ethics, epistemology, metaphysics, philosophy or religion, and political philosophy. The emphasis of the course will be on developing critical and analytical thinking skills.

Philosophical views and discussions of contemporary moral issues, for instance, abortion, euthanasia, capital punishment, racial and sexual discrimination, sexual morality, the morality of nuclear armament, etc.

A study of the basic principles of deductive reasoning. Focus will be on developing critical thinking and problem-solving skills. These skills are vital for success in any of the post-graduate standardized tests, such as the Graduate Record Examination (GRE), Law School Admission Test (LSAT), Graduate Management Admission Test (GMAT), and Medical College Admission Test (MCAT).

This course is a critical survey of the works of leading African, African-American, and Afro-Caribbean thinkers as they wrestle with a variety of philosophical issues. The topics covered include Africana theories of human nature, race and racial identity, racial justice, African humanism, Negritude, Afrocentricity, Eurocentrism, black liberation theory, and contemporary Africana social & political thought.

| Course ID | Course Title                         | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req  |
|-----------|--------------------------------------|----|------------------------------|-------------------|------------------|----------|
| PHS 1101  | Physical Sci Lab                     | 1  | None                         | None              | None             | None     |
| PHS 1103  | Intro to Planetary Sci Lab           | 1  | None                         | None              | None             | None     |
| PHS 1301  | Physical Sci                         | 3  | None                         | None              | None             | None     |
| PHS 1303  | Intro to Planetary Sci               | 3  | None                         | None              | None             | None     |
| PHS 1305  | Renewable Energy and the Environment | 3  | None                         | None              | None             | None     |
| PHS 1307  | Environmental Sci                    | 3  | None                         | None              | None             | None     |
| PHS 2136  | Physical Sci Lab                     | 1  | SL                           | NS                | None             | None     |
| PHS 2137  | Intro to Planetary Sci Lab           | 1  | SL                           | NS                | None             | None     |
| PHS 2336  | Physical Science                     | 3  | SL                           | NS                | None             | MAT 1306 |
| PHS 2337  | Intro to Planetary Sci               | 3  | SL                           | NS                | None             | None     |
| PHS 2340  | Renewable Energy and the Environment | 3  | CT                           | NS                | Sustain          | None     |
| PHS 2341  | Environmental Sci                    | 3  | CT                           | NS                | Sustain          | None     |
| PHS 3341  | Intro to Nuclear Sci                 | 3  | None                         | None              | None             | PHS 2336 |

|          |           |   |      |    |      |      |
|----------|-----------|---|------|----|------|------|
| PHS 4111 | Astronomy | 1 | None | NS | None | None |
|----------|-----------|---|------|----|------|------|

## Course Description

This course reviews selected topics from the fields of chemistry and physics integrated to develop the fundamental concepts of space, mass, time and energy. One-hour lecture period and two two-hour laboratory periods per week.

In this course subject matter is drawn from the fields of astronomy, geology and meteorology. The work embodied in the course includes a study of celestial bodies, the solar system, the history and structure of the earth and the natural forces which act on the earth and in its atmosphere. Demonstrations, experiments, field trips and visual aids supplement the lectures.

This course will explore the scientific principles associated with the environment and methods of harnessing renewable energy. Topics covered will include: environmental principles and technologies for utilizing renewable energy sources (i.e., wind, solar, and ocean currents) as well as bio-fuels, and fuel cells and their potential economic impact and effect on climate change, and global warming. In investigating energy needed for a sustainable future, this course compares the recent developments and innovations in various countries in resolving the future global energy crisis and reduction of global environmental pollution.

This course will focus on the chemical and physical aspects of the environment. The earth's natural systems as well as the effects of human activities on the environment will be explored. Scientific principles will be applied to investigate natural flows of chemicals, water and energy in terrestrial, aquatic and atmospheric systems, and how humans impact these natural flows and systems. Environmental issues related to health and disease, nuclear waste disposal, water resources, energy use and conservation, land reclamation, global climate change, and industrial pollution will also be addressed.

This is a course designed to prepare students to utilize radioactive materials as a scientific tool. The areas covered include characteristics and properties of nuclear radiation, detection and measurement techniques, biological effects of nuclear radiation, health and safety measures and the practical applications of radioactive materials with emphasis on tracer techniques.

Contemporary views of the origin of the universe will be studied in this course. Relativistic concepts in conjunction with observational data will be used to obtain working knowledge of current cosmology. Students will have access to the Hill Hall Observatory and telescopes.

| Course ID | Course Title               | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req  |
|-----------|----------------------------|----|------------------------------|-------------------|------------------|--|
| PHY 2121  | General Physics Lab        | 1  | QL                           | NS                | None             | None   |
| PHY 2122  | General Physics II Lab     | 1  | QL                           | NS                | None             | None   |
| PHY 2131  | General Physics Lab        | 1  | None                         | None              | None             | None   |
| PHY 2132  | General Physics II Lab     | 1  | None                         | None              | None             | None   |
| PHY 2321  | General Physics            | 3  | SL                           | NS                | None             | None   |
| PHY 2322  | General Physics II         | 3  | SL                           | NS                | None             | None   |
| PHY 2331  | General Physics            | 3  | None                         | None              | None             | None   |
| PHY 2332  | General Physics II         | 3  | None                         | None              | None             | None   |
| PHY 2422  | General Physics II         | 4  | None                         | None              | None             | PHY 2421   |
| PHY 3131  | Prin of Physics I Lab      | 1  | QL                           | NS                | None             | None   |
| PHY 3132  | Prin of Physics II Lab     | 1  | QL                           | NS                | None             | None   |
| PHY 3233  | Investigations & Research  | 2  | None                         | None              | None             | None   |
| PHY 3325  | Intro to Biophysics        | 3  | None                         | None              | None             | MAT 1311, (PHY 2321 or 3321), (PHY 2322 or 3322), (BIO 1301 or Gen Bio Course) |
| PHY 3331  | Prin of Physics            | 3  | CT                           | NS                | None             | None   |
| PHY 3332  | Prin of Physics II         | 3  | CT                           | NS                | None             | PHY 3331   |
| PHY 3334  | Optics                     | 3  | None                         | None              | None             | None   |
| PHY 3335  | Electricity & Magnetism    | 3  | None                         | None              | None             | None   |
| PHY 3336  | Electricity & Magnetism II | 3  | None                         | None              | None             | None   |
| PHY 4101  | Modern Physics Lab         | 1  | None                         | None              | None             | None   |
| PHY 4102  | Modern Physics II Lab      | 1  | None                         | None              | None             | None   |
| PHY 4110  | Acoustics & Circuits Lab   | 1  | None                         | None              | None             | None   |
| PHY 4301  | Modern Physics             | 3  | None                         | None              | None             | None   |

|          |                          |   |      |      |      |      |
|----------|--------------------------|---|------|------|------|------|
| PHY 4302 | Modern Physics II        | 3 | None | None | None | None |
| PHY 4305 | Fundamentals of Circuits | 3 | None | None | None | None |
| PHY 4307 | Music Physics/Acoustics  | 3 | None | None | None | None |

**Course Description**

This course is a continuation of General Physics I. Topics covered include electricity and magnetism, optics, relativity, and atomic and nuclear physics.

This junior level course will explore how physical concepts and methods are used to study biological systems. Topics will include: medical biophysics, molecular biophysics, membrane biophysics, and cellular biophysics.

Acoustics & Circuits Lab covers experiments from sound waves and propagation of sound waves, complex vibrations and resonance phenomena, perception of sound, tone quality, frequency and pitch, musical intervals, scales, tuning & temperament, inductive reactance, capacitance, capacitive reactance, time constants, reactive circuits, sound transducers, microphones, loudspeakers and loudspeaker. These laboratory activities will enhance the student's understanding of the concepts covered in the related lecture courses.

An introduction to the concepts of inductance, inductive reactance, capacitance, capacitive reactance, and reactive circuits; time constants; alternating current terms and principles; transformers; calculation of AC circuit values. The course will also investigate these applications in all kinds of musical instruments, such as sound transducers, microphones, loudspeakers and loudspeaker enclosure design.

This course will investigate the physics of all kinds of music and musical instruments, the generation and propagation of sound waves in various media, and acoustics in general. Topics covered will include: Sound waves and propagation of sound waves, complex vibrations and resonance phenomena, perception of sound, tone quality, frequency and pitch, musical intervals, scales, tuning & temperament.

| Course ID | Course Title                    | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req             |
|-----------|---------------------------------|----|------------------------------|-------------------|------------------|---------------------|
| POS 1302  | Intro to Political Sci          | 3  | WC                           | None              | None             | None                |
| POS 2311  | American Government             | 3  | CR                           | SBS               | Civic            | None                |
| POS 2315  | Intro to Political Theory       | 3  | None                         | None              | None             | None                |
| POS 2316  | State/Local Govt                | 3  | None                         | SBS               | None             | POS 2311            |
| POS 2317  | Writing/Research Pol Sci I      | 3  | None                         | None              | None             | None                |
| POS 2341  | Intro to Political Theory       | 3  | None                         | SBS               | None             | None                |
| POS 3310  | Legal/Pol/Econ Aspects of Aging | 3  | None                         | None              | None             | POS 2311 & GER 2401 |
| POS 3313  | US Diplomatic History           | 3  | None                         | None              | None             | None                |
| POS 3315  | Politics of South Africa        | 3  | None                         | None              | None             | None                |
| POS 3321  | Legislative Process             | 3  | None                         | None              | None             | None                |

|                 |                                  |   |      |      |      |                            |
|-----------------|----------------------------------|---|------|------|------|----------------------------|
| POS 3326        | Public Policy                    | 3 | None | None | None | POS 2311 & 3366            |
| POS 3331        | Civil Rights                     | 3 | None | None | None | POS 2311                   |
| POS 3336        | Judicial Process                 | 3 | None | None | None | POS 2311                   |
| POS 3338        | Comp Govt/Maj European Powers    | 3 | None | None | None | POS 2311                   |
| POS 3339        | Comp Govt/Developing Areas       | 3 | None | None | None | POS 2311                   |
| <b>POS 3341</b> | <b>International Relations</b>   | 3 | None | SBS  | None | POS 2311                   |
| POS 3346        | American Presidency              | 3 | None | None | None | POS 2311                   |
| POS 3349        | Meth Beh Found in POS            | 3 | None | None | None | Stats                      |
| POS 3355        | Criminal Law                     | 3 | None | None | None | POS 2311                   |
| POS 3366        | Intro/Public Admin               | 3 | None | None | None | None                       |
| POS 3369        | Public Mgmt Theory/Behavior      | 3 | None | None | None | POS 2311, 3366 or ECO 3366 |
| POS 3371        | Urban Politics                   | 3 | None | None | None | POS 2311 & 2316            |
| POS 4301        | Latin American Political Thought | 3 | None | None | None | None                       |
| POS 4310        | Sem: US Foreign Pol              | 3 | None | None | None | POS 2311                   |
| POS 4316        | Foreign Econ Pol Int'l Co-op     | 3 | None | None | None | None                       |

|          |                             |   |      |      |      |                    |
|----------|-----------------------------|---|------|------|------|--------------------|
| POS 4323 | Public Personnel            | 3 | None | None | None | POS 2311 & 3366    |
| POS 4330 | Independent Study           | 3 | None | None | None | Approval           |
| POS 4332 | His/Politics East Asia      | 3 | None | None | None | None               |
| POS 4346 | Intro/Public Budgeting      | 3 | None | None | None | POS 2311 & 3366    |
| POS 4356 | Black Political Thought     | 3 | None | None | None | None               |
| POS 4361 | Pol Parties & Int'l Groups  | 3 | None | None | None | None               |
| POS 4365 | Sel Readins/Pol Sci         | 3 | None | None | None | None               |
| POS 4369 | Constitutional Law          | 3 | None | None | None | None               |
| POS 4378 | West Political Thought      | 3 | None | None | None | None               |
| POS 4380 | Public Admin Research       | 3 | None | None | None | Approval           |
| POS 4381 | Public Admin Internship     | 3 | None | None | None | Approval & 2.5 GPA |
| POS 4382 | Writing/Research Pol Sci II | 3 | None | None | None | None               |
| POS 4383 | Administrative Law          | 3 | None | None | None | None               |
| POS 4384 | Organizational Devlp.       | 3 | None | None | None | None               |

## Course Description

This course introduces students to the academic field of Political Science. Students will learn the relationship between citizens and their governments; economic and social justice issues; the rights that citizens have (or don't); what governments and non-governmental organizations can and cannot do as well as relations between diverse countries. Students will also be introduced to the economic, cultural, and political relations between North (and South (i.e. between developed and developing countries) as well as to the sub-topics within the field of Political Science. Key thinkers who have shaped the field as well as the diverse methods used to carry out research will be introduced in this course which is required for Political Science majors but is open to all non-majors.

The course is a survey of the structure, organization, and functions of the legal and political processes of American national government. Emphasis is placed upon the theoretical foundations of the American constitutional system.

In this course, students will examine the core ideas that have shaped the theory and practice of political science from Antiquity to the present, focusing on the seminal works of political philosophers and theorists whose ideas have been most influential throughout the ages. This course is equivalent to PHI. Students may not receive credit for both POS 2315 and PHI.

This course examines the political processes and institutions in state and local government in the United States, with special emphasis on the development of executive power, the legislative process, the role of political parties and interest groups and the changing character of urban government.

In this course, students will examine the core ideas that have shaped the theory and practice of political science from Antiquity to the present, focusing on the seminal works of political philosophers and theorists whose ideas have been most influential throughout the ages. This course is equivalent to PHI 2xxx. Students may not receive credit for both POS 2xxx and PHI 2xxx.

This course provides a comprehensive analysis of the legal, political and economic issues confronting senior citizens. Legal issues affecting the elderly, such as living wills, wills, power of attorney, and guardianship are examined. Students will examine factors leading to present policies affecting the elderly, as well as those factors which may indicate future trends. Additionally, students will examine the economic position of the elderly and factors affecting income maintenance

This course deals with the diplomacy of the United States as a world power. The rise to "super power" status and the special problems encountered as a result are emphasized. Students may not receive credit for both HIS 3313 and POS 3313.

This course deals with the transformation of the apartheid state into a multi-ethnic democratic state.

This course is designed to study the organization and procedure of legislative bodies. Special attention is given to the struggle for political power in the legislative process.

This course will be analytical in content. It will focus on the most integral aspects of public policy formulation, implementation and evaluation as well as developing frameworks for policy analysis.

This course presents a study of recent trends in the United States which affect the protection of civil rights with emphasis on the role of the Supreme Court as a protector of civil rights.

This course presents an analysis and evaluation of the main institutions and procedures affecting administration of justice under law.

This course presents a comparative analysis of the constitutional principles, governmental institutions, operations, political problems and foreign policies of Great Britain, France, Germany and the Soviet Union.

This course presents a comparison of political systems in developing countries in terms of traditional structures, new social forces and elites, political institutions and performances, with emphasis on African and Asian states.

This course presents the basic factors underlying international relations, policy formulation and administration. The conduct of diplomacy and an analysis of problems in world politics will also be studied.

This is an advanced course designed to acquaint the students with the duties and responsibilities of the office of the American chief executive and also introduces the student to the several interpretations of the Presidency.

This course introduces students to the major concepts and techniques of empirical research in the social sciences. It will emphasize those quantitative techniques most useful in analyzing and evaluating contemporary political topics

This course is designed to familiarize students with an understanding of the American criminal court systems

This course provides students with an understanding of organizational theory and behavior relevant to public and private bureaucracies. Opportunities to develop and apply managerial skills in a simulated situation will be offered. Students may earn credit for only one of the following: ECO 3369 or POS 3369.

This course focuses on the policy arena of urban politics. The course will also trace the evolution and current status of our cities. Specific problems of the cities which the course will address are the political content and structure of urban government; the social, economic context in which local policies are made; the problems of race and poverty; and the problems of taxation and spending.

Each seminar will address itself to a specific, limited topic, e.g., United States relations with China 1915-1919. Students will be expected to produce a brief, scholarly paper based in part on original source materials. Students may not earn credit for both POS 4310 and HIS 4310.

This course is designed to study and analyze national economic and political objectives as they relate to international economics and international cooperation. Students may not earn credit for both POS 4316 and ECO 4316.

This course will examine current personnel practices, procedures and skills within government. Additional issues addressed will be affirmative action, organized labor and the growing role of the employee in decision-making.

This course provides students with the opportunity to examine independently a specific subject under the guidance and direction of a faculty member. This course is offered as provisional and only on a pass/fail basis to a select number of students that may need the hours in Political Science to graduate.

This is a survey of the government institutions and political processes of East Asia since colonialism. Special emphasis will be placed on China and Japan. Students may not receive credit for both HIS 4332 and POS 4332.

This is an introductory course in public budgeting, and its purpose is to survey the current state of the art. This course will examine methods by which financial decisions are reached within a political context and ways in which different types of information are used in budgetary decision-making.

The purpose of this course is to analyze representative expressions of black social and political thinkers. This course will focus on the philosophies, tactics and strategies of the many individuals and organizations which have made contributions to the various movements for justice and equality in America.

This course presents a study of the structure and functions of political parties, organization and leadership and party and electoral behavior. Also studied are the organization and activities of interest groups and their role in the political system.

This course allows the student, who is familiar with political science, an opportunity to pursue an intense study of a specific aspect of the discipline which is not readily available through other political science course offerings.

This course presents an analysis of the basic principles of American constitutional law. Special attention is given to the judicial interpretation and application of these principles in constructing the powers of government and the rights of individuals. (Majors only.)

This course presents the development of political thought from ancient Greece to Machiavelli.

This course is designed to give the fourth-year student an opportunity to increase his/her professional development through directed research.

This course is designed to provide an experiential link between the students and problems and policies of current administration structures. Arrangements to enroll must be made with the instructor at least six weeks prior to the beginning of the semester.

This course is designed to give the fourth-year student an opportunity to do independent research on a topic that is mutually agreed upon between the student and a faculty member. A senior thesis on the agreed topic is required for the completion of this course.

This course will examine the legal environment of administrative activity.

This course will be concerned with various organizational development concepts and strategies as applied to the public sector.

| Course ID | Course Title   | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req               |
|-----------|--|----|------------------------------|-------------------|------------------|-----------------------|
| POR 1110  | Portuguese Study Abroad I                              | 6  | None                         | None              | None             | Approval              |
| POR 1311  | Elem Portuguese I                                      | 3  | None                         | FLC               | Global           | None                  |
| POR 1312  | Elem Portuguese II                                     | 3  | None                         | FLC               | Global           | POR 1311              |
| POR 2020  | Study Abroad in the Discipline                         | 6  | None                         | None              | None             | None                  |
| POR 2110  | Portuguese Study Abroad II                             | 6  | None                         | None              | None             | Approval              |
| POR 2305  | Literature of Brazil and the Portuguese Speaking World | 3  | CR                           | LIT               | Global           | None                  |
| POR 2311  | Intermediate Port I                                    | 3  | None                         | FLC               | Global           | POR 1312 or Placement |
| POR 2312  | Intermediate Port II                                   | 3  | None                         | FLC               | Global           | POR 2312 or Placement |

|                 |  |   |      |      |        |                            |
|-----------------|--|---|------|------|--------|----------------------------|
| POR 3110        | Portuguese Study<br>Abroad III                             | 6 | None | None | None   | Approval                   |
| <b>POR 3309</b> | <b>Portuguese<br/>Conversation &amp;<br/>Pronunciation</b> | 3 | OC   | None | Global | POR 2312<br>or<br>Approval |
| POR 3310        | Brazilian Culture  | 3 | None | None | None   | None                       |
| POR 3312        | Cultures of Port<br>Speaking World                         | 3 | None | None | None   | None                       |
| POR 3333        | Survey/Lit in Port   | 3 | None | None | None   | None                       |
| POR 3334        | Lit of African Disapora                                    | 3 | None | None | None   | None                       |
| POR 4110        | Portuguese Study<br>Abroad IV                              | 6 | None | None | None   | None                       |
| POR 4301        | <b>Adv. Port<br/>Composition</b>                           | 3 | None | FLC  | None   |                            |
| POR 4309        | Spec Top Port Lang   | 3 | None | None | None   | None                       |

## Course Description

This course allows a student to earn first year or elementary level credit for non-catalog courses in Portuguese taken through study abroad. Credit hours vary according to instructional or experiential contact hours. Course may be repeated under different subtitles.

Elementary Portuguese I is a proficiency-oriented course designed to help students develop language skills in all areas: listening, speaking, reading, and writing. Special emphasis is on aural comprehension and oral communication in professional and academic settings in Brazil. Independent work in the Multimedia Language Learning Center or online is an integral part of this course. No previous knowledge of Portuguese is required.

Elementary Portuguese II is a continuation of Elementary Portuguese I. It is a proficiency-oriented course designed to help students develop language skills in all areas: listening, speaking, reading, and writing. Special emphasis is on aural comprehension and oral communication in professional and academic settings in Brazil. Independent work in the Multimedia Language Learning Center or online is an integral part of this course.

This course allows a student to earn freshman-level credit for courses in his/her discipline or non-catalog courses in the discipline taken through study abroad.

This course allows a student to earn second year or intermediate level credit for non-catalog courses in Portuguese taken through study abroad. Credit hours vary according to instructional or experiential contact hours. Course may be repeated under different subtitles.

This course is a study of selected literary works and related artistic products from Brazil, Portugal, and the former Portuguese colonies in Africa and Asia. The geographic scope is global, but a thematic emphasis is on the culture of Africa and of Brazilians of African descent. Attention is given to major genres, to sociohistorical context, and to the intellectual, political and cultural values of the works studied. Readings, film viewings, lectures, and discussion are in English. No prior knowledge of the Portuguese language or the Portuguese-speaking world is required.

This course continues to develop the fundamental language skills in Portuguese: listening, speaking, reading, and writing, with an emphasis in oral-aural practice. Through structured practice in reading authentic texts, composition, listening comprehension and conversation, this course trains students in active proficiency. Students will also continue to learn about the cultures of Brazil and the rest of the Portuguese-speaking world. Independent work in the Multimedia Language Learning Center or online is an integral part of this course.

This course continues to development of the four language skills: listening, speaking, reading, and writing, with increasing attention to literary and non-literary texts of increasing complexity. Classroom discussions in Portuguese, emphasis on situational and functional use of the oral language, extensive guided and free compositions, and independent work in the Multimedia Language Learning Center or online are all integral parts of this course



| Course ID | Course Title                | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req  |
|-----------|-----------------------------|----|------------------------------|-------------------|------------------|----------|
| PSY 1301  | Intro to Psych Sciences     | 3  | CT                           | SBS               | None             | None     |
| PSY 2301  | Intro to Psych Sciences     | 3  | CT                           | SBS               | None             | None     |
| PSY 2308  | Psy of Adjustment           | 3  | None                         | SBS               | None             | PSY 2301 |
| PSY 2310  | Psy of Exceptional Child    | 3  | None                         | None              | None             | PSY 2301 |
| PSY 2316  | Drugs, Addiction & Behavior | 3  | None                         | None              | None             | None     |
| PSY 2318  | Intro to Forensic Psy       | 3  | CR                           | None              | None             | None     |
| PSY 2326  | Stats for SBS               | 3  | QL                           | SBS               | None             | PSY 2301 |

|                 |                                |   |      |      |      |                    |
|-----------------|--------------------------------|---|------|------|------|--------------------|
| PSY 2430        | Writing for the Psych Sciences | 3 | None | None | None | PSY 2301 and major |
| PSY 3301        | Biological Psych               | 3 | None | None | None | PSY 2301           |
| <b>PSY 3302</b> | Adolescence                    | 3 | None | SBS  | None | PSY 2301           |
| <b>PSY 3303</b> | Psych of Aging                 | 3 | None | SBS  | None | PSY 2301           |
| PSY 3305        | Motivation and Emotion         | 3 | None | None | None | PSY 2301           |
| <b>PSY 3306</b> | Abnormal Behavior              | 3 | None | SBS  | None | PSY 2301           |
| <b>PSY 3307</b> | Social Psych                   | 3 | None | SBS  | None | PSY 2301           |
| PSY 3308        | Cognitive Psych                | 3 | None | None | None | None               |
| PSY 3309        | Cross-Cultural Psych           | 3 | None | None | None | None               |

|                 |                             |   |      |      |        |   |
|-----------------|-----------------------------|---|------|------|--------|---|
| <b>PSY 3310</b> | Drugs, Addiction & Behavior | 3 | IL   | SBS  | Health | PSY 2301 recommended  |
| <b>PSY 3312</b> | Black Psych                 | 3 | CT   | None | None   | PSY 2301  |
| <b>PSY 3316</b> | Prin/Psychological Testing  | 3 | None | None | None   | PSY 2301, MAT/PSY 2326 and 12 SH of Psych including either PSY 3306 or 3329 |
| <b>PSY 3318</b> | Forensic Psychology         | 3 | None | None | None   | None  |
| <b>PSY 3319</b> | Psych and Law               | 3 | None | None | None   | PSY 2301  |
| <b>PSY 3321</b> | Intro to Community Psych    | 3 | None | None | None   | PSY 2301  |
| <b>PSY 3329</b> | <b>Psych of Personality</b> | 3 | None | SBS  | None   | PSY 2301  |

|                 |                                       |   |      |      |      |                            |
|-----------------|---------------------------------------|---|------|------|------|----------------------------|
| PSY 3336        | Lifespan Development                  | 3 | None | None | None | PSY 2301                   |
| PSY 3346        | Principles of Learning                | 3 | None | None | None | PSY 2301                   |
| PSY 3348        | Sensation and Perceptions             | 3 | None | None | None | PSY 2301                   |
| <b>PSY 3350</b> | <b>Human Sexuality</b>                | 3 | None | SBS  | None | None                       |
| PSY 3391        | Psych Co-op                           | 3 | None | None | None | None                       |
| PSY 3393        | Psych Investigation and Research      | 3 | None | None | None | PSY 2301 & 2430            |
| PSY 3394        | Psych Field Work                      | 3 | None | None | None | 2.5 GPA and 18 SH of Psych |
| PSY 3401        | Research Methods and Stats in Psych I | 4 | None | None | None | PSY 2301 and major         |
| PSY 3691        | Psychology Co-op                      | 6 | None | None | None | None                       |
| PSY 4301        | Industrial/Organ Psych                | 3 | None | None | None | PSY 2301                   |
| PSY 4302        | Dying, Death/Bereavement              | 3 | None | None | None | None                       |
| <b>PSY 4310</b> | <b>Health Psych</b>                   | 3 | None | SBS  | None | None                       |

|          |  |   |      |      |      |   |
|----------|--|---|------|------|------|---|
| PSY 4321 | Group Dyanmics                         | 3 | None | None | None | SOC 2301, PSY 2301 and major            |
| PSY 4330 | Psych Investigation and Research II    | 3 | None | None | None | PSY 3393 & 3401                         |
| PSY 4331 | Counseling Psychology                  | 3 | None | None | None | PSY 2301, 3306 or 3329 & 12 SH of Psych |
| PSY 4336 | History/Systems in Psy                 | 3 | None | None | None | PSY 2301, 2302, 2326, 3317 and Senior   |
| PSY 4337 | Spec Top if Psych                      | 3 | None | None | None | PSY 2301 and Junior or Senior           |
| PSY 4338 | PSY Foundations/EDU                    | 3 | None | None | None | None                                    |
| PSY 4339 | Senior Seminar in Psych                | 3 | None | None | None | None                                    |
| PSY 4391 | Psych Co-op                            | 3 | None | None | None | None                                    |
| PSY 4392 | Psych Co-op                            | 3 | None | None | None |   |
| PSY 4393 | Psych Investigation and Research III   | 3 | None | None | None | PSY 4330                                |
| PSY 4394 | Psych Field Work II                    | 3 | None | None | None | None                                    |
| PSY 4401 | Research Methods and Stats in Psych II | 4 | None | None | None | PSY 2301 & 3401, major                  |

|          |                             |   |      |      |      |   |
|----------|-----------------------------|---|------|------|------|---|
| PSY 4405 | Seminar in Cognitive Psych  | 4 | None | None | None | PSY 2301 & Major                        |
| PSY 4407 | Seminar in Community Psych  | 4 | None | None | None | PSY 2301, 3317 and major                |
| PSY 4409 | Seminar in Bio Psych        | 4 | None | None | None | PSY 2301 & Major                        |
| PSY 4411 | Seminar in Counseling Psych | 4 | None | None | None | PSY 2301, 3306 or 3329 & 12 SH of Psych |
| PSY 4439 | Seminar in Social Psych     | 4 | None | None | None | PSY 2301 & Major                        |

|          |                                  |   |      |      |      |             |
|----------|----------------------------------|---|------|------|------|-------------|
| PSY 4440 | Senior Seminar in Psych Sciences | 4 | None | None | None | See catalog |
| PSY 4453 | Experimental Psych               | 4 | None | None | None | None        |
| PSY 4691 | Psychology Co-op                 | 6 | None | None | None | None        |

## Course Description

This course introduces students to the major theories, principles and concepts of psychological science. Areas of study are drawn from: research methodology, development, perception, learning, memory, motivation, intelligence, personality, abnormal behavior, and social psychology.

This course introduces students to the major theories, principles and concepts of psychological science. Areas of study are drawn from: research methodology, development, perception, learning, memory, motivation, intelligence, personality, abnormal behavior, and social psychology.

This course is a study of the adjustment process of individuals, including the adjustment process in situations of frustration, disability, and other potentially thwarting situations. The adjustment to significant life-changing situations will be considered.

This course examines the atypical development of children and adolescents. Special focus will be placed on the psychological and educational needs of children with learning, sensory, developmental, and psychological disabilities. Other diverse areas of human exceptionality, including giftedness and linguistic diversity, will also be discussed.

This course develops information literacy skills as students learn to ask appropriate questions and to access information regarding the investigation of the psychobiological and psychosocial factors influencing psychoactive drug use, abuse and dependence. In addition, students will engage in practices to improve their ability to evaluate and organize information and to communicate that knowledge efficiently and ethically regarding the effects these drugs have on behavior and consciousness. Students will also examine how some drugs may enhance as well as harm health status. Alcohol and other depressants, opiates, stimulants, and hallucinogens among other abused drugs will be investigated by students.

This course introduces students to the field of forensic psychology, its history, and its impact in today's world as it relates to the criminal justice system. The course will provide an expansive overview of forensic psychology; including basic tenets, practices, and procedures and will explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues.

The objective of the course is to show the student how statistics are used. The student will gain an appreciation of the proper use of statistics and statistical terms in textbooks, newspapers, magazines and in research reports. The following topics will be developed: common statistical measures, histograms, probability, binomial distribution, sampling, the chi-square test, correlation and prediction, t-tests and analysis of variance. Students may not receive credit for MAT 2326 or SOC 2326 in addition to this course.

This course is designed to prepare psychology majors for upper level courses in psychology, with a main objective of teaching students to write a literature review in American Psychological Association (APA) format. This course includes an overview of selected topics in psychology, subfields in psychology, and resume writing. Students also read empirical papers, as models of experimental design and models of professional literature reviews. Students produce a literature review that may be utilized as the foundation for further research in their upper level courses. Students typically write several short assignments and one major paper based upon extensive library research.

This course is an introduction to the biological foundations of behavior and mental processes. Brain activity and physiological mechanisms are examined in relationship to psychological processes such as learning and memory, perception, stress and emotion, and states of consciousness, as well as hormonal and evolutionary perspectives on behavior.

This course focuses upon the adolescent life stage. Emphasis will be given to the historical basis of adolescence, as well as the physical, cognitive, and socioemotional phenomena apparent in adolescence. In doing so, adolescence will be examined as a transitional life stage distinct from childhood and adulthood.

This course allows students to consider the physical, cognitive, social and personality processes apparent in an aging population. Emphasis is placed on the normal aspects of aging, but the psychopathology of aging will also be examined. Topic areas include, but are not limited to: research methods, biological aspects of aging, psychopathology and treatment, and grief, death and dying.

This course presents the basic concepts, principles, and theories of motivation and emotion, including instincts, drives, physiological bases of motivation, social and cognitive motives, and emotional experience and expression

This course provides a descriptive analysis of the major types of mental disorder, their organic, psychological, and other causes, and possible treatment modalities. The philosophical, historical, and scientific/experimental bases of abnormal psychology will also be explored.

This course surveys social psychology research, theories, and phenomena. Social Psychology examines topics such as person perception, social cognition, theories on the self, prejudice, relationships, inter-personal influence, pro and anti-social behavior, and group dynamics. Students may not earn credit for SOC 3307 in addition to this course.

This course is a survey of theory and research on mental imagery, short and long-term memory, language and reading processes, problem solving and decision making.

This course focuses on universal human behaviors existing across all cultures, as well as it focuses on differences in behavior and thinking as impacted by culture. A range of topics are compared across cultures, including development, language and communication, identity, and various social behaviors.

This course develops information literacy skills as students learn to ask appropriate questions and to access information regarding the investigation of the psychobiological and psychosocial factors influencing psychoactive drug use, abuse and dependence. In addition, students will engage in practices to improve their ability to evaluate and organize information and to communicate that knowledge efficiently and ethically regarding the effects these drugs have on behavior and consciousness. Students will also examine how some drugs may enhance as well as harm health status. Alcohol and other depressants, opiates, stimulants, and hallucinogens among other abused drugs will be investigated by students.

The purpose of this course is to facilitate awareness and an understanding of the psychology of people of African descent; to develop an understanding of the breadth, scope, and development of the field of Black Psychology; and to generate an awareness of Afrocentric theories of development and pathology, as well as methodologies emerging from these theories and philosophies. Additionally, psychological, social and cultural forces which have helped to shape and determine the unique thought, styles, and behavior of people of African descent will be critically examined. The goal of this course is to promote a high level of critical thinking about the impact of race, ethnicity, and culture from a global perspective.

This course introduces the student to the theory design, construction, validation and interpretation of psychological testing and the utilization of tests in a wide variety of industrial, clinical, educational and organizational settings. Problems and issues associated with psychological testing are stressed. A selection of widely used tests is examined and evaluated.

This course introduces students to the field of forensic psychology, its history, and its impact in today's world as it relates to criminal justice system. The course will provide an expansive overview of forensic psychology, including basic tenets, practices, and procedures and will explore subspecialties of forensic psychology; roles and responsibilities; and related legal, ethical, and diversity issues.

This course is a critical examination of the relationship between scientific psychological research, practice, and theory and the justice and legal system. Potential topics to be covered include: jury selection, jury decision-making, eyewitness identification, forensic hypnosis and recovered memories, deception detection, police interrogations and (false) confessions, the insanity defense, legal competencies, civil commitment, the role of psychologists as trial consultants and expert witnesses, the death penalty, and ethical issues in psychology and the law.

This course introduces students to the principles, values and critical areas of study within the field of community psychology. The historical development and philosophical premise of community psychology, systems thinking, and an ecological perspective are discussed. Topic areas include: mental illness and health, globalization, immigration, environmental degradation, and empowerment models.

This course is an introduction to the major concepts and empirical findings that contribute to theories of personality. The contributions of major theorists such as Freud, Jung, and others will be discussed, along with emphasis on more recent empirical research.

This course serves as a general introduction to human lifespan development, covering prenatal development, and continuing through childhood, adolescence, adulthood, late adulthood, and death. For each life stage, emphasis will be given to relevant physical, cognitive, and socioemotional variables and adaptations.

This course presents a survey of the key principles of Classical and Operant conditioning as they apply to the control of behavior in humans and animals, and to account for the diverse individual differences observed in human psychological experience and behavior.

This course examines the five major senses, with emphasis on vision and hearing, and how they influence higher mental processes. This course emphasizes evolutionary principles as they apply to the sensory systems and differences between various animal species.

(See the course description for the Cooperative Education course number 3391.)

This course is designed for independent scientific work by the individual student with guidance by a member of the Psychological Sciences faculty. The project may consist of a combination of reading, writing a literature review, an introductory assignment in a professor's lab, or completion of the institutional review board requirements (IRB) to begin data collection on campus.

This course is designed to offer psychology majors at the junior or senior levels the possibility for field work in a mental-health agency. The student should gain some insight into the type of work psychologists do and the purpose and service of the agency and should relate this field experience to the psychology coordinator, who will evaluate the appropriateness of the student for field work.

This course will introduce the student to the use of qualitative and quantitative methods for analyzing data from descriptive, associational (e.g., correlational, regression), and non-parametric (e.g., chi-square, signed-ranks test) research designs. Students will learn how to evaluate, propose, and conduct **ethical** research studies in the psychological sciences.

(See the course description for the Cooperative Education course number 3691.)

This course acquaints students with the four major classical areas in the field of Industrial/Organizational (I/O) psychology including selection, performance management, organizational culture as well as management and leadership styles. Special emphasis is given to contemporary topics in I/O psychology such as employment law, employee engagement, organizational learning and development, and employee wellness. Students may earn credit for only one of the following: MGT 4301 or PSY 4301.

This course examines the phenomena of death, grief and bereavement from a number of perspectives including but not limited to Western, Eastern, and Native American philosophies. The impact of and recovery from loss (death, divorce, changes, etc.); near-death experiences and survivors; grief; and reincarnation theories are explored and discussed. Guest lecturers will share their experiences and expertise. Prerequisite: senior standing. Students cannot receive credit for both PSY 4302 and GER 4302.

This course is designed to develop an understanding of the dynamics of group behavior and to promote the development of the skills and attitudes essential for functioning effectively as a group member. Topics include: the arousal and expression of emotions by group members, decision-making procedures; task orientation of the group; behavior relevant to task completion; and procedures of communication within the group. Students may not receive credit for EDU 4321 or SOC 4321 in addition to this course.

This course is designed for continuing students who have been previously engaged in research for credit with a mentor for at least 1 semester. Students will be expected to collect qualitative or quantitative data as a part of an institutional review board (IRB) approved research project. This may include community-based participatory research.

This course focuses on the dynamics of psychological counseling and how this service is organized and administered in a wide variety of clinical, industrial, educational, governmental and organizational settings. The student is exposed to a number of different counseling theories and techniques and is expected to gain a critical appreciation of each. Some topics developed in this course are: counselor preparation and personality traits, counselor supply and demand, licensure, career patterns, group counseling, ethical and legal issues, clientele and future trends. Students may not earn credit for both PSY 4331 and EDU 4331.

This course surveys the historical trends in psychology from ancient times to the present. The schools of psychology?Structuralism, Functionalism, Behaviorism, Gestalt Psychology, and Psychoanalysis?will be surveyed as will contemporary viewpoints.

This course will provide a treatment of current theoretical or practical topics in psychology. This topics course is a seminar, with content to vary according to the instructor, and that content will be announced in advance prior to registration. Enrollment should be limited to upper level psychology majors or permission of the instructor. This course focuses on a variety of topics not offered on a regular basis and may be repeated for up to 9 hours of credit.

(See the course description for the Cooperative Education course numbers 4391 and 4392.)

(See the course description for the Cooperative Education course numbers 4391 and 4392.)

This course is designed for continuing students who have been engaged in research for credit with a mentor for at least 2 previous semesters. Students will be expected to work on advanced research project via an ongoing study, community-based participatory research, or advanced data analysis and writing based on the research of a Psychological Science faculty member.

This course will introduce the student to the use of inferential statistical methods for analyzing data from experimental and quasi-experimental research designs. Students will learn how to evaluate, propose, and conduct experimental and quasi-experimental research studies in the psychological sciences.

This seminar course examines the theories, research, and application of cognitive psychology. Some topics to be covered include: cognitive development, attention, perception, memory, amnesia, language, decision-making, intelligence, and problem-solving. Laboratories will focus on practical demonstration, methodology, data collection, and discussion.

This seminar course expands the principles, values and critical areas of study within the field of community psychology to applied and practice settings. The historical development and philosophical premise of community psychology, systems thinking, and an ecological perspective are reviewed. Social issues are discussed within a research framework that recognizes the value of community stakeholders, collaboration, and participatory methods in facilitating levels of system change. Topic areas include: oppression, globalization, immigration, community and power, social prevention and intervention, and social justice. The course is planned as a four hour course in which one hour will provide opportunity for applied experiences.

This seminar course examines the principles, research, and application of biological psychology. Some topics to be covered include: physiological mechanisms underlying an array of behaviors, emotional phenomena, and various cognitive processes; neuropsychological perspectives on the consequences of brain damage and atypical brain development; evolutionary and neuroendocrine influences on sex differences and sexual behavior; biopsychiatry of selected psychological disorders. Laboratories will focus on locating and manipulating computer simulations of physiological processes in the brain and nervous system, analysis and investigation of case studies of human brain damage, demonstrations of various methodological approaches, and discussion.

This advanced seminar course examines the contemporary theories, research, and application of counseling psychology. Some topics to be covered include: ethical and legal issues, case conceptualization, treatment planning, crisis intervention, efficacy of therapeutic treatment approaches, group counseling, and marriage/family counseling. Special emphasis will be placed upon counseling intervention techniques and multicultural counseling competencies. Laboratories will focus on practical skill development, innovative counseling techniques, trends in applied research, and ongoing professional discussion.

This course examines the theories, research, and application of social psychology. Topics to be covered include: attraction, aggression, altruism, attitude formation and change, authority, group behavior, prejudice and stereotyping, self-awareness, self-esteem, and social perception. Lab will focus on practical demonstrations, methodology, data collection, and discussion.

This course is designed to be a capstone course for senior psychology majors. It provides majors with opportunities to reflect on the science and profession of psychology as a whole, and to consider their future interests and direction. This course aims to address the professional development of students through critical thinking and application, communication and interpersonal skills, and information literacy and writing. Discussions include: graduate school in psychology, entry-level positions with a degree in psychology, how the field of psychological science is currently developing, and what issues and conflicts must be addressed if psychology is to maintain a viable and effective influence in society. Themes, topics, and activities will integrate the following: diversity in psychology, gender issues, multiculturalism, social responsibility, ethics, development of a personal philosophy, and the role of scientific psychology in society.

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| Course ID | Course Title             | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req |
|-----------|--------------------------|----|------------------------------|-------------------|------------------|---------|
| REL 2301  | Intro to New Testament   | 3  | CR                           | LIT               | None             | None    |
| REL 2302  | Intro to Old Testament   | 3  | CR                           | LIT               | None             | None    |
| REL 2303  | Intro to World Religions | 3  | CR                           | SBS               | Diversity        | None    |
| REL 3311  | History/The Black Church | 3  | CT                           | SBS               | Diversity        | None    |
| REL 3316  | Religion & Ethics        | 3  | CT                           | FLC               | Ethics           | None    |
| REL 3326  | Religious Education      | 3  | None                         | None              | None             | None    |
| REL 3330  | New Religious Movements  | 3  | CT                           | SBS               | Diversity        | None    |

## Course Description

This is a study of the text and canon of the New Testament, Paul's Epistles, the Synoptic Gospels and the life and message of Jesus.

This course is a survey of the religious ideas, literature and personalities of the Old Testament with the purpose of introducing students to the fundamentals of the Hebrew faith and of preparing them to understand and evaluate the significance of the Old Testament.

This course is a critical examination of the history, beliefs, rituals, and ways of thinking reflected in some of the major denominations of the Black church and religious expressions in music, the arts, preaching, theater, and film.

This course is designed to explore some of the major questions that intersect religion and ethics. The majority of the course examines religious views on six (6) topics in ethics: sexual intimacy and marriage, abortion, genetic engineering and cloning, euthanasia and assisted suicide, the death penalty, and war and terrorism.

This course is a comprehensive study of the principles underlying religious education and the application of these principles to concrete and practical problems in the home, the community and the school.

This course aims to introduce students to those religions that have originated in the nineteenth or twentieth century.

| Course ID       | Course Title                           | SH | GE Student Learning Outcomes | Area of Knowledge    |
|-----------------|--|----|------------------------------|----------------------|
| RHS 2301        | Intro to Rehab Studies                 | 3  | None                         | None                 |
| <b>RHS 2302</b> | <b>American Sign Lang I</b>            | 3  | None                         | Foreign Lang/Culture |
| <b>RHS 2303</b> | <b>American Sign Lang II</b>           | 3  | None                         | Foreign Lang/Culture |
| RHS 2304        | Crisis Intervention                    | 3  | None                         | None                 |
| RHS 2306        | Mental Health Issues in Rehab Settings | 3  | None                         | None                 |
| RHS 2307        | Practical Comm in Rehab Settings       | 3  | None                         | None                 |
| RHS 3101        | Practicum in Rehab Studies             | 3  | None                         | None                 |
| RHS 3301        | Rehab Research Methods                 | 3  | None                         | None                 |
| RHS 3302        | Vocational Rehab Process               | 3  | None                         | None                 |
| RHS 3303        | Interviewing/Helping Technique         | 3  | None                         | None                 |

|          |  |   |      |      |
|----------|--|---|------|------|
| RHS 3304 | Medical Aspects of Disability                              | 3 | None | None |
| RHS 3305 | American Sign Language III                                 | 3 | None | None |
| RHS 3306 | American Sign Language IV                                  | 3 | None | None |
| RHS 3307 | Deaf History & Culture in America                          |   | None | None |
| RHS 3308 | Foundations of Psychopharmacology                          | 3 | None | None |
| RHS 3311 | Professional Development in Rehab Studies                  | 3 | None | None |
| RHS 3312 | Dynamics of Addiction in Psychosocial Rehab                | 3 | None | None |
| RHS 3314 | Alcohol, Tobacco and Other Drug Use in Diverse Populations | 3 | None | None |
| RHS 3316 | Substance Abuse Counseling                                 | 3 | None | None |

|          |  |    |      |      |
|----------|--|----|------|------|
| RHS 3318 | Special Topics in Rehab Studies                | 3  | None | None |
| RHS 4120 | Internship in Rehab Studies                    | 12 | None | None |
| RHS 4301 | Community Resources/Service Delivery           | 3  | None | None |
| RHS 4303 | Assistive Technology/ Independent Living       | 3  | None | None |
| RHS 4304 | Aural Rehab/ Assistive Devices                 | 3  | None | None |
| RHS 4306 | Counseling and Theoretical Approaches in Rehab | 3  | None | None |
| RHS 4308 | Alcohol, Tobacco and Other Drug Treatment      | 3  | None | None |

| Curricular Theme | Pre-Req         | Course Description   |
|------------------|-----------------|--|
| None             | None            | The purpose of this course is to provide students with an introduction to the profession of rehabilitation services. The course examines the history, philosophy, and legal basis for rehabilitation services and independent living programs. Roles of the rehabilitation professional are also emphasized. An overview of the rehabilitation process and employment opportunities will be presented.                       |
| None             | None            | This course will provide an introduction to a visual-gestural mode of communication, and the role it plays in the deaf community and in the United States. Students will learn basic and key American Sign Language vocabulary. Classroom instruction will be augmented by student interaction with the Winston-salem deaf community.  |
| None             | RHS 2301        | This course will cover the integration of reception and expressive language skills, including an introduction to ASL facial grammar, non-manual markers, and discourse styles. Classroom activities foster learning in a contextually appropriate environment and includes continued interaction with the Winston-Salem deaf community.  |
| None             | None            | This course introduces basic theories and principles of crisis intervention. Types of internal (death, illness, financial, etc.) external (natural disaster, war societal, etc.) crisis events will be identified and offer appropriate intervention strategies. Upon completion, students should be able to assess crisis situations and respond appropriately through referral or action.                                  |
| None             | RHS 2301        | This course provides an overview of mental health issues within medical and non-medical rehabilitation settings. It is designed to increase skills and ethical awareness in mental health. In addition to the didactic coursework, students will participate in experiential group assignments with local community mental health agencies.  |
| None             | RHS 2301        | The purpose of this course is to examine basic verbal and nonverbal practical communication skills and professional behavior important in the health care setting. Students will appreciate the potential impact of effective and ineffective communication used in rehabilitation with clients and their families, as well as develop sensitivity toward basic issues of diversity in health care communication.            |
| None             | RHS 2301 & 3303 | This course provides the student with on-site observation and supervised practical experiences in rehabilitation services. Fifty clock hours are required with appropriate documentation and assignments.  |
| None             | RHS 2301        | This course examines topics concerning rehabilitation research, methods for conducting rehabilitation research, and the application of rehabilitation research. Details regarding the research methodology process, scientific literature review and critique, and proposal drafting will be covered.  |
| None             | RHS 2301 & 3303 | The purpose of this course is to examine various processes that occur in vocational rehabilitation of persons with disabilities. These include evaluation, physical evaluation, work adjustment training, vocational training, on-the-job training programs, work hardening, physical and occupational therapies, and substance abuse programs.  |
| None             | RHS 2301        | This course involves a study of effective communication skills, interviewing techniques, and other elements necessary to establish professional helping relationships with clients. Theoretical and practical concepts of interviewing will be examined. Problem solving and decision making techniques are included. Role-playing and video-taped practice sessions will be an important part of the instructional process. |

|      |                               |  |
|------|-------------------------------|--|
| None | RHS 2301                      | This course is designed to address basic medical terms, functional limitations, developmental consequences and other impacts of disabling conditions commonly encountered by rehabilitation professionals. Vocational implications for rehabilitation professionals are explored.  |
| None | RHS 2303                      | Student will refine and build their American Sign Language competence, particularly in the grammatical aspects of the language and the introduction of idioms/colloquialisms. Students will be exposed to guest speakers demonstrating stylistic, regional, social, ethnic, socially restricted, and age-related ASL renditions.   |
| None | RHS 3305                      | Students will refine their performance of all ASL variations as outlined in previous ASL courses. Special Attention will be given to developing and incorporating professional vocabulary into their language use.   |
| None | None                          | An overview of the experiences faced by people who are deaf and their varying degrees of participation in deaf culture and the deaf community. Social, emotional, vocational, intellectual, and linguistic aspects of deaf culture are explored. Students will demonstrate competency with the historic and current struggles to overcome problems experienced within the deaf culture.  |
| None | RHS 2301, 3312, or permission | This course covers the actions of alcohol, tobacco and other drugs (ATOD) as they affect mood, sensations and thinking. Emphasis is placed on the interaction of ATOD and co-occurring disorders and communicable diseases. By the end of the course students should be able to explain with implication of ATOD physiologically, psychosocially and psychologically.  |
| None | RHS 2301                      | This course explores potential rehabilitation and human service careers, facilitates professional development in the rehabilitation field, and introduces critical ethical and practical concerns encountered by rehabilitation professionals. This course is intended to compliment and provide preparation for the practicum and internship courses.   |
| None | RHS 2301                      | This course explores the complex intersection of substance abuse, chemical dependency, and disability. The primary emphasis is on current treatment models used to address varying types of addictions. This course will thoroughly examine the etiology of addiction from biological, personal, social, environment, economic, pharmacological, and disability perspectives.  |
| None | RHS 2301 & 3312 or permission | This course covers contemporary issues within the addictions field, including issues related to alcohol, tobacco and other drug (ATOD) use within diverse populations. This course includes the history of ATOD use among diverse populations, with special emphasis place on current research and treatment options (including service delivery challenges for rural populations). Populations and topics to be covered include comorbidity, people with mental and/or physical disabilities, age, gender, race, ethnicity, and health.   |
| None | RHS 2301 & 3312 or permission | This applied course covers theories and techniques utilized in individual, family and group counseling to obtain therapeutic information and aid in the process of recovery. Students will demonstrate content mastery through classroom activities. Emphasis is placed on the ethical and legal obligations of substance abuse counseling, and the impact of addictions on families. Topics include counseling individuals and families, facilitating group counseling sessions, screening instruments, and recovery and relapse. Upon completion, students should be familiar with individual and group counseling techniques; family systems theory; be able to discuss issues of recovery and relapse; and be able to identify theories and interventions of substance abuse counseling. |

|      |                                      |   |
|------|--------------------------------------|---|
| None | None                                 | This course addresses contemporary issues in rehabilitation. Topic areas could include Comparative Rehabilitation, The Internationalization of Rehabilitation, Spirituality and Rehabilitation, Social Justice and Rehabilitation, and Forensic Rehabilitation.   |
| None | Complete all course work             | This course prepares rehabilitation studies students for professional practice with individuals who have physical, mental, and/or emotional disabilities. The internship provides students an opportunity to apply theoretical knowledge acquired in the classroom into community-based practice under supervision. Students will work under the direct supervision of a professional on site.  |
| None | RHS 2301 & 3303                      | This course is designed to enhance the knowledge base of the community resources available to aid in the rehabilitation of consumers with disabilities. The course will introduce students to methods of utilizing community resources by learning which agencies provide needed services, who in the agencies handle these specific matters, and to what extent will the services be provided.   |
| None | RHS 2301 & 3304                      | This course covers the current status of technology that allows people with disabilities the opportunity to be a part of society by providing technological support for activities of daily living and/or vocational endeavors. The course will include theory and practice that covers how assistive technology is developed, who benefits from the technology, and how to facilitate access for persons with disabilities.  |
| None | None                                 | This course provides an overview of aural and audiological rehabilitative procedures for children and adults with hearing loss; speech and language, psychosocial, and educational deficits and management.   |
| None | RHS 2301                             | This course covers counseling theories and interventions with a focus on their strengths and limitations when working with persons with disabilities. Students will be exposed to various counseling theories through didactic and interactive formats. This course provides students with an overview of current and historical counseling theories and techniques.  |
| None | RHS 2301, 3312, & 3308 or permission | This course covers intake and assessment, screening, treatment planning, case management, record keeping and crisis intervention specific to alcohol, tobacco and other drug (ATOD) facilities. Special emphasis is placed on the 12 core functions of addictions, as well as ethical and legal concerns. Upon completion, students should be able to demonstrate comprehension of the various screening and assessment tools, case management and the 12 core functions. |

| Course ID | Course Title                            | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                                    |
|-----------|---|----|------------------------------|-------------------|------------------|--|
| SOC 2103  | The World of Work                       | 1  | None                         | None              | None             | None                                       |
| SOC 2301  | Intro to Sociology                      | 3  | CT                           | SBS               | None             | None                                       |
| SOC 2302  | Health/Society: Gen Sociology           | 3  | CT                           | SBS               | None             | None                                       |
| SOC 2326  | Stat for Soc/Beh Sciences               | 3  | QL                           | SBS               | None             | None                                       |
| SOC 2336  | Social Problems                         | 3  | None                         | SBS               | None             | SOC 2301                                   |
| SOC 2341  | Sociology of Religion                   | 3  | None                         | SBS               | None             | None                                       |
| SOC 2356  | Marriage and Family                     | 3  |                              |                   |                  | SOC 2301                                   |
| SOC 3020  | Study Abroad in the Discipline          | 6  |                              |                   |                  |  |
| SOC 3303  | Health, Society & Aging                 | 3  |                              |                   |                  | GER 2301 or SOC 2301 or 2302 or permission |
| SOC 3304  | Social Gerontology                      | 3  | None                         | SBS               | None             | SOC 2301 & GER 2401                        |
| SOC 3306  | Child Welfare                           | 3  |                              |                   |                  | SOC 2301                                   |
| SOC 3307  | Social Psychology                       | 3  | None                         | SBS               | None             | PSY 2301                                   |
| SOC 3309  | Sociological Investigation & Research I | 3  | IL or CT                     | SL                | None             | SOC 2301 or 2302; majors or minors only    |

|                 |   |   |      |      |      |  |
|-----------------|---|---|------|------|------|--|
| <b>SOC 3310</b> | <b>Sociological Investigation &amp; Research II</b> | 3 | CT   | SL   | None | SOC 2301 or 2302 & 3309; majors or minors only |
| SOC 3314        | Social Anthropology                                 | 3 | None | None | None | SOC 2301                                       |
| SOC 3315        | Medical Sociology                                   | 3 |      |      |      | SOC 2301                                       |
| SOC 3320        | Society & Public Health                             | 3 |      |      |      |  |
| SOC 3323        | Population Problems                                 | 3 |      |      |      | SOC 2301                                       |
| SOC 3335        | Amer Soc/Intell Dev to 1865                         | 3 |      |      |      |  |
| SOC 3336        | Amer Soc/Intell Dev since 1865                      | 3 |      |      |      |  |
| SOC 3342        | Social Theory                                       | 3 |      |      |      | SOC 2301                                       |
| <b>SOC 3344</b> | <b>Sex, Gender, &amp; Feminist Thought</b>          | 3 | None | SBS  | None | None   |
| <b>SOC 3347</b> | <b>Deviant Behavior</b>                             | 3 | None | SBS  | None | None   |
| SOC 3350        | Human Sexuality                                     | 3 |      |      |      |  |
| SOC 3352        | Methods/Soc Research                                | 3 |      |      |      | SOC or MAT 2326                                |
| SOC 3353        | Criminology   | 3 |      |      |      | SOC 2301                                       |
| SOC 3354        | Sociology of Mental Illness                         | 3 |      |      |      | SOC 2301                                       |
| SOC 3356        | Sociology of the Family                             | 3 |      |      |      | SOC 2301 or 2302                               |

|                 |  |   |      |     |      |  |
|-----------------|--|---|------|-----|------|--|
| SOC 3360        | Issues in the Nonprofit sector                     | 3 |      |     |      |  |
| SOC 3363        | Soc Work as a profession                           | 3 |      |     |      | SOC 2301   |
| SOC 3368        | Soc Welfare As Institution                         | 3 |      |     |      | SOC 2301   |
| SOC 3370        | Soc Work Methods/Services I                        | 3 |      |     |      | SOC 2301   |
| <b>SOC 3393</b> | <b>Sociological Investigation and Research I</b>   | 3 | CT   | SL  | None | SOC 2301 or 2302 , major or minor                      |
| SOC 3541        | Social Field Practice I                            | 6 |      |     |      | SOC 3363, permission and majors only                   |
| SOC 3691        | Sociology Co-op                                    | 6 |      |     |      |  |
| SOC 3692        | Sociology Co-op                                    | 6 |      |     |      |  |
| <b>SOC 4311</b> | <b>Socio/African American</b>                      | 3 | CT   | SBS | None | None   |
| <b>SOC 4312</b> | <b>Sociological Investigation and Research III</b> | 3 | CT   | SL  | None | SOC 2301 or 2302, 3309 and 3310, majors or minors only |
| SOC 4317        | Urban Communities                                  | 3 |      |     |      | SOC 2301   |
| <b>SOC 4321</b> | <b>Group Dynamics</b>                              | 3 | None | SBS | None | SOC 2302, PSY 2301 and major                           |

|                 |  |   |      |      |      |   |
|-----------------|--|---|------|------|------|---|
| SOC 4322        | Record/Soc Work Practice                               | 3 |      |      |      | Major   |
| SOC 4324        | Social Organization                                    | 3 |      |      |      | SOC 2301  |
| SOC 4333        | Social Stratification                                  | 3 |      |      |      |   |
| SOC 4340        | Adv Soc Work Meth/Serv II                              | 3 |      |      |      | Major   |
| <b>SOC 4345</b> | <b>Special Topics in Soc: Inequalities I</b>           | 3 | CT   | None | None | SOC 2301 or 2302, upper level in the major or minor |
| <b>SOC 4346</b> | <b>Special Topics in Soc: Inequalities II</b>          | 3 | CT   | None | None | SOC 2301 or 2302, upper level in the major or minor |
| <b>SOC 4356</b> | <b>Special Topics in Soc: Health &amp; Wellness I</b>  | 3 | CT   | None | None | SOC 2301 or 2302, upper level in the major or minor |
| <b>SOC 4358</b> | <b>Special Topics in Soc: Health &amp; Wellness II</b> | 3 | CT   | None | None | SOC 2301 or 2302, upper level in the major or minor |
| SOC 4360        | Internship in SOC                                      | 6 |      |      |      |   |
| <b>SOC 4364</b> | Race and Culture                                       | 3 | None | SBS  | None | None  |
| SOC 4401        | Senior Seminar   | 4 |      |      |      |   |

|          |                            |   |  |  |  |                                      |
|----------|----------------------------|---|--|--|--|--------------------------------------|
| SOC 4541 | Soc Work Field Practice II | 6 |  |  |  | SOC 3363, permission and majors only |
|----------|----------------------------|---|--|--|--|--------------------------------------|

## Course Description

This course makes a scientific study of social behavior. An investigation of functional and dysfunctional phenomena in society and culture is also conducted.

The objective of this course is to show the student how statistics are used. The student will gain an appreciation of the proper use of statistics and statistical terms in textbooks, newspapers, magazines and in research reports. The major emphasis of this course is an understanding of statistical measures, sampling and hypothesis testing. Students may not receive credit for both SOC 2326 and MAT 2326. This course is a prerequisite to SOC 3352.

This course is designed to study some of the major social problems in contemporary society and their implications for social change.

In this course a cross-cultural study of the family as a social institution and its relation to other social institutions is made. Also studied are the processes of personality development and socialization of its members and the changing role of the family in contemporary society.

This course highlights the connections between social environmental conditions and functional problems commonly associated with health changes in among older adults. This joint focus will enable students to identify preventive factors, risk markers, and symptoms of functional decline and the related macro and micro-level social implications of these dynamic conditions.

This course will explore social constructs that influence identity formation, opportunity structures, social policies, and adaptive resources along a continuum of care for the elderly, through a life course perspective. It will explore diversity in the social and historical contexts, while providing insight into the impacts of gender, race, and social class.

This course provides a study of individual and collective behavior in relation to various social and cultural influences. Selected crucial problem areas of psychological theory are intensively examined in a social and cultural perspective. Students may earn credit for only one of the following: SOC 3307 or PSY 3307.

This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review of research, a research project, a research paper, or laboratory work.

This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review of research, a research project, a research paper, or laboratory work.

This course presents a survey of both social and cultural anthropology. The crosscultural analytical approach will be utilized in order to explore the universal importance of the relationship of personality to culture.

This course attempts to develop a critical understanding of the concepts of illness, healing and health, and the way they are perceived, defined and structured across various social systems, with special emphasis on the USA.

This course will challenge students to critically examine the theory and practice of public health from a global perspective. The course focuses on the social, political, and cultural contexts and their effect on how, where, and why different populations are more or less vulnerable to disease. Students will examine society's efforts to prevent disease, protect populations and promote health.

In this course a survey is made of populations as they are influenced by demographic and ecological factors; population analysis and composition and growth in selected societies.

Studied in this course are formation and changes of American social groups and the works of various intellectuals from colonial times through the Civil War. Students may not receive credit for both SOC 3335 and HIS 3335.

Studied in this course are the changes in American society and the ideas of various intellectuals, from the Civil War to the present. Students may not receive credit for both SOC 3336 and HIS 3336.

This course presents the origin and development of sociology from the time of Comte to the present major social theorists, and the role of theory is emphasized.

This course is concerned with problems and procedures in research, concept formation, study design, data collection and analysis and interpretation of selected research in sociology, social welfare and anthropology.

This course presents a study of the nature and development of crime and treatment. Special attention is given to probation and parole, capital and corporal punishment, prison reform and reform movements through various agencies.

This course examines three central issues: (1) how selected social factors, such as race, social class, gender and marital status intersect to influence the definition, causes and responses to mental illness, resulting in its social construction; (2) the major ways sociologists have studied mental illness in contrast to psychological and biological approaches; and (3) global-historical variations in definitions of mental illness.

This course introduces students to the profession of social work methods, fields of service, values and knowledge base.

This course introduces students to social welfare policy, both historically and as it currently exists. Current social services policies and programs are discussed.

This course introduces students to beginning generic social work practice. Generic theory is discussed extensively.

This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review or research, a research project, a research paper, or laboratory work.

This course offers the student practical experience in a social agency. It enables the student to apply and test knowledge and skills gained in the classroom. Students spend a minimum of 16-18 hours per week in an approved agency setting under the supervision of a staff member. In addition, the students attend a weekly seminar to discuss their experiences. Arrangements to enroll must be made with the instructor of the course at least six weeks prior to the beginning of the semester.

In this course a study is made in-depth of the most controversial minority in American history. The student is exposed to the new ideas that have evolved from recent changes in the area.

This course is designed for independent scientific work by the individual student with guidance by a member of the Sociology faculty. The project may consist of a combination of reading, review of research, a research project, a research paper, or laboratory work.

In this course a study is made of community organization from simple, small urban areas to the megalopolis; the role of various agencies and institutions and movements as they bring about change; consideration of various zone theories and certain trends in urbanization; the inner-city and its implications; and urban renewal and redevelopment.

This course is designed to develop an understanding of the dynamics of group behavior and to promote the development of the skills and attitudes essential for functioning effectively as a group member. Topics include: arousal and expression of emotions by group members; decision-making procedures; task orientation of the group; behavior relevant to task completion; power; the problem of intimacy within the group; and the role and procedures of communication within the group. Students may not receive credit for PSY 4321 or EDU 4321 in addition to this course. We respectfully ask that the dual designation/cross-listing of this course be removed and the course be titled PSY 4321.

This course must be taken concurrently with SOC 3541. It is designed to develop student's skills in recording of social work process including social histories, process recording and various types of recording for the agency record.

This course studies the structures, purposes, and development of social organizations and their impact on our lives.

This course provides a systematic analysis of class systems. Social inequalities and differentiations as related to social structures and social systems will be considered. Emphasis will be placed on theory and research in the field as they relate to differential social behavior.

This course is a continuation of SOC 3370. Advanced generic helping skills are learned through lectures and extensive examination and discussion of case records.

This upper-division seminar in selected topics in Sociology will provide a track-specific treatment of current theoretical or applied issues within the discipline. Course content will vary according to the instructor, and that content will be announced prior to registration. This course focuses on a variety of social inequalities-related topics not offered on a regular basis.

This upper-division seminar in selected topics in Sociology will provide a track-specific treatment of current theoretical or applied issues within the discipline. Course content will vary according to the instructor, and that content will be announced prior to registration. This course focuses on a variety of social inequalities-related topics not offered on a regular basis.

This upper-division seminar in selected topics in Sociology will provide a track-specific treatment of current theoretical or applied issues within the discipline. Course content will vary according to the instructor, and that content will be announced prior to registration. This course focuses on a variety of health-related topics not offered on a regular basis.

This upper-division seminar in selected topics in Sociology will provide a track-specific treatment of current theoretical or applied issues within the discipline. Course content will vary according to the instructor, and that content will be announced prior to registration. This course focuses on a variety of health-related topics not offered on a regular basis.

In this course a study will be made of American relations involving race, religion, nationality, and other ethnic groups. Some consideration will be given to race and culture outside the United States.

This course is a continuation of SOC 3541. The students spend a minimum of 16-18 hours per week in an approved agency setting under the supervision of a staff member. In addition, the students attend a weekly seminar to discuss their experiences. Arrangements to enroll must be made with the instructor at least six weeks prior to the beginning of the semester.

| Course ID | Course Title                   | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req                           |
|-----------|--------------------------------|----|------------------------------|-------------------|------------------|-----------------------------------|
| SPA 1311  | Elementary Spanish             | 3  | None                         | FLC               | Global           | None                              |
| SPA 1312  | Elementary Spanish II          | 3  | None                         | FLC               | Global           | SPA 1311 or placement             |
| SPA 2309  | Inter Spanish Conversation     | 3  | OC                           | FLC               | Global           | SPA 1311, SPA 1312 or permission  |
| SPA 2311  | Intermediate Spanish I         | 3  | None                         | FLC               | Global           | SPA 1312 or placement             |
| SPA 2312  | Intermediate Spanish II        | 3  | None                         | FLC               | Global           | SPA 2311 or placement             |
| SPA 2320  | Spanish Int'l Affairs          | 3  | None                         | FLC               | Global           | SPA 2311                          |
| SPA 3020  | Study Abroad in the Discipline | 6  | None                         | None              | None             | None                              |
| SPA 3310  | Spanish Comp and Grammar       | 3  | None                         | FLC               | None             | SPA 2312, placement or permission |
| SPA 3311  | Hispanic Civilization          | 3  | None                         | HIS               | None             | SPA 2312 or permission            |
| SPA 3312  | Spanish Phonetics              | 3  | None                         | None              | None             | SPA 2312 or permission            |

|                 |   |   |      |      |      |                                   |
|-----------------|---|---|------|------|------|-----------------------------------|
| SPA 3316        | Spanish Conversation and Pronunciations       | 3 | None | None | None | SPA 2312, placement or permission |
| <b>SPA 3323</b> | <b>Cultures of the Spanish Speaking World</b> | 3 | None | FLC  | None | None                              |
| SPA 3333        | Survey of Spanish Lit I                       | 3 | None | None | None | SPA 2312 or placement             |
| SPA 3335        | Survey of Span-American Lit                   | 3 | None | None | None | SPA 2312 or placement             |
| SPA 3339        | Survey of Latino Lit                          | 3 | None | None | None | SPA 2312 or placement             |
| SPA 3382        | Hispanic Lit/Translation                      | 3 | None | None | None | ENG 2301 & 2302                   |
| SPA 4093        | Spanish Internship                            | 6 | None | None | None | Approval                          |
| SPA 4309        | Advanced Spanish Conversation                 | 3 | None | None | None | SPA 2312 or permission            |
| SPA 4310        | Adv Spanish Comp                              | 3 | None | None | None | SPA 2312 or placement             |

|          |                                       |   |      |      |      |                                     |
|----------|---------------------------------------|---|------|------|------|-------------------------------------|
| SPA 4334 | Masterpieces<br>Hispanic Drama        | 3 | None | None | None | SPA 3333 or<br>3335                 |
| SPA 4335 | Masterpieces<br>Hispanic Poetry       | 3 | None | None | None | SPA 3333 or<br>3335                 |
| SPA 4336 | Independent Study                     | 3 | None | None | None | Approval                            |
| SPA 4338 | Masterpieces of Afro-<br>Hispanic Lit | 3 | None | None | None | SPA 3333 or<br>3335                 |
| SPA 4340 | Cervantes                             | 3 | None | None | None | SPA 3333 or<br>3335                 |
| SPA 4350 | Senior Composition<br>in Spanish      | 3 | None | None | None | SPA 3310 or<br>permission           |
| SPA 4390 | Spec Topics/Read in<br>His Cul        | 9 | None | None | None | SPA 3333 or<br>3335                 |
| SPA 4391 | Senior<br>Seminar/Spanish             | 3 | None | None | None | Senior, 2.5<br>GPA in FL<br>courses |

## Course Description

This course introduces the fundamental structures of Spanish with emphasis on the acquisition of the basic language skills: listening, speaking, reading, and writing. Students will be required to make extensive use of the language laboratory. No previous knowledge of Spanish is required. (Four periods per week.)

This course is a continuation of Spanish 1311 and culminates in graduated readings, class discussions, and free compositions. (Four periods per week.)

This course offers an opportunity for conversational practice in Spanish in practical situations that require an active and spontaneous use of the language.

This course stresses the continued development of the fundamental language skills: listening, speaking, reading, and writing and the reading of advanced texts as well as oral expression. Students will be required to make extensive use of the language laboratory. A grammar review is also included. (Four periods per week.)

This course is a continuation of Spanish 2311. Special attention is focused on the reading of advanced cultural, literary, and communication texts. Extended classroom discussions in Spanish, extensive guided and free compositions and intensive lab work are an integral part of the course. A brief grammar review will be included as necessary. (Four periods per week.)

This course introduces the student to the specialized vocabulary and styles peculiar to the conversation and written Spanish of international affairs. A special emphasis is given to reading native language periodicals and magazines related to international issues. Essential elements of international business correspondence are reviewed. Sensitivity to transcultural nuances is developed. Students of economics, business, and international relations are encouraged to enroll in this course.

Spanish Composition and Grammar is designed to guide students through the writing process by providing extensive practice of grammar topics learned at previous levels. Students will engage in the intensive review of contextualized grammar including the use of colloquialisms, and idioms. Fundamental writing techniques, stylistic analysis, and proofreading strategies will be introduced.

This course is a study of the development of Hispanic culture and civilization from its beginnings to the present day. It charts the significant historical, geographical, intellectual, artistic, social, literary, and political aspects of Hispanic life. A special emphasis will be placed on the twentieth century and cross-cultural comparisons.

This course will systematically introduce the student to the study of Spanish phonology. Phonological theories applied to Spanish will be reviewed. The formal sound system of Spanish will be analyzed based on articulatory and acoustic features. Stress rhythm and international patterns will be highlighted along with dialectal variations. Practice in corrective phonetics will be provided.

This course focuses on the development of oral communication skills in Spanish. Lessons and activities provide opportunities for natural conversation inside and outside of the classroom to enhance pronunciation, grammar knowledge, and vocabulary building. Students will engage in paired and group discussions of topics of current interest by reading cultural and literary texts, Spanish periodicals, newspapers, viewing Spanish language television broadcasts, and listening to Spanish radio programs.

This course is a survey of the development of Spanish literature from its beginnings to the contemporary era. Special emphasis will be placed on distinctive features of significant literary movements and period, concepts of literary criticism, and the vocabulary of literary analysis. Particular attention will be focused on the twentieth century.

This course offers a panoramic overview of Spanish-American literature from its inception to the present day. Distinctive literary movements and periods germane to the Latin American continent will be underscored. Special attention will be given to the nineteenth and twentieth centuries. Concepts of literary criticism and vocabulary of literary analysis will be introduced and developed.

This course offers a panoramic overview of Latino literature from its inception to the present day. Distinctive literary movements and periods germane to Latinos will be underscored. Special attention will be given to the nineteenth and twentieth centuries. Concepts of literary criticism and vocabulary of literary analysis will be introduced and developed.

This course will survey the development of Hispanic literature in English from its inception to the contemporary era. Special emphasis will be placed on the literature, especially the short story, of the twentieth century. Particular literary movements and periods germane to the Hispanic experience will be highlighted. Elements of literary criticism and the vocabulary of literary analysis will be introduced. No knowledge of Spanish is required. This course is taught in English.

This internship is designed to provide the Spanish student with practical experience in various careers, professions, and community agencies and organizations that require the knowledge of Spanish. Arrangements to enroll must be made during the semester prior to the internship. (The internship cannot be taken in lieu of other major requirements.)

This course provides intensive oral work with Spanish. A strong focus will be placed on topics of current interest. The reading of cultural and literary texts, Spanish periodicals and newspapers will be expected preparation for classroom discussion. Viewing Spanish television broadcasts and listening to weekly Spanish radio programs are required.

This course provides intensive and extensive writing practice in Spanish. A special emphasis is placed on descriptive, narrative, and expository writing as well as writing for non-literary purposes. Both writing techniques and proofreading strategies are introduced. Particular attention will focus on stylistic analysis, translation, and grammar review.

This course surveys the major dramatic works in Hispanic literature such as Lope de Vega, Tirso de Molina, Calderon de la Barca, Garcia Lorca, Alfonso Sastre, Rene Marques, Usigli, Gorostiza, Triana, and others. Particular movements in the evolution of drama will be discussed. Historical, aesthetic, and technical aspects of the drama will be stressed. Dramatic theory and criticism will be introduced.

This course is a study of major Hispanic poets. Focus will be directed toward the poetry and poetic developments of the twentieth century. The works of Dario, Paz, Vallejo, Neruda, Mistral, Ortiz, Parra, Gongora, Machado, Ramon Jimenez, Salinas, Garcia Lorca, Aleixandre, Guillen, Alberti, and others will be examined. The essentials of Spanish verification will be stressed along with distinctive poetic movements and developments. A review of current poetic criticism and theory will be introduced.

A Spanish major/minor may make application for independent study in the area of concentration. Such study requires the approval of the department head and two professors under whom the student has taken courses at the 3000 level or above. This course may not be repeated; it may not be taken in lieu of any other courses offered in this department.

This course is a survey of major literary works by Afro-Hispanic writers from their beginnings until the present day in Latin America. The socio-economic, historical cultural, political and psychological aspects of their literary contributions will be analyzed in depth. Careful attention will be given to the poetry and prose of the twentieth century. Distinctive literary movements and periods germane to the Afro-Hispanic experience will be underscored Authors

This course is a survey of the major works of Cervantes with a special emphasis on Don Quixote and The Exemplary Novels. Special emphasis will be placed on the major literary movements and genres that constitute the Golden Age of Spain. A sampling of Cervantine theory and criticism will be introduced.

This course is designed for the advanced major, minor or skilled student who needs to refine, review and to galvanize written Spanish expression to the professional level. It involves intensive and extensive written discourse in Spanish and develops advanced critical reading and writing skills through the in depth study of the major expository modes: description, narration, analysis and argumentation. An intensive review of grammar will be infused. In addition, a final extensive research capstone project involving scholarly bibliographic investigation will be required.

This course will involve an intensive investigation of a specific topic in literature, a specific author, literary criticism and literary theory, or movements or cultural developments in Hispanic countries. Topics to be announced. (Offered as required.) May be repeated.

This course will offer advanced students in Spanish the opportunity to review, consolidate, and extend their study of the discipline. Special emphasis will be placed on the correction of weaknesses in speaking and writing Spanish.

| Course ID       | Course Title                                       | SH | GE Student Learning Outcomes | Area of Knowledge | Curricular Theme | Pre-Req          |
|-----------------|--|----|------------------------------|-------------------|------------------|------------------|
| SPH 2141        | Speech Project                                     | 1  | None                         | None              | None             | ENG 1301 & 1302  |
| <b>SPH 2321</b> | <b>Oral Inter/Lit</b>                              | 3  | OC                           | LIT               | None             | ENG 1301 & 1302  |
| <b>SPH 2341</b> | <b>Fundamentals of Speech</b>                      | 3  | OC                           | None              | None             | ENG 1301 & 1302  |
| SPH 2343        | Voice & Diction                                    | 3  | None                         | None              | None             | SPH 2321 or 2341 |
| <b>SPH 2345</b> | <b>Great Af Am Speeches/ 20th &amp; 21st Cent.</b> | 3  | OC                           | None              | None             | None             |
| <b>SPH 2346</b> | <b>Professional Presentations</b>                  | 3  | OC                           | None              | None             | None             |
| <b>SPH 3320</b> | <b>Intercultural Comm</b>                          | 3  | OC                           | FLC               | Diversity        | None             |
| SPH 3340        | Interpersonal Comm                                 | 3  | None                         | None              | None             | None             |
| SPH 3350        | Group Discussion                                   | 3  | None                         | None              | None             | SPH 2321 or 2341 |
| SPH 3360        | Argumentation & Debate                             | 3  | None                         | None              | None             | SPH 2321 or 2341 |
| SPH 3370        | Phonetics  | 3  | None                         | None              | None             | SPH 2321 or 2341 |
| SPH 4345        | Advanced Public Speaking                           | 3  | None                         | None              | None             | SPH 2321 or 2341 |

## Course Description

This course offers a summary review of the fundamentals of speech communication and practical application of these principles in a variety of speaking exercises

This course introduces the student to the basic principles of oral communication through a study of the production of speech sounds, followed by a study of the principles of selection, analysis, and preparation of poetry, prose, and drama for oral presentation before an audience.

This course is a study and application of basic elements and processes essential to effective speech. Emphasis is placed upon practical speaking experiences that are valuable to individuals and groups. Emphasis is also given to general American phonetics and its relation to speech improvement.

This course is a study of the basic principles and practices of effective spoken English. It is also a study of English sounds, stress, and intonation. Analysis is made of the student's voice and speech.

This course serves as an introduction to the field of intercultural communication by examining the practical application of theory and research. The goal of this course is for students to develop an understanding of the communication process across cultural boundaries in a variety of contexts. The course focuses on challenges and issues important to the understanding of people of different racial, ethnic, national, and other cultural backgrounds in the US and abroad.

This course focuses on the dynamics of human communication, on the relationship of language to human communication and self-concept, on developing personal skills and attitudes in one-to-one relationships and in small groups, and on developing a positive communication style.

This course is a study of the values of group discussion as a method of learning and instructing. Emphasis is placed on development of leadership in problem-solving discussions, round-table discussions, basic procedures in conference groups, and great book discussions.

This is a study of the principles and methods of argumentation and debate. Analysis, briefing, evidence, and refutation are stressed. The student participates in various types of debate.

This course is a study of the International Phonetic Alphabet and the production, description, and classification of speech sounds. Standards of sounds, stress and intonation, and transcription are emphasized.

This course provides intensive practice in the process of composing and delivering various types of speeches. Emphasis is given to original thinking, effective organization, and direct communication of ideas.