

The College of Education and Human Services

Dr. Joyce Piveral, Dean
Director, Teacher Education

- Department of Behavioral Sciences
- Department of Health and Human Services
- Department of Professional Education
- Career Education
- Horace Mann Laboratory School
- Phyllis and Richard Leet Center for Children and Families

College of Education and Human Services

“Teaching is our passion.....Learning is our profession.”

Dean: Joyce Piveral

The College of Education and Human Services includes the Departments of Behavioral Sciences; Health and Human Services; Professional Education; the Horace Mann Laboratory School; and the Phyllis and Richard Leet Center for Children and Families.

The college contributes to all facets of education within the University by providing courses which assist students in fulfillment of the General Education courses; offerings leading to the completion of B.A., B.S., and B.S.Ed. degrees; and elective coursework.

The professional preparation programs in the College of Education and Human Services and the Professional Education Unit are accredited by the Missouri State Board of Education (2014) and the National Council for Accreditation of Teacher Education (NCATE).

Vision Statement

The vision of the College of Education and Human Services is to provide highly competent professionals who are lifelong learners, reflective thinkers and ethical leaders exemplifying the ideas of literacy, scholarship and social justice in a diverse and ever-changing world.

Mission Statement

The mission of the College of Education and Human Services is to create learning communities in which students and professionals develop partnerships with families, communities, schools, businesses and other public agencies to assist students in acquiring knowledge, skills and values critical to a democratic society. As a result, we prepare students for leadership careers in business, industry, education, government, recreation, public service and health and wellness.

The goals of the college are to:

- Provide students a strong knowledge base in general education.
- Provide opportunities for specialization through majors and minors.
- Provide opportunities to develop values and ethics within the academic discipline.
- Provide opportunities for students and faculty to collaborate in research
- Provide services to the community and surrounding region.
- Provide opportunities for continuing and graduate education.

Vision Statement for the Professional Education Unit

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

Mission Statement for the Professional Education Unit

The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing PreK-12 professional educators who apply best practices to positively impact learning.

Our Pledge:

Based upon our vision and mission, the Northwest Missouri State University Professional Education Unit serves education candidates as our primary focus in order to develop professionals who:

- Possess the requisite level of knowledge, skills, and professional dispositions;
- Model integrity and professionalism;
- Promote social justice, the inherent worth of each individual, and the ideals of a democratic society;
- Facilitate an educational environment that embraces diversity;
- Collaborate and build partnerships with educational professionals, students, parents, communities, and other social agencies; and
- Use technology in a meaningful, purposeful, and authentic manner.

Continuous Improvement and Program Quality

The Professional Educational Unit (PEU) organizational structure is designed to maximize input from and empowerment of the entire education community. Cross-functional teams of college faculty, PreK-12 faculty, and students function to ensure continuous study and improvement of programs and processes around issues of importance to the college, such as technology integration, a curriculum representative of our nation's diversity and consistent evaluation of assessment data on program performance.

One source of input for program improvement is gathered from Culture of Quality comment cards provided throughout the University and available online at the Northwest website for use in bringing issues of importance to the attention of the appropriate administrator. Students may use these cards to share comments, suggestions or complaints regarding an office, department, program or activity in the University community. All Culture of Quality comment cards relating to teacher preparation are compiled for reporting of issues and opportunities for program or process improvements to the Council on Teacher Education.

Teacher Education Resources

Professional Education. Cheryl Malm, Assistant Director
 Educational Field Experiences. Vickie Miller, Director
 Horace Mann School. Jill Baker, Director
 Teacher Certification. Kim Hullinger, Certification Officer
 Teacher Education Student Services (TESS) Amy Wilson, Coordinator
 Alternative Certification. Coordinator
 Early Childhood Center Cindy Scarbrough, Director
 Professional Education Unit Assessment Michael McBride
 Regional Professional Development Center Rebecca Baldwin, Director

GENERAL INFORMATION

Admittance to Teacher Education

All students desiring to complete teacher certification requirements must make application to become officially admitted to the professional education program through the satisfactory completion of the “Application to Professional Education Program” form. This form may be obtained from the Teacher Education Student Services (TESS) Office, Administration Building, Room 348.

Application for admission to the professional education program should be initiated in the trimester following the one in which the eligible student completes 45 hours of academic credit or upon transfer of 45 hours of credit acceptable to this institution. All students desiring to become teacher candidates must demonstrate basic educational competencies prior to formal admission into the professional teacher education program. To do this applicants must:

1. Provide evidence (score) of completion of the ACT or SAT by having scores submitted to the University.
2. Successfully complete COM 29-102 Fundamentals of Oral Communication, with a grade of “C” or better.
3. Successfully complete EDCI 62-211 Observation and Activity in the Elementary School for elementary education programs; EDUC 61-262 Middle School Teaching Practicum I for middle school programs; EDUC 61-260 Secondary Teaching Practicum I for secondary education programs; EDUC 61-260 for elementary-secondary programs; EDCI 62-211 or EDUC 61-262 or EDUC 61-260 for special education programs; HPER 22-260 Observation and Practicum I in Physical Education for the Physical Education program.
4. Complete at least 45 semester hours of coursework and achieve a minimum major GPA and minimum GPA in education coursework with no more than seven hours below a “C” for all courses used to meet general education requirements. Reference minimum GPA in the Professional Education Handbook.
5. Complete two composition courses or one honors composition, a math course (MATH 17-171 for Elementary Education majors), COM 29-102 Fundamentals of Oral Communication, and recommended Institutional Requirements (EDUC 61-145 or EDCI 62-130, EDUC 61-252).
6. Achieve the minimum C-BASE (English, Mathematics, Science, Social Studies, Writing Sample) scores identified in the Professional Education Handbook.
7. Register for admission to the Professional Education Program at the Teacher Education Student Services (TESS) Office in Administration Building, Room 348, in accordance with the application procedure. This form will not be issued until all the above criteria have been met.
8. Take completed form to approved Professional Education advisor for signature and assignment of anticipated student teaching blocks or professional trimester.
9. Return signed form to the TESS Office for final approval by the TESS Office. A copy of the approved form will be sent to the student and advisor. Any changes in major or anticipated student teaching block/professional trimester must be submitted to and approved by the TESS Office once admission has been obtained.

Note: Students who do not meet the admissions standards listed above may qualify for “alternative” or “probationary” admission.

Alternative Admissions: The alternative admissions process is designed for applicants from a disadvantaged background (as provided in CBHE policy). In acting on such applications the Teacher Education Admissions Committee (TEAC) looks for evidence of extraordinary circumstances that are beyond the control of the student, and for specific data (leading indicators)

demonstrating ability to succeed in teacher education programming. The student must outline a credible plan by which they will overcome the particular academic challenge(s).

Probationary Admissions: Students seeking admission to the Teacher Education Program who fail to meet the minimum score required for any C-BASE subsection(s) for a third time, may not continue in the teacher education sequence. A student, who continues to be convinced that he/she can be successful in Teacher Education, should consult their academic advisor and may request a meeting with the TEAC to discuss probationary status. The student must complete the Application for Probationary Admission form, providing data-based reasons why they believe they can ultimately be successful. In granting probationary status, the TEAC may identify support processes, short courses, or other means by which the student can improve performance in the area(s) of deficiency. If a student is granted probationary admissions, he/she must meet admissions requirement within one trimester.

Students with handicapping conditions which prevent valid test results from the College BASE will be evaluated for basic educational competencies through appropriate testing instruments and/or procedures by psychometrists as designated and approved by the Council on Teacher Education.

Students must request testing arrangements to accommodate their special testing needs. Possible special arrangements include a large type edition of the College BASE, extended time, readers, signers, scribes, magnifying equipment and others.

Students pursuing an undergraduate degree (B.A., B.S., or B.S.Ed.) who meet Northwest professional education program requirements or those who have earned other baccalaureate degrees and have filed an academic contract or an approved graduate program to complete teaching certification requirements and have been admitted to the professional education program will receive a Missouri State Board of Education and an NCATE recommendation for certification.

Advanced Standing Requirement

All teacher education candidates must be formally admitted to the teacher education program to be eligible to enroll and participate in the following upper-division courses:

- EDUC 61-360 Secondary Teaching Practicum
- EDUC 61-461 School and Society
- EDUC 61-462 School and Society Seminar
- EDUC 61-520 Techniques of Classroom Management and Discipline
- EDCI 62-380 Diagnostic and Corrective Reading
- EDCI 62-384 Teaching Students in Cross Categorical Special Education:
Academic/Behavioral
- EDCI 62-385 Teaching Students in Cross Categorical Special Education:
Academic/Behavioral, Secondary
- EDCI 62-386 Teaching Students in Cross Categorical Special Education:
Functional/Physical
- EDCI 62-387 Teaching Students in Cross Categorical Special Education:
Functional/Physical, Secondary
- EDCI 62-407 Elementary School Language Arts Practicum
- EDCI 62-410 Elementary School Social Studies
- EDCI 62-420 Content Teaching in Elementary Schools
- EDCI 62-430 Teaching Writing in the Middle School
- EDCI 62-456 Practicum and Seminar in Elementary School Reading
- EDCI 62-470 Assessment in Special Education
- EDCI 62-471 Assessment in Special Education Lab
- EDCI 62-508 Transition/Career Education for Students with Disabilities

EDCI 62-511 Middle School Curriculum, Methods and Practicum
 EDCI 62-531 Curriculum and Methods in Early Childhood
 EDCI 62-540 Behavior Management Techniques
 EDCI 62-541 Identifying and Prescribing Instruction in Early Childhood Education
 EDCI 62-543 Practicum in Early Childhood Education
 EDCI 62-544 Practicum in Early Childhood Special Education
 EDCI 62-574 Teaching Math to Students with Disabilities
 Middle School/Secondary Education Methods Courses (AGRI 03-580, ART 13-480,
 COM 29-480, CSIS 44-580, ENGL 10-480, LANG 14-480, FCS 15-580,
 MATH 17-580, MATH 17-582, MUS 19-482, MUS 19-484, HPER 22-480,
 HPER 22-580, SCED 28-580, SCED 28-582, SOSOC 36-480)
 Directed Teaching (all areas)

Teacher Education Guidance Committee

This committee considers those professional education students who have deficiencies which are so serious that their success in the field of teaching would be in jeopardy. Such deficiencies may or may not relate to quantitative criteria.

The guidance committee is an ad hoc subcommittee of the Council on Teacher Education. Although the Council on Teacher Education has overall reviewing authority, this subcommittee, known as the Teacher Education Guidance Committee, develops and implements the necessary procedures. Committee members may include the assistant director of Teacher Education, chairperson of the Department of Professional Education, field experiences representative, chairperson or director of the student's major studies area, the student's advisor, and faculty who have taught the student. These committee members are included since they possess relevant information about the student.

Any University faculty member may refer a student to the Teacher Education Guidance Committee. The chairperson of the Council on Teacher Education will then structure the ad hoc committee and arrange a meeting to which the student may be called to appear. The chairperson will then report the decision of the committee to the student.

The committee will take one of four courses of action in regard to a student in question:

1. No action; the student would continue in the Teacher Education Program.
2. Recommend remedial actions that the student must take, to be followed by further screening.
3. Recommend remedial action and suspension from the Teacher Education Program until the student has met said requirements of the committee.
4. Recommend that the student be terminated from the Teacher Education Program, in which case he or she would not be permitted to complete any program from this University leading to educator certification.

All students will have the right to appeal in person regarding decisions rendered by the Teacher Education Guidance Committee. The purpose of the appeal is not to provide a secondary hearing of a case already heard by the committee, but rather to insure that students have been able to present all information pertaining to their case and that proper protocols have been followed. Students should provide a basis for their appeal by submitting either new information (e.g. documentation from a doctor, counselor, or official) pertaining to their case, or evidence of error or bias on the part of the previous committee. The students must initiate the appeals process by contacting the Office of the Dean of the College of Education and Human Services.

Directed Teaching

Prospective student teachers must attend an orientation session and make application for student teaching with the Director of Educational Field Experiences **in the trimester immediately prior** to the trimester in which student teaching is to be completed. The Director of Educational Field Experiences will establish a specific date for application each trimester. At the time of application, the student must secure the approval of the following persons: Registrar, major advisor (and minor advisor when appropriate), and TESS coordinator. The application form containing the approval route should be obtained online. An overall GPA and official admittance to the teacher education program are required (see “Admittance to Teacher Education” on page 314-316). A minimum GPA is also required for all courses taken at Northwest, all courses taken in each of the applicant’s subject areas and all courses in the professional education sequence. Reference minimum GPA in the Professional Education Handbook.

Secondary and elementary-secondary program majors are required to successfully complete EDCI 62-353; EDUC 61-520, and EDUC 61-461 in order to maintain eligibility to student teach. Elementary, middle school, secondary, and special education majors student teach an entire trimester. **Students may not have a choice of time or location for the directed teaching experience.** Students may suggest a location, however, final placement resides with the Director of Field Experiences.

Graduation Requirements

Students completing a teacher education program must complete as a part of their program a field experience in a diverse setting for a minimum of thirty (30) clock hours.

Teacher Education candidates must demonstrate their competence across the state’s MoSPE standards for teacher educators. This is accomplished through authentic assessments designated in the Professional Education Unit (PEU) assessment system and demonstrated through the Teacher Work Sample (TWS).

Certification Exit Requirements

In addition to satisfying the respective program requirements, each candidate seeking initial certification must achieve the minimum GPA requirement set by the State Board of Education to include: A minimum overall GPA; a minimum GPA in each of the certificate subject areas; and a minimum overall GPA and no grade lower than a “C” in professional education courses, i.e., those courses defined as foundations for teaching, teaching methods and techniques, and clinical experiences. Each candidate must also achieve a satisfactory score on the appropriate PRAXIS-II Test(s). Reference minimum GPA in the Professional Education Handbook.

Certification

Students admitted to the professional education program are subject to all prevailing academic and social regulations and policies of the University in addition to those specified for the various certificate program sequences. The teacher education candidate is also subject to any Missouri legislative action or State Board of Education policy that may become effective during the lifetime of this catalog. The candidate is responsible for meeting the requirements of endorsement area(s) at the time of application for an initial Missouri teaching certificate. In addition to the certificate requirements, the student must satisfy the degree requirements of the major department. The teacher education advisor in each department will guide the student in meeting all requirements. Additional information about certification is in the Professional Education Handbook and on the Northwest website at www.nwmissouri.edu/dept/peu/certification/index.htm. For specific information regarding teacher certification, contact the Teacher Certification Officer.

The Missouri Department of Elementary and Secondary Education-Office of Educator Quality is working with a representative stakeholders group to redesign the standards for educator preparation including certification requirements. These changes and implementation schedule will be communicated to students through individual advising sessions, meetings, and/or other university communications. If there are any questions or concerns, please contact the Missouri Department of Educator Preparation in the Office of Educator Quality (eqprep@dese.mo.gov).

Post-Degree Certification

Individuals who hold baccalaureate degrees from regionally-accredited institutions may elect to pursue their initial teaching certificate by completing our teacher preparation program. Candidates are subject to the requirements as provided in this catalog. Candidates are required to fulfill all the general education requirements for certification as designated by the state of Missouri.

Title II Reporting

Northwest annually reports to the United States Department of Education on the performance of its Teacher Education graduates. The report is public information and is contained in its entirety on the following website: www.nwmissouri.edu/dept/peu/about.htm.

Course Description

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101 Freshman Seminar (1 hour)

Freshman Seminar is designed to introduce students to Northwest Missouri State University. Topics of exploration will include: adjustment to

University life, skills necessary to make the most of the University experience, General Education requirements, academic programs and advisement, career exploration, campus and community resources, taking advantage of cultural and extra-curricular events and assuming responsibility for one's own University experience.

Department of Behavioral Sciences

Chairperson: Carla Edwards

Faculty: Jerrold Barnett, Sarah Creason, Elizabeth Dimmitt, Don Ehlers, Alisha Francis, Rebecca Hendrix, Shelly Hiatt, Lauren Leach-Steffens, Roger Neustadter, Jennifer Pratt-Hyatt, Kyoung-Ho Shin, Linda Sterling, Michele Veasey, Ryan Wessell

Mission

The Department of Behavioral Sciences focuses on Student Success in Career, Academics and Personal Development.

Vision

We will facilitate comprehensive professional student-centered and challenging learning within the university environment.

Values

The Department of Behavioral Sciences values:

- Critical thinking and scientific mentality
- Professionalism and professional ethics
- Student organizations and student research
- Personal responsibility
- Collegiality and professional networks

DEGREE PROGRAMS

Majors develop research and writing skills, problem solving and higher-order thinking ability related to analyzing, synthesizing and evaluating information. Majors find jobs in administrative support, public affairs, education, business, sales, helping professions, service industries, health, the biological sciences and computer programming. Many work as employment counselors, corrections counselor trainees, interviewers, personnel analysts, probation officers and writers.

Test out is not available for any course offered by the department.

Major in Psychology, 30 hours: B.A.–Minor Required; 36 hours: B.S.–Minor Required

Comprehensive Major in Psychology/Sociology, 54 hours: B.A., B.S.–No Minor Required

Comprehensive Major in Industrial Psychology, 60 hours: B.S.–No Minor Required

Comprehensive Major in Psychology and Biology: B.S., 66-69 hours – individual programs of study are arranged in both departments

Major in Child and Family Studies, 38-40 hours: B.S.–Minor Required (curriculum pending)

Minor in Psychology, 24 hours

Minor in Sport Psychology, 24 hours – also listed in Department of Health and Human Services

Minor in Gerontology, 24 hours – also listed in Department of Health and Human Services.

Minor in Sociology, 24 hours

Minor in Administration of Child Care Programs, 24 hours (curriculum pending)

Minor in Family and Life Resource Management, 24 hours (curriculum pending)

Advanced Standing Requirement

For all undergraduate psychology degree programs (excludes child and family studies majors):

1. Completion of all Directed General Education Courses with a minimum GPA of 2.00;
2. Completion of PSYC 08-103 General Psychology, and at least one, but not more than two, other psychology courses; and
3. A 2.00 GPA for any psychology courses taken prior to declaring the major.

Exit Requirement

All graduating seniors with the exception of biology/psychology, industrial/organizational psychology, and child and family studies majors must take the ACAT subject matter test and provide the department with test results prior to graduation approval.

MAJORS

Major in Child and Family Studies, 38-40 hours: B.S.– Minor Required

Curriculum not yet approved. Refer to online catalog for Fall 2012 Board of Regents approved curriculum.

Major in Psychology, 36 hours: B.S.–Minor Required

CIP: 420101

This major can be used either as a pre-professional or terminal degree, depending on the student's needs. Student should consult with their academic advisor, who can assist in course selection.

Directed General Education Course	Semester Hours
MATH 17-114 General Statistics	3
Required Courses	
PSYC 08-234 Introduction to Psychological Experimentation	3
PSYC 08-334 Experimental Psychology	3
PSYC 08-423 History and Systems of Psychology	3

Students must select six hours from each of the four categories below for a total of 24 hours:

Biological/Cognitive–select six hours from the following list:	6
PSYC 08-310 Cognitive Psychology (3)	
PSYC 08-343 Biological Psychology (3)	
PSYC 08-344 Drugs, Brain, and Behavior (3)	
PSYC 08-443 Advanced Biological Psychology (3)	

Individual—select six hours from the following list:	6
PSYC 08-201 Psychology in Films (3)	
PSYC 08-212 Personal Adjustment (3)	
PSYC 08-223 Abnormal Psychology (3)	
PSYC 08-305 Introduction to School Counseling (3)	
PSYC 08-323 Child and Adolescent Psychopathology (3)	
PSYC 08-335 Psychological Assessment (3)	
PSYC 08-363 Psychology of Personality (3)	
PSYC 08-438 Principles of Counseling (3)	
Developmental/Social—select six hours from the following list:	6
PSYC 08-301 Career Paths and Preparations (3)	
PSYC 08-315 Psychology of Groups and Teams (3)	
PSYC 08-333 Developmental Psychology (3)	
PSYC 08-383 Psychology of Aging (3)	
SOC 35-365 Social Psychology (3)	
Learning/Applied—select six hours from the following list:	6
PSYC 08-313 Industrial and Organizational Psychology (3)	
PSYC 08-325 Sport Psychology (3)	
PSYC 08-345 Disaster Psychology (3)	
PSYC 08-353 Psychology of Gender (3)	
PSYC 08-370 Applied Behavior Analysis (3)	
PSYC 08-495 Field Placement/Internship (3)	
SCGD 68-520 Drug Prevention and Education (3)	
Take three hours of approved psychology electives	3
Total Major Requirements	36

Major in Psychology, 30 hours: B.A.—Minor Required

CIP: 420101

This major can be used either as a pre-professional or terminal degree, depending on the student's needs. Student should consult with their academic advisor, who can assist in course selection.

Directed General Education Course	Semester Hours
MATH 17-114 General Statistics	3
Required Courses	
PSYC 08-234 Introduction to Psychological Experimentation	3
PSYC 08-334 Experimental Psychology	3
PSYC 08-423 History and Systems of Psychology	3

Students must select three to nine hours from each of the four categories below for a total of 21 hours:

Biological/Cognitive—select three to nine hours from the following list:	3-9
PSYC 08-310 Cognitive Psychology (3)	
PSYC 08-343 Biological Psychology (3)	
PSYC 08-344 Drugs, Brain, and Behavior (3)	
PSYC 08-443 Advanced Biological Psychology (3)	
Individual—select three to nine hours from the following list:	3-9
PSYC 08-201 Psychology in Films (3)	
PSYC 08-212 Personal Adjustment (3)	
PSYC 08-223 Abnormal Psychology (3)	
PSYC 08-305 Introduction to School Counseling (3)	
PSYC 08-323 Child and Adolescent Psychopathology (3)	

PSYC 08-335 Psychological Assessment (3)

PSYC 08-363 Psychology of Personality (3)

PSYC 08-438 Principles of Counseling (3)

Developmental/Social—select three to nine hours from the following list: 3-9

PSYC 08-301 Career Paths and Preparations (3)

PSYC 08-315 Psychology of Groups and Teams (3)

PSYC 08-333 Developmental Psychology (3)

PSYC 08-383 Psychology of Aging (3)

SOC 35-365 Social Psychology (3)

Learning/Applied—select three to nine hours from the following list: 3-9

PSYC 08-313 Industrial and Organizational Psychology (3)

PSYC 08-325 Sport Psychology (3)

PSYC 08-345 Disaster Psychology (3)

PSYC 08-353 Psychology of Gender (3)

PSYC 08-370 Applied Behavior Analysis (3)

PSYC 08-495 Field Placement/Internship (3)

SCGD 68-520 Drug Prevention and Education (3)

Total Major Requirements 30

Comprehensive Major in Psychology/Sociology, 54 hours: B.A., B.S.—No Minor Required

CIP: 422707

This major consists of psychology and sociology courses specifically designed to provide students with a broad exposure to the behavioral sciences. Students are required to take 27 semester hours from psychology and 27 semester hours from sociology.

Directed General Education Course Semester Hours

MATH 17-114 General Statistics 3

SOC 35-101 General Sociology 3

Required Courses

PSYC 08-234 Introduction to Psychological Experimentation 3

PSYC 08-334 Experimental Psychology 3

PSYC 08-423 History and Systems of Psychology 3

SOC 35-330 Social Stratification 3

SOC 35-450 Research Methods in Sociology 3

SOC 35-455 Sociological Theory 3

Psychology Requirements—select three hours from each of the four categories below for a total of 12 hours:

Biological/Cognitive—select three hours from the following list: 3

PSYC 08-310 Cognitive Psychology (3)

PSYC 08-343 Biological Psychology (3)

PSYC 08-344 Drugs, Brain, and Behavior (3)

PSYC 08-443 Advanced Biological Psychology (3)

Individual—select three hours from the following list: 3

PSYC 08-201 Psychology in Films (3)

PSYC 08-212 Personal Adjustment (3)

PSYC 08-223 Abnormal Psychology (3)

PSYC 08-305 Introduction to School Counseling (3)

PSYC 08-323 Child and Adolescent Psychopathology (3)

PSYC 08-335 Psychological Assessment (3)	
PSYC 08-363 Psychology of Personality (3)	
PSYC 08-438 Principles of Counseling (3)	
Developmental/Social—select three hours from the following list:	3
PSYC 08-301 Career Paths and Preparations (3)	
PSYC 08-315 Psychology of Groups and Teams (3)	
PSYC 08-333 Developmental Psychology (3)	
PSYC 08-383 Psychology of Aging (3)	
Learning/Applied—select three hours from the following list:	3
PSYC 08-313 Industrial and Organizational Psychology (3)	
PSYC 08-325 Sport Psychology (3)	
PSYC 08-345 Disaster Psychology (3)	
PSYC 08-353 Psychology of Gender (3)	
PSYC 08-370 Applied Behavior Analysis (3)	
PSYC 08-495 Field Placement/Internship (3)	
SCGD 68-520 Drug Prevention and Education (3)	
Take six hours of approved psychology electives	6
Sociology Requirements—select three hours from each of the four categories below for a total of 12 hours:	
Society—select three hours from the following list:	3
SOC 35-108 General Anthropology (3)	
SOC 35-365 Social Psychology (3)	
SOC 35-440 Fundamentals of Social Work Practice (3)	
SOC 35-495 Field Placement/Internship (3)	
Family Issues—select three hours from the following list:	3
SOC 35-217 The Family (3)	
SOC 35-318 Social and Cultural Foundations of Personality (3)	
SOC 35-320 Delinquency (3)	
SOC 35-443 Family Problems in Modern Society (3)	
Social Issues—select three hours from the following list:	3
SOC 35-230 Social Problems (3)	
SOC 35-316 Urban Sociology (3)	
SOC 35-323 Deviant Behavior (3)	
SOC 35-337 Race, Ethnic and Gender Issues in Modern Society (3)	
Crime and Society—select three hours from the following list:	3
SOC 35-240 Introduction to Corrections (3)	
SOC 35-375 Police and Society (3)	
SOC 35-380 Sociology of Health and Illness (3)	
SOC 35-421 Criminology (3)	
Take six hours of approved sociology electives	6
Total Major Requirements	54

**Comprehensive Major in Industrial Psychology, 60 hours:
B.S.—No Minor Required**

CIP: 422804

This major combines knowledge of business practices with psychology's understanding of behavior and mental processes, providing a comprehensive perspective on behavior in organizations. Students are prepared for a variety of jobs in business, government, and other settings.

Students choosing a Comprehensive Major in Industrial Psychology must complete the following major requirements:

Directed General Education Courses	Semester Hours
PSYC 08-103 General Psychology	3
ECON 52-150 General Economics I	3
MATH 17-114 General Statistics	3
Required Courses	
ACCT 51-201 Accounting I	3
ACCT 51-202 Accounting II	3
ECON 52-151 General Economics II	3
FIN 53-311 Business Law I	3
FIN 53-324 Fundamentals of Business Finance	3
MATH 17-118 College Algebra	3
MGMT 54-310 Managerial Communication	3
MGMT 54-313 Principles of Management	3
MGMT 54-314 Human Resource Management	3
MGMT 54-320 Negotiations	3
MKTG 55-330 Principles of Marketing	3
PSYC 08-223 Abnormal Psychology	3
PSYC 08-234 Introduction to Psychological Experimentation	3
PSYC 08-310 Cognitive Psychology	3
PSYC 08-313 Industrial and Organizational Psychology	3
PSYC 08-315 Psychology of Groups and Teams	3
PSYC 08-363 Psychology of Personality	3
PSYC 08-423 History and Systems of Psychology	3
SOC 35-365 Social Psychology	3
SOC 35-450 Research Methods in Sociology	3
Total Major Requirements	60

Comprehensive Major in Biology/Psychology, 66-69 hours: B.S.—No Minor Required

CIP: 422706

This major allows students to complete individual programs of study arranged by advisors in both the Department of Natural Sciences and the Department of Behavioral Sciences. While requiring students to complete half their class work as advised by each department, the number of elective hours gives this 66-69 hour program of study flexibility that allows students to tailor the major to their individual and specific academic needs. This program provides interdisciplinary training for a future career and/or graduate level training in psychology, biology, allied health or related fields. Students are urged to see advisors in both departments at an early date to contract a program of study.

	Semester Hours
Directed General Education Courses	
BIOL 04-112/113 General Botany/Lab	4
CHEM 24-114/115 General Chemistry /Lab	4
MATH 17-114 General Statistics	3
PSYC 08-103 General Psychology	3

Required Courses for Psychology	18
PSYC 08-223 Abnormal Psychology (3)	
PSYC 08-234 Introduction to Psychological Experimentation (3)	
PSYC 08-333 Developmental Psychology (3)	
PSYC 08-334 Experimental Psychology (3)	
PSYC 08-343 Biological Psychology (3)	
PSYC 08-443 Advanced Biological Psychology (3)	
Required Courses for Biology	8
BIOL 04-114/115 General Zoology and Laboratory (4)	
BIOL 04-350 Genetics (3)	
BIOL 04-491 Biological Science Seminar (1)*	
Biology Electives (12 hours from the following or other advisor approved courses)	12
BIOL 04-104 Medical Terminology (3)	
BIOL 04-140 General Microbiology (4)	
BIOL 04-301 Health Science Internship (1-3)	
BIOL 04-310 Cell Biology (4)	
BIOL 04-322 Comparative Anatomy (4)	
BIOL 04-418 Vertebrate Histology (4)	
BIOL 04-436 Human Anatomy (4)	
BIOL 04-438 Human Physiology (4)	
BIOL 04-440 Molecular Biology (4)	
BIOL 04-444 Immunology (4)	
Psychology Electives (6 hours from the following or other advisor approved courses)	6
PSYC 08-310 Cognitive Psychology (3)	
PSYC 08-323 Child and Adolescent Psychopathology (3)	
PSYC 08-335 Psychological Assessment (3)	
PSYC 08-344 Drugs, Brain, and Behavior (3)	
PSYC 08-353 Psychology of Gender (3)	
PSYC 08-363 Psychology of Personality (3)	
PSYC 08-370 Applied Behavior Analysis (3)	
PSYC 08-383 Psychology of Aging (3)	
PSYC 08-438 Principles of Counseling (3)	
SOC 35-365 Social Psychology (3)	
Collateral Requirements	16-17
MATH 17-118 College Algebra (3)	
CHEM 24-116/117 General Chemistry II/Lab (5)	
CHEM 24-242/243 Organic Chemistry/Lab (4) OR	
CHEM 24-342/343 Organic Chemistry I/Lab (5)	
PHYS 25-110/111 General Physics I/Lab (4)	
Collateral Electives (choose two)	6-8
CHEM 24-344 Organic Chemistry II (3)	
CHEM 24-362/363 Elementary Biochemistry/Lab (4) OR	
CHEM 24-562 General Biochemistry (3)	
PHYS 25-112/113 General Physics II/Lab (4)	
Total Major Requirements	66-69
*Must take Biology ACAT in this course	

MINORS

Minor in Administration of Child Care Programs, 24 hours: B.S.

Curriculum not yet approved. Refer to the online catalog for Fall 2012 Board of Regents approved curriculum.

Minor in Family Life and Resource Management, 24 hours: B.S.

Curriculum not yet approved. Refer to the online catalog for Fall 2012 Board of Regents approved curriculum.

Minor in Psychology, 24 hours

CIP: 420101

Required Courses	Semester Hours
PSYC 08-234 Introduction to Psychological Experimentation	3
Students must select three hours from each of the four categories below for a total of 12 hours:	
Biological/Cognitive—select three hours from the following list:	3
PSYC 08-310 Cognitive Psychology (3)	
PSYC 08-343 Biological Psychology (3)	
PSYC 08-344 Drugs, Brain, and Behavior (3)	
PSYC 08-443 Advanced Biological Psychology (3)	
Individual—select three hours from the following list:	3
PSYC 08-201 Psychology in Films (3)	
PSYC 08-212 Personal Adjustment (3)	
PSYC 08-223 Abnormal Psychology (3)	
PSYC 08-305 Introduction to School Counseling (3)	
PSYC 08-323 Child and Adolescent Psychopathology (3)	
PSYC 08-335 Psychological Assessment (3)	
PSYC 08-363 Psychology of Personality (3)	
PSYC 08-438 Principles of Counseling (3)	
Developmental/Social—select three hours from the following list:	3
PSYC 08-301 Career Paths and Preparations (3)	
PSYC 08-315 Psychology of Groups and Teams (3)	
PSYC 08-333 Developmental Psychology (3)	
PSYC 08-383 Psychology of Aging (3)	
SOC 35-365 Social Psychology (3)	
Learning/Applied—select three hours from the following list:	3
PSYC 08-313 Industrial and Organizational Psychology (3)	
PSYC 08-325 Sport Psychology (3)	
PSYC 08-345 Disaster Psychology (3)	
PSYC 08-353 Psychology of Gender (3)	
PSYC 08-370 Applied Behavior Analysis (3)	
PSYC 08-495 Field Placement/Internship (3)	
SCGD 68-520 Drug Prevention and Education (3)	
Take nine hours of approved psychology electives	9
Total Minor Requirements	24

Interdisciplinary Minor in Sport Psychology, 24 hours

CIP: 310508

	Semester Hours
Required Courses	12
PSYC 08-234 Introduction to Psychological Experimentation (3)	
PSYC 08-325 Sport Psychology (3)	
HPER 22-254 Anatomy and Physiology (3)	
HPER 22-512 Socio-Psychological Aspects of Human Performance (3)	
Select six hours from each of the categories below:	12
Exercise Science—select six hours from the following list:	
HPER 22-332 Physiology of Exercise (3)	
HPER 22-336 Basic Biomechanics (3)	
HPER 22-382 Care and Prevention of Athletic Injuries (3)	
HPER 22-555 Intervention and Strategies for Health Behavior Change (3)	
FCS 15-234 Nutrition and Diet Behavior (2)	
Psychology—select six hours from the following list:	
PSYC 08-212 Personal Adjustment (3)	
PSYC 08-223 Abnormal Psychology (3)	
PSYC 08-315 Psychology of Groups and Teams (3)	
PSYC 08-363 Psychology of Personality (3)	
PSYC 08-438 Principles of Counseling (3)	
SOC 35-365 Social Psychology (3)	
Total Minor Requirements	24

Interdisciplinary Minor in Gerontology, 24 hours

CIP: 301101

	Semester Hours
Required Courses	15
FCS 15-216 Gerontology (3)	
FCS 15-540 The Adult Learner (3)	
PSYC 08-383 Psychology of Aging (3)	
COM 29-553 Language, Speech and Hearing of the Exceptional Child and Adult (3)	
HPER 22-556 Health in Later Years (3)	
Choose an additional 9 hours from the following list:	9
(Courses may be selected from each of the areas or all 9 hours may be selected within an area to support a career direction)	
Health Aspects:	
FCS 15-110 Family and Individual Wellness (2)	
FCS 15-234 Nutrition and Diet Behavior (2)	
BIOL 04-104 Medical Terminology (3)	
HPER 22-550 Community Health (3)	
REC 45-461 Therapeutic Recreation Interventions with the Elderly (3)	
Psychological Aspects:	
*FCS 15-214 Human Development (3)	
PSYC 08-223 Abnormal Psychology (3)	
*PSYC 08-333 Developmental Psychology (3)	
PSYC 08-344 Drugs, Brain and Behavior (3)	
PSYC 08-438 Principles of Counseling (3)	

Social Aspects:

- FCS 15-315 Social Aspects of Aging and Families (3)
- FCS 15-526 Independent Living for Special Populations (3)
- COM 29-325 Listening Behavior and Skills (3)
- COM 29-336 Nonverbal Communication (3)
- REC 45-365 Leisure and Aging (3)
- REC 45-540 Group Dynamics (3)

Total Minor Requirements**24**

NOTE: To qualify for the undergraduate Certificate Program in Gerontology, the student must complete a 3 credit hour practicum/internship providing experiences with both well and frail older persons. If this is not a part of the practicum/internship required in your major then see your minor advisor in regard to meeting this requirement.

*Only majors other than Child and Family Studies, Foods and Nutrition, and Psychology may select one of these courses.

Minor in Sociology, 24 hours

CIP: 451101

Required Courses**Semester Hours**

*SOC 35-101 General Sociology	3
SOC 35-108 General Anthropology	3
SOC 35-217 The Family	3
SOC 35-330 Social Stratification	3
SOC 35-365 Social Psychology	3
SOC 35-440 Foundations of Social Work Practice	3
SOC 35-455 Sociological Theory	3
Approved electives in Sociology (See minor advisor)	3

Total Major Requirements**24**

*Cannot be used to fulfill any General Education requirement.

Course Descriptions

Psychology / 08**103 General Psychology (3 hours)**

A survey course designed to introduce students to the foundation of human and animal behavior. Students will study the content and the processes used by behavioral scientists to discover, describe, explain and predict human behavior. The course provides an environment in which students learn how to critically evaluate the biological, social/cultural and psychological variables that contribute to behavior and to reflect on those to develop an informed sense of self and others. (F, S, SS)

201 Psychology in Films (3 hours)

Designed to allow students to apply the principles learned in general psychology to analyze the por-

trayal of behavior and mental processes in popular films. Films will be chosen to present various models and views of a wide variety of psychological principles. Prerequisite: PSYC 08-103. (S)

212 Personal Adjustment (3 hours)

Involves clarification of the assumptions, concepts and problems associated with personal adjustment and the field of mental health. It will include some history, definitions of mental health and mental health models. Emphasis is on preventive mental health, personal adjustment and community-based treatment facilities. Prerequisite: PSYC 08-103. (S)

223 Abnormal Psychology (3 hours)

Studies behavior patterns considered by society to be maladaptive. The emphasis is on diagnostic

categories, relating diagnostic categories to symptom patterns and studying the etiology of symptom patterns. Therapeutic approaches are also presented. Prerequisite: PSYC 08-103 or 303. (F, S, SS)

234 Introduction to Psychological Experimentation (3 hours)

Designed to continue to develop student's critical thinking skills by introducing them to the scientific method and the research and data analysis techniques commonly used in psychology. Prerequisites: PSYC 08-103 and MATH 17-114. (F, S, SS)

301 Career Paths and Preparations (3 hours)

This course provides an examination of the various career paths within psychology. Students will have the opportunity to explore their skills, interests, and values while developing a tentative career plan. Emphasis is placed on preparation for graduate study as well as a career options within psychology. Prerequisite: PSYC 08-103. (F, S)

303 Educational Psychology (3 hours)

Emphasizes understanding and application of psychological principles that affect classroom instruction. Subject areas studied are cognitive development, learning, motivation and evaluation. Intended for prospective teachers and others interested in psychology as applied to education. (F, S, SS)

305 Introduction to School Counseling (3 hours)

A general orientation to and an exploration of the roles and functions of the K-12 school counselor. Prerequisites: PSYC 08-303 or 234.

310 Cognitive Psychology (3 hours)

Introduces students to cognitive processes including perception, attention, memory, mental imagery, problem solving, language and decision making. The class balances theory (model building), research (inductive/deductive reasoning), and application to areas such as social psychology, law, education and engineering. Prerequisites: PSYC 08-103 or 303.

312 Child Psychology (2 hours)

An introduction to human development prior to adolescence. Emphasis is placed upon understanding the genetic and environmental contributions to behavior, physical, social, intellectual, emotional and moral. The perspective used includes research, interpersonal and institutional components. Intended for prospective elementary school teachers. Prerequisite: PSYC 08-303. (S)

313 Industrial and Organizational Psychology (3 hours)

Organizations are a common part of day-to-day life. Regardless of your perspective (employee, manager, customer, spectator, etc.), there will be numerous times when you want to understand policies, procedures, and events within those organizations. This course applies theories and methods from Psychology to contribute to that understanding. Prerequisite: PSYC 08-103. (F)

315 Psychology of Groups and Teams (3 hours)

This course will draw upon research from a number of disciplines to understand behavior within the context of groups and teams. Given that understanding, students will discuss different types of groups and consider the ways in which Psychology can be applied to analyze and improve various aspects of group-based activities. (F)

317 Psychology of Early Adolescence (2 hours)

Survey of the developmental transformations from childhood to adolescence. The class examines the physical, cognitive, emotional and social changes unique to early adolescents. Intended for prospective middle school teachers. Prerequisite: PSYC 08-303. (F)

322 Adolescent Psychology (2 hours)

Examines the physical, mental, emotional and social life of the individual from puberty to legal adulthood and the influence of this growth period on the personal habits, attitudes, interests and social adjustments. Intended for prospective high school teachers. Attention is given to factors in the home, community and school that influence adolescent behavior and personality. Prerequisite: PSYC 08-303. (F, S)

323 Child and Adolescent Psychopathology (3 hours)

An overview of child and adolescent psychopathology. Provides students with a foundation of knowledge regarding the theoretical explanations of child and adolescent behaviors, as well as the assessment, diagnosis and treatment of these behaviors. Students will gain a better understanding of mental health issues facing children and adolescents. Prerequisite: PSYC 08-103 or 303. (F, S)

325 Sport Psychology (3 hours)

This course will examine psychological principles and techniques applied to sport performance. Special attention will be given to psychological

skills training techniques, psychological aspects of injury and rehabilitation, burnout, and athletic career termination issues. (F, S)

333 Developmental Psychology (3 hours)

A comprehensive survey of human developmental principles emerging during conception and continuing through to the process of death. Emphasis is placed upon the physical, intellectual, cognitive and social-emotional growth from research, theoretical and applied viewpoints based upon empirically demonstrated psychological knowledge. Prerequisite: PSYC 08-103 or 303. (F, S, SS)

334 Experimental Psychology (3 hours)

Designed to build on concepts and skills covered in Psych 08-234. Focuses on the design/logic of experimental design, internal and external validity, how to collect meaningful psychological data, how to analyze and interpret data, and the role of theory in psychology. Prerequisites: PSYC 08-103, 234, and MATH 17-114. (F, S)

335 Psychological Assessment (3 hours)

Surveys the historical and cultural influences related to philosophy and application of testing, statistical issues in test construction and administration, types of psychological tests and their uses, psychosocial evaluations related to psychological tests of measurements, ethical and legal concerns in psychological testing and assessment, and careers in assessment. Prerequisites: PSYC 08-103 and 234.

343 Biological Psychology (3 hours)

An examination of the relationship between behavior, thinking, and emotion and the underlying biological mechanisms of behavior, including elementary neuroanatomy and neurophysiology. Prerequisites: PSYC 08-103 and 234. (S)

344 Drugs, Brain and Behavior (3 hours)

Examination of the relationship between neuronal communication, drug use and behavior. Focuses on a description of basic neuroanatomy, an explanation of nervous system functioning, and how both legal and illicit drugs influence this communication and resulting behavior, thinking and emotion. Prerequisites: PSYC 08-103 and 234. (F)

345 Disaster Psychology (3 hours)

A broad introduction to the field of disaster psychology by examining theory, research and practice in disaster psychology. Focuses on the impact of

a disaster on both responders and those directly impacted by the event. Discusses intervention strategies and the role of relief organizations. Prerequisites: PSYC 08-103.

353 Psychology of Gender (3 hours)

Explores recent literature and research related to biological and cultural factors influencing the development of gender roles, identities and preferences. Explores stereotypes of masculinity and femininity and how these affect our lives at the personal, social and institutional levels. Psychological aspects of gender communication, conflict resolution, sexual behavior, marriage and family issues are also introduced. Prerequisite: PSYC 08-103. (S)

360 Key Issues in Psychology (1-3 hours)

Critical examination of status of theory and research involving key issues of contemporary knowledge in psychology. Prerequisites as announced. Repeatable for topic change.

363 Psychology of Personality (3 hours)

Examines individual patterns of behavior and reviews diverse theoretical positions that explain personality in terms of individual dynamics, biology, culture and cognition. Emphasis is placed on understanding the research and philosophy of personality in the context of widely recognized theories of psychology. A survey of relevant and current research is included. Prerequisite: PSYC 08-103. (F, S, SS)

370 Applied Behavior Analysis (3 hours)

A systematic review of the facts, concepts, and principles which describe classical and operant conditioning, extinction, generalization/discrimination processes, focusing on their applications to therapy, self-improvement, education, parenting, and animal training. Prerequisite: PSYC 08-103.

383 Psychology of Aging (3 hours)

A comprehensive survey of the changes older adults experience in the areas of physical decline, intellectual/cognitive functioning, socioeconomic adjustment and death/dying. Prerequisite: PSYC 08-103.

419 Independent Study (1-3 hours)

Allows an intensive, in-depth study by junior and senior psychology majors and minors in any area of their choice subject to the permission of the professor and the department chairperson. Minimum of 13 hours in psychology and consent of chairperson.

May be repeated for a total of 3 hours for new experience. Prerequisite: PSYC 08-103. (F, S, SS)

423 History and Systems of Psychology (3 hours)

This course is an in-depth survey of the historical foundations of modern psychology, discussing the influence of important people, ideas, and schools of thought within their social, cultural, political, and economic context. With an emphasis on practical application of historical principles and ideals, the course will include historically engaging experiences as well as philosophical and physiological perspectives that led to the approaches and ways of thinking. Prerequisites: PSYC 08-103. (F, S, SS)

438 Principles of Counseling (3 hours)

Provides students with a foundation of information related to the professional development of counselors and therapists. Provides tools and ethical guidelines required in the counseling and psychotherapy professions. Covers career paths of professional counselors, reviews counseling theory, and how active listening is used by the beginning therapist. Prerequisites: PSYC 08-103. (F)

443 Advanced Biological Psychology (3 hours)

An in-depth analysis of the anatomical and physiological correlates of behavior. Emphasis is placed on the physiological basis of sensation and perception, the brain mechanisms and control of movement, the genetic basis of personality, the biological basis for alcohol and drug dependency, neuropsychological disorders and an introduction to psychopharmacology. Other topics may be included. Prerequisites: PSYC 08-103, 234 and 343. (F)

495 Field Placement/Internship (3 hours)

Placement in approved facility offering psychological or human service activities. Prerequisite: Completion of 20 hours in psychology courses and instructor approval. Repeatable for new experience. (F, S, SS)

500 Special Offering (1-4 hours)

Prerequisites: PSYC 08-103 and consent of instructor and department chairperson. Repeatable with topic change.

526 Psychology of Leadership (3 hours)

Course is designed for individuals who wish to pursue leadership positions, using research supported psychological principles and theory, in community

service, education, business management, and/or the helping professions. Focuses on the application and utilization of basic psychological concepts and principles related to the career area of interest. Prerequisite: Senior or graduate standing.

School Counseling / 68

520 Drug Prevention and Education in Schools (3 hours)

Prepares teachers and other individuals to work with prevention planning in schools and communities. Emphasis is on tools necessary for proposing and carrying out a prevention program targeting school age children and their parents. Focuses on best practices that have empirical support in the context of community and school needs. Introduces grant writing and data driven decision making tools. Prerequisite: Senior or graduate standing. (S)

570 Principles and Practices of the K-12 Guidance Program (3 hours)

Provides a general orientation to the role and function of the K-12 school counselor. Both the functions of guidance and counseling are examined. Prerequisite: Senior or graduate standing. (SS)

Sociology / 35

101 General Sociology (3 hours)

This course is designed to provide a greater understanding of the social world. Sociology is defined as a scientific study of human behavior in social life with an assumption that there are social forces which shape and influence patterns of behavior and ways of thinking. These include social forces such as culture, stratification, age, gender, race and ethnicity, and globalization. Several sociological perspectives serve as the point of reference by which human behavior at the micro and macro level are better understood. (F, S, SS)

217 The Family (3 hours)

The family is studied as a historical and changing social institution. The structure and patterns of the family in modern life are examined. Prerequisite: SOC 35-101. (F, S)

230 Social Problems (3 hours)

This course is designed to explore competing explanations for the causes and/or influences of, and cures for social problems at the micro and macro levels. The course critically analyzes dominant definitions of social problems, the political and

economic roots of these problems, and the public policies aimed at reducing them. Prerequisite: SOC 35-101. (F)

240 Introduction to Corrections (3 hours)

An introduction to the history, concept and realities of crime and punishment with an emphasis on the increasing social significance and diversity of prisons and the penal system in American society. Prerequisites: PSYC 08-103 or SOC 35-101.

316 Urban Sociology (3 hours)

Course is designed to provide students with a better understanding of the structure and function of urban areas in society. Examines the dynamic relations of cities, not only in the U.S., but in the Third World. Discussions on urban processes and urban life will cover theoretical approaches and various urban problems such as poverty, ethnic minority concentration, crime in urban settings, and recent developments in urban sociology, including new network approaches to city systems and global cities. Prerequisite: SOC 35-101.

318 Social and Cultural Foundations of Personality (3 hours)

This course examines the historical development of youth in Western culture and the status of youth in contemporary American society. Focuses on males and females growing up in America. Prerequisite: SOC 35-101 or 108. (F)

320 Delinquency (3 hours)

Theories and causes of delinquency. Examines antisocial behavior and delinquent behavior in gangs. Prerequisite: SOC 35-101. (S)

323 Deviant Behavior (3 hours)

An examination of rule breaking behavior. This course will focus on theories of criminal, noncriminal and organizational deviance. In addition, this class will examine in some detail a variety of deviant behaviors. Included among the forms of deviance addressed are mental illness, sex related deviance, corporate crime, white-collar crime, governmental deviance, organized crime and common crime. Prerequisite: SOC 35-101. (S)

330 Social Stratification (3 hours)

Structures and functions of social inequality and their differential impact on life patterns. Includes theories of stratification, social class identification, social-psychological and structural variables in social mobility, life patterns in each social class and potential for change. Prerequisite: SOC 35-101. (F, S)

337 Race, Ethnic and Gender Issues in Modern Society (3 hours)

Designed to develop the student's awareness of his/her own identity in terms of ethnicity and to enhance a positive sense and recognition of the different experiences and values of the diverse minority groups within American society. Examines the beliefs and values which are embedded in various types of stereotypes and prejudice. Ethnic minority groups such as African Americans, Hispanic Americans and Asian Americans will be studied. Also theoretical and social issues on women as a minority will be discussed. Prerequisite: SOC 35-101.

365 Social Psychology (3 hours)

An introductory course probing the development of human behavior in its social context. Significant theories and methodologies in social psychology developed within the disciplines of sociology and psychology are considered, along with representative research in areas such as social perception and attribution, interpersonal attraction, aggression, altruism, role- and self-development and group processes. Prerequisites: SOC 35-101 or PSYC 08-103. (F, S, SS)

375 Police and Society (3 hours)

This is an introduction to the police in American society. The material is organized around the development and structure of the police as an integral part of the criminal justice process, with an emphasis on large municipal departments. The course addresses issues such as the tension between the coercive power of the police and the expectation of freedom in American society; the ability of the police, as organized, to deal with crime and disorder; the nature of role expectations and role conflict between the police and the public; the nature and effects of what is called "the police subculture," and issues of profiling, stereotyping, prejudice, and corruption. Prerequisite: SOC 35-101.

380 Sociology of Health and Illness (3 hours)

This course is designed to explore and investigate the social, cultural, and political aspects of health, illness, and the health care system. Topics in the course include social factors and the meaning of health and illness, medical dilemmas and debates, the self and illness, disparities in health and the health care systems in terms of age, gender, race/ethnicity, socioeconomic status, and alternatives to dominant understandings of health and healing. Prerequisite: SOC 35-101.

421 Criminology (3 hours)

Examines the theory and research regarding the biological, psychological and sociological patterns of criminal behavior. Patterns of property crime, corporate crime and violent crime will be examined. Prerequisite: SOC 35-101. (F)

440 Fundamentals of Social Work Practice (3 hours)

Examines current private and public social welfare policy, organization, function and the historical development in relation to human need. Prerequisite: SOC 35-101. (S)

443 Family Problems in Modern Society (3 hours)

Course deals with problems that occur as a result of societal pressures and inadequate functioning within the family system. The class will choose specific topics of study from the following areas: alcoholism, violence, incest, dual career, single-parent, step-parent, divorce, death and others. Current literature will be read in lieu of a text. Prerequisite: SOC 35-217.

450 Research Methods in Sociology (3 hours)

An introduction to the scientific method as it is applied to social and behavioral research. Course content includes a study of basic research issues and research strategies utilized by social and behavioral researchers. Basic issues covered include research ethics, causality, the relationship between theory and research methods, and discussion of the differences between scientific social analysis and nonscientific social analysis. Quantitative survey strategies will be emphasized but unobtrusive methods and experimental designs will also be introduced. Prerequisite: SOC 35-101 and MATH 17-114. (F, S)

455 Sociological Theory (3 hours)

A survey of the major theories of society from the classic positions through the present with special emphasis on contemporary theories. Prerequisite: SOC 35-101. (S)

460 Key Issues in Sociological/Anthropological Theory (3 hours)

Critical examination of status of theory and research involving key issues of contemporary knowledge in sociology/anthropology. Prerequisite: SOC 35-101 or 108. Repeatable for new topic.

479 Independent Study in Sociology/Anthropology (1-3 hours)

Directed readings and/or experiential contacts involving an in-depth probe of an area of sociology or anthropology and culminating in a written project. Students wishing to enroll need to prepare a short plan of study to be placed on file. Prerequisites: SOC 35-101 and a minimum of 13 hours in sociology and consent of the chairperson. Repeatable for new experience. (F, S, SS)

495 Field Placement/Internship in Sociology/Social Work/Corrections (3 hours)

Provides direct contact with helping agencies and paraprofessional experiences. Students will apply knowledge from behavioral science courses. Prerequisites: SOC 35-101, completion of 15 hours in sociology courses and instructor approval. Repeatable for new experience. (F, S, SS)

ANTHROPOLOGY**108 General Anthropology (3 hours)**

A survey course covering the origins of man, ancient man and prehistoric culture; faces of man and cultural capacity; historical and contemporary pre-literate culture, including housing and handicrafts, marriage and kinship, status and role, property and government, religion and the supernatural. (S)

217 The Family (3 hours)

May be taken for credit as either sociology or anthropology, but not for both. See SOC 35-217.

318 Social and Cultural Foundations of Personality (3 hours)

Stages of personality change in different cultures from infancy to old age. Cross-cultural research on the bearings of social structure on personality and identity formation. Comparative analysis of problems of socialization, enculturation and acculturation for the young and aging. Prerequisite: SOC 35-101 or 108. (F)

460 Key Issues in Sociological/Anthropological Theory (3 hours)

May be taken for credit as either sociology or anthropology, but not for both. See SOC 35-460.

479 Independent Study in Sociology/Anthropology (1-3 hours)

May be taken for credit as either sociology or anthropology, but not for both. See SOC 35-479.

Department of Health and Human Services

Chairperson: Terry Robertson

Faculty: Loren Butler, Bryan Dorrel, Jeff Ferguson, Alice Foose, Karen From, Jon Gustafson, Matthew Johnson, Terry Long, Gina McNeese, Susan Myllykangas, Janet Reusser, Matt Symonds, Rheba Vetter

Administrative Appointments: Adam Dorrel, Charles Flohr, Tracy Hoza, Mark Kellogg, Robert Lade, Darin Loe, Scott Lorek, Ben McCollum, Joe Quinlin, Kelly Quinlin, Jessica Rinehart, Mark Rosewell, Robert Veasey, Rich Wright

The Department of Health and Human Services is comprised of three primary discipline areas including: Foods and Nutrition, Health and Physical Education, as well as Recreation. Each of these academic program areas are fully accredited by their respective professional organizations and all majors' courses are taught by fully qualified faculty and staff. Within each of these disciplines, multiple options, majors, emphasis areas, certifications, and minors exist.

Statement of Vision and Mission

The vision of the Department of Health and Human Services is “lifespan health and active living.” This vision is to be achieved through our mission, which is “to prepare and develop professionals to become leaders in the facilitation of healthy active lifestyles throughout society and across the lifespan”.

The Department of Health and Human Services and the individual faculty who contribute to its existence on a daily basis are proud of their history of innovative, creative, and entrepreneurial efforts to continually grow and evolve in a manner that allows for vision to become reality. It is our desire as we move into the coming years to continue this tradition and lead the way into a new era for our college and the University as a whole. Driving this desire is our firm shared commitment to addressing health and lifestyle issues pertinent to the well-being of our society. Despite the professional diversity and various associated initiatives that exist among our faculty, we as a department share a common vision of *Lifespan Health and Active Living* for all people. This vision not only pertains to our local campus and our philosophical approach to developing professional leaders, but also to the surrounding region and both national and international societies. As we move forward to achieving the presented vision, our strategy will be to develop and address annually established goals to be implemented at micro, meso, and macro levels within society. Priority will be placed first on ensuring that our departmental curriculum and the approach to student preparation reflect the inherent characteristics of our vision and associated mission. In addition, we intend to systematically expand our efforts through inter-departmental and inter-agency partnerships at the local and regional level. We believe that these efforts will result in multiple inter-disciplinary opportunities to have significant impact within the human services realm at all levels. Ultimately, we hope that reframing our departmental world view and modeling the potential value of this perspective for others will lead to a positive evolution of educational and human service delivery systems.

Foods and Nutrition / 15

In accordance with the vision and mission of Northwest Missouri State University, the philosophy of the Foods and Nutrition program is to provide quality education experiences, which are student-centered, use “leading-edge technologies,” and maintain commitment to continuous improvement. The mission of the Foods and Nutrition program is to prepare competent and productive members of the nutrition and food service profession. These graduates will possess lifelong learning skills. The graduates, as professionals, will perform as enablers to help individuals and families sustain and enhance their quality of life in a dynamic world. This program will prepare graduates to pursue graduate study, to pursue a supervised practice program or to provide quality service to individuals and families in clinical, foodservice and community setting.

Advanced Standing Requirement

Students majoring in Foods and Nutrition must meet the requirement for advanced standing, which requires that every student complete 15 credit hours including ENGL 10-111 and 112, COM 29-102, a course meeting the mathematics requirement, and CSIS 44-130 by the end of the sophomore year. A student must present a cumulative grade point average of 2.00 in these courses. In addition, all Foods and Nutrition majors must complete a 100- or 200-level course required for their major and FCS 15-201 before being permitted to take any 300- or 400-level course within the major.

MAJOR

Comprehensive Major in Foods and Nutrition; Didactic Program in Dietetics, 70 hours: B.S.—No Minor Required

CIP: 513101

This program provides education for persons desiring a career in foods and nutrition. The Didactic Program in Dietetics at Northwest is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the American Dietetic Association, 120 South Riverside, Plaza, Suite 2000, Chicago, IL 60606, (312) 899-0400, ext. 5400. This degree, followed by a dietetic internship, enables one to sit for the examination leading to registered dietician (R.D.) status.

General Education requirements must include BIOL 04-102/103 General Biology and Lab, MATH 17-114 General Statistics, CHEM 24-112/113 General Chemistry and Lab, SOC 35-101 General Sociology and PHIL 39-274 Introduction to Ethics. Institutional requirements must include CSIS 44-130 Computers and Information Technology and COM 29-225 Intercultural Communication. **Course descriptions for FCS courses are listed beginning on page 374.**

Required Courses	Semester Hours
Family and Consumer Sciences Core	
FCS 15-201 Foundations and Careers in Family and Consumer Sciences	2
FCS 15-401 Issues in Family and Consumer Sciences	3
Specialization Requirements	
FCS 15-110 Family and Individual Wellness	3
FCS 15-230 Food Science	4
FCS 15-232 Food Service Management	3
FCS 15-234 Nutrition and Diet Behavior	2
FCS 15-322 Consumer Economics and Personal Finance	3
FCS 15-332 Quantity Food Preparation	2

FCS 15-333 Quantity Food Preparation Laboratory	2
FCS 15-334 Community Nutrition	4
Professional and Interdepartmental Requirements	
MGMT 54-313 Principles of Management	3
FCS 15-214 Human Development	3
FCS 15-338 Practicum in Food Service Occupations	1
FCS 15-431 Macronutrients	3
FCS 15-432 Micronutrients	3
(CHEM 24-242/243 Organic Chemistry prerequisite)	
FCS 15-434 Medical Nutrition Therapy	5
FCS 15-436 Medical Nutrition Counseling	2
FCS 15-540 The Adult Learner	3
CHEM 24-242/243 Organic Chemistry I and Laboratory	4
CHEM 24-362/363 Elementary Biochemistry and Laboratory	4
BIOL 04-104 Medical Terminology	3
BIOL 04-140 General Microbiology	4
BIOL 04-238 Physiology Allied Health	4

MINORS

Minor in Food Service, 24 hours: B.S. (Not available to Foods and Nutrition majors)

CIP: 190505

Course descriptions for FCS courses are listed beginning on page 374.

Required Courses	Semester Hours
FCS 15-230 Food Science (includes lab)	4
FCS 15-232 Food Service Management	3
FCS 15-234 Nutrition and Diet Behavior	2
FCS 15-332 Quantity Food Preparation	2
FCS 15-333 Quantity Food Preparation Laboratory	2
FCS 15-350 Home Equipment Technology	3
FCS 15-439 Field Experience in Food Service Management	2
Choose 6 hours from the following courses:	6
ACCT 51-201 Accounting I (3)	
MGMT 54-313 Principles of Management (3)	
MKTG 55-330 Principles of Marketing (3)	
MGMT 54-314 Human Resource Management (3)	
FIN 53-311 Business Law I (3)	

Minor in Nutrition, 23-24 hours: B.S. (Not available to Foods and Nutrition Majors)

CIP: 190501

Course descriptions for FCS courses are listed beginning on page 374.

General Education requirements must include BIOL 04-102/103 General Biology and Lab or BIOL 04-114/115 General Zoology and Lab; CHEM 24-112/113 General Chemistry and Lab or CHEM 24-114/115 General Chemistry I and Lab.

Required Courses	Semester Hours
FCS 15-230 Food Science	4
FCS 15-234 Nutrition and Diet Behavior	2
FCS 15-334 Community Nutrition	4
FCS 15-431 Macronutrients	3
FCS 15-432 Micronutrients	3
Choose 4 hours from the following courses	4
CHEM 24-242/243 Organic Chemistry and Laboratory (4) OR	
CHEM 24-342/343 Organic Chemistry I and Laboratory (4) OR	
CHEM 24-362/363 Elementary Biochemistry and Laboratory (4)	
Choose 3-4 hours from the following courses	3-4
BIOL 04-436 Human Anatomy (4)	
BIOL 04-238 Physiology Allied Health (4)	
HPER 22-254 Anatomy and Physiology (3)	
HPER 22-332 Physiology of Exercise (3)	

General Education requirements are listed above. Refer to appropriate course descriptions for prerequisites for science courses.

Health / 22, Physical Education / 22

The vision of the Health and Physical Education Teacher Education Unit is to develop competent and reflective educators. The mission of the Health and Physical Education Teacher Unit is to:

1. Develop the teacher candidates' knowledge base.
2. Provide experiential learning activities for the teacher candidate to develop a variety of instructional skills for all learners.
3. Mentor the teacher candidate to enhance positive dispositions.
4. Model better practices of the profession.

Advanced Standing Requirement: Physical Education

A student may apply for advanced standing after completing 40 semester hours of credit. The 40 hours must be completed with a minimum grade point average. The student must also complete the following courses with grades of "C" or better and a minimum grade point average: HPER 22-207 Aerobic and Strength Conditioning, 3 hours; HPER 22-233 First Aid, CPR and Care of Sports Injuries, 2 hours; HPER 22-239 Foundations of Physical Education, 2 hours; and HPER 22-254 Anatomy and Physiology, 3 hours. Please reference the Professional Education Handbook for minimum GPA requirements.

Professional Education Admittance: Physical Education majors must also be admitted into the Professional Education Program. This process is initiated at the Teacher Education Student Service (TESS) Office. Refer to Admittance to Teacher Education section in the College of Education and Human Services on page 314.

Physical Education Certification: Students desiring to be certified to teach in Missouri must complete the Physical Education Core and the courses to complete the Professional Education Requirements listed under the B.S. Ed., Secondary Program (page 362) or the B.S. Ed., Elementary-Secondary Program (page 363) in the Department of Educational Leadership in the College of Education and Human Services.

To be certified to teach physical education in Missouri requires passing the PRAXIS-II. Health and Physical Education students must also take three credit hours of wellness-related coursework (HPER 22-110 and 111 are suggested.)

Physical Education Upper-level Gated Courses: The Physical Education major must be admitted to the Professional Education Program before admittance into upper-level physical education courses. The following upper level physical education courses are “closed” or “gated” courses. Majors must be admitted to the Professional Education Program before taking any of the following courses:

- EDUC 61-461 School and Society
- EDUC 61-520 Techniques of Classroom Management and Discipline
- HPER 22-433 Senior Seminar in Physical Education
- HPER 22-480 Health Education Methods in the Secondary School
- HPER 22-512 Socio-Psychological Aspects of Human Performance
- HPER 22-523 Motor Development
- HPER 22-537 Assessment in Physical Education
- HPER 22-580 Methods in Secondary Physical Education

Physical Education program completion requirements:

1. Completion of a program approved field experience within a diverse setting for a minimum of 30 clock hours.
2. Completion of the Teacher Work Sample demonstrating what the student knows and is able to perform in accordance to state teacher certification standards.
3. Successful completion of the PRAXIS-II examination (Missouri State Teacher Certification).
4. Completion of all exit criteria in order to complete the teacher education program and be recommended for graduation and certification.

MAJORS

**Major in Physical Education, 47 hours: B.S.Ed.
(Certifies Grades K-12)**

CIP: 131314

Required Courses	Semester Hours
HPER 22-207 Aerobic and Strength Conditioning	3
HPER 22-208 Techniques of Folk, Square and Recreational Dance	3
HPER 22-233 First Aid, CPR and Care of Sports Injuries	2
HPER 22-238 Health and Physical Education Methods in the Elementary School	3
HPER 22-239 Foundations of Physical Education	2
HPER 22-254 Anatomy and Physiology	3
HPER 22-332 Physiology of Exercise	3
HPER 22-336 Basic Biomechanics	3
HPER 22-361 Creative Rhythms and Activities 5-9	2
HPER 22-362 Creative Rhythms and Activities K-4	3
HPER 22-410 Adapted Physical Education	3
HPER 22-430 Lifetime Team Activities	3
HPER 22-431 Lifetime Individual Activities	3
HPER 22-433 Senior Seminar in Physical Education	2
HPER 22-512 Socio-Psychological Aspects of Human Performance	3
HPER 22-523 Motor Development	3
HPER 22-537 Assessment in Physical Education	3

Total Major Requirements	47
Professional Education Requirements	32
HPER 22-260 Observation and Practicum I in Physical Education (2)	
HPER 22-360 Observation and Practicum II in Physical Education (2)	
HPER 22-480 Health Education Methods in the Secondary School (3)	
HPER 22-580 Methods in Secondary Physical Education (3)	
EDUC 61-461 School and Society (2)	
EDUC 61-462 School and Society Seminar (1)	
EDUC 61-470 Directed Teaching in the Elementary and Secondary School (10)	
EDUC 61-520 Techniques of Classroom Management and Discipline (2)	
EDUC 61-521 Seminar in Classroom Management (1)	
EDCI 62-353 Teaching Reading in Content Areas (2)	
EDCI 62-371 Introduction to Special Education (3)	
PSYC 08-303 Educational Psychology (Directed General Education)	
PSYC 08-322 Adolescent Psychology (2)	
Degree Requirements	3
EDUC 61-569 Multiculturalism in Education (3) OR	
LANG 14-100 level "Communication and Culture" modern language course* (3)	
*Includes LANG 14-151 Introduction to American Sign Language and Deaf Culture.	
Recommended Institutional Requirements for Education Majors	
EDUC 61-145 Information and Educational Technology (3) (Secondary)	
EDUC 61-252 Pluralism in a Multicultural Society (3)	
EDCI 62-130 Educational Computing and Technology (3) (Elementary)	

MINORS

Minor in Coaching, 22 hours

CIP: 131314

Core Requirements	Semester Hours
HPER 22-254 Anatomy and Physiology	3
HPER 22-332 Physiology of Exercise	3
HPER 22-334 Administration of Athletics and Coaching Practicum	2
HPER 22-336 Basic Biomechanics	3
HPER 22-382 Care and Prevention of Athletic Injuries	3
FCS 15-234 Nutrition and Diet Behavior	2
Total Core Requirements	16
Four hours from the following:	4
HPER 22-481 Theory and Fundamentals of Coaching Soccer (2)	
HPER 22-482 Theory and Fundamentals of Coaching Baseball (2)	
HPER 22-483 Theory and Fundamentals of Coaching Track and Field (2)	
HPER 22-484 Theory and Fundamentals of Coaching Basketball (2)	
HPER 22-485 Theory and Fundamentals of Coaching Football (2)	
HPER 22-486 Theory and Fundamentals of Coaching Volleyball (2)	
Two hours from the following:	2
HPER 22-281 Officiating Soccer (1)	
HPER 22-282 Officiating Baseball and Softball (1)	
HPER 22-283 Officiating Track and Field (1)	
HPER 22-284 Officiating Basketball (1)	
HPER 22-285 Officiating Football (1)	

HPER 22-286 Officiating Volleyball (1)

HPER 22-287 Officiating Wrestling (1)

Total Minor Requirements**22****Minor in Health Education, 28 hours: B.S.Ed., Secondary Program (Certifies Grades 9-12)**

CIP: 131307

Core Requirements	Semester Hours
HPER 22-233 First Aid, CPR and Care of Sports Injuries	2
HPER 22-254 Anatomy and Physiology	3
HPER 22-332 Physiology of Exercise	3
HPER 22-550 Community Health	3
HPER 22-554 Human Sexuality	3
HPER 22-555 Intervention and Strategies for Health Behavior Change	3
PSYC 08-212 Personal Adjustment	3
FCS 15-234 Nutrition and Diet Behavior	2
SCGD 68-520 Drug Prevention and Education in Schools	3
Three hours from the following:	3
HPER 22-272 Introduction to Safety Education-Driver Education I (3)	
HPER 22-552 Health Promotion (3)	
BIOL 04-376 Basic Ecology (4)	
FCS 15-310 Family Relationships (3)	
Total Minor Requirements	28

9-12 Certification: HPER 22-480 Health Methods in the Secondary School (3) must be completed as part of the Professional Education Requirements.

Certification in Health, Grades K-9, B.S.Ed. Degree (not a major or minor) 25 hours

CIP: 131307

Required Courses	Semester Hours
HPER 22-110/111 Lifetime Wellness/Lab	3
HPER 22-233 First Aid, CPR, Care of Sports Injuries	2
HPER 22-254 Anatomy and Physiology	3
HPER 22-332 Physiology of Exercise	3
HPER 22-550 Community Health	3
HPER 22-554 Human Sexuality	3
PSYC 08-212 Personal Adjustment	3
FCS 15-234 Nutrition and Diet Behavior	2
SCGD 68-520 Drug Prevention and Education in Schools	3
Total Certification Requirements	25

K-9 Certification: HPER 22-238 Health and PE Methods in the Elementary Schools (3) and HPER 22-480 Health Methods in the Secondary School (3) must be completed as part of the Professional Education Requirements.

Certification in Physical Education, Grades K-9, B.S.Ed. degree (Not a major or minor)

CIP: 131314

HPER 22-233 First Aid, CPR, and Care of Sports Injuries	2
HPER 22-238 Health and Physical Education Methods in the Elementary School	3
HPER 22-239 Foundations of Physical Education	2
HPER 22-254 Anatomy and Physiology	3
HPER 22-332 Physiology of Exercise	3
HPER 22-336 Basic Biomechanics	3
HPER 22-361 Creative Rhythms and Activities 5-9	2
HPER 22-362 Creative Rhythms and Activities K-4	3
HPER 22-410 Adapted Physical Education	3
HPER 22-433 Senior Seminar in Physical Education	2
HPER 22-512 Socio-Psychological Aspects of Human Performance	3
HPER 22-523 Motor Development	3
HPER 22-537 Assessment in Physical Education	3
Electives from HPER 22-207, 208, 430, 431	3
Total Certification Requirements	38

This program meets the Missouri certification standards for grades K–9. The above courses serve as an area of concentration (24 hours) or endorsement (21 hours for Middle School Majors) in the Department of Professional Education.

Certification in Driver Education, 12 hours: B.S.Ed., Secondary Program (Not a Minor)

CIP: 131304

Required Courses	Semester Hours
HPER 22-271 Driver Task Analysis–Driver Education II	3
HPER 22-272 Introduction to Safety Education–Driver Education I	3
HPER 22-571 Developing Classroom Knowledge–Driver Education III	3
HPER 22-572 Developing Vehicle Competencies & Skills–Driver Education IV	3
Total Requirements	12

To be certified in Driver Education, the above hours must be completed in conjunction with an established certifiable Secondary Education (B.S.Ed.) degree program.

Recreation / 45

Vision

- We make a difference locally, nationally, and internationally.
- We graduate students who are prepared and qualified to manage traditional recreation programs accessible to all peoples in both urban and rural areas.
- We prepare passionate students for the profession who can think critically, solve problems, communicate effectively, lead with assurance, and contribute to the continuation of the field.
- We are a model of pedagogy for the college and University.
- We believe in the philosophy of holistic health through the provision of recreation and our students will be prepared to implement programs in all areas of the profession (cultural, aquatic, athletic, youth, adult, senior, and therapeutic).

Mission

The mission of the Recreation Program is the preparation of future Parks, Recreation and Leisure Service professionals. Professionals, who possess the knowledge, technical and human relations' skills needed to facilitate lifelong learning in a world of change; to confront the challenges of tomorrow; and the ability to help others in the development and pursuit of productive and healthy leisure lifestyles.

Values

- TOLERANCE for diverse peoples and situations.
- QUALITY OF LIFE by taking responsibility for our own health and promoting positive healthy behaviors to others.
- EXCELLENCE through our efforts to do the best quality work at all times.
- STEWARDSHIP through responsible social and environmental actions.
- ADVOCACY for access to services for everyone who wishes to participate.
- CARING for each other; both personally and professionally.
- HONESTY with each other to work together for the betterment of the program and success of our students.
- RESPECT for the historic foundations of the profession.
- EXPERIENCE for our students and selves through hands-on applications, coursework, and projects.

Advanced Standing Requirement: Recreation

A student may apply for advanced standing after completing 40 semester hours. The 40 semester hours must be completed with a grade point average of 2.25. The student must also complete the following courses with a grade of "C" or better: REC 45-240 Foundations of Recreation, 3 hours and REC 45-245 Leisure Services and Special Populations, 3 hours.

To be in good standing (advanced standing), students must maintain a minimum GPA of 2.25 or higher within all major courses (recreation core and emphasis area) and must have a grade of "C" or better in all recreation (core) courses. Students must petition the department chair to gain permission to retake any recreation core class a third time.

MAJOR

Major in Recreation, 56-63 hours: B.S.—No Minor Required

CIP: 310301

Core Requirements	Semester Hours
REC 45-240 Foundations of Recreation	3
REC 45-245 Leisure Services and Special Populations	3
REC 45-340 Recreational Programs	3
REC 45-434 Senior Seminar in Recreation	3
REC 45-440 Leisure Resources/Facility Design and Management	3
REC 45-443 Techniques of Recreation Leadership	3
REC 45-446 Evaluation of Leisure Services	3
REC 45-450 Field Experience in Recreation and Park Management OR	
REC 45-451 Field Experience in Therapeutic Recreation OR	
REC 45-452 Field Experience in Corporate Recreation/Wellness	3
REC 45-499 Recreation Internship	6-12
REC 45-546 Administration of Recreation	3
Total Core Requirements	33-39

Setting I–Recreation and Park Management, 24 hours**Required Courses**

REC 45-444 Outdoor Recreation/Education	3
REC 45-533 Recreation Sports Management	3
REC 45-545 Risk Management	3

Select 15 additional hours from one of the options below: 15

Option A: Recreation Management

FCS 15-216 Gerontology (3)	
POLS 34-203 State and Local Government (3)	
ACCT 51-201 Accounting I (3)	
MGMT 54-310 Managerial Communications (3)	
MGMT 54-313 Principles of Management (3)	
MGMT 54-314 Human Resource Management (3)	
MKTG 55-330 Principles of Marketing (3)	
REC 45-321 Exploring Recreation Resources (3)	
REC 45-365 Leisure and Aging (3)	
REC 45-425 Expressive and Creative Programs (3)	
REC 45-445 Natural Resources History/Interpretation (3)	
REC 45-511 Golf Course Maintenance and Management (2)	
REC 45-512 Aquatic Facility Maintenance and Management (2)	
REC 45-513 Outdoor Recreation Facilities Maintenance & Management (2)	
REC 45-525 Commercial Recreation (3)	
REC 45-547 Grantsmanship (3)	

Option B: Park Management

AGRI 03-382 Woody Landscape Plants (3)	
AGRI 03-383 Landscape Design (3)	
AGRI 03-583 Turfgrass Management (3)	
GEOL 27-212 Historical Geology (3)	
GEOL 27-326 Geology of the National Parks (3)	
GEOG 32-501 Conservation of Natural Resources (3)	
REC 45-321 Exploring Recreation Resources (3)	
REC 45-425 Expressive and Creative Programs (3)	
REC 45-445 Natural Resources History/Interpretation (3)	
REC 45-511 Golf Course Maintenance and Management (2)	
REC 45-512 Aquatic Facility Maintenance and Management (2)	
REC 45-513 Outdoor Recreation Facilities Maintenance and Management (2)	
REC 45-547 Grantsmanship (3)	
MGMT 54-313 Principles of Management (3)	
GEOG 32-201 Maps and Map Interpretation (3)	
GEOG 32-207 GPS Fundamentals (3)	

Total Setting I Requirements 24

Setting II–Therapeutic Recreation, 24 hours**Required Courses**

HPER 22-254 Anatomy and Physiology	3
REC 45-243 Introduction to Therapeutic Recreation	3
REC 45-345 Therapeutic Recreation Program Design	3
REC 45-542 Trends and Issues in Therapeutic Recreation	3
REC 45-562 Assessments, Diagnostics, and Treatment Planning in Therapeutic Rec.	3

PSYC 08-223 Abnormal Psychology	3
FCS 15-214 Human Development	3
Select three hours from the courses below:	3
BIOL 04-104 Medical Terminology (3)	
FCS 15-216 Gerontology (3)	
FCS 15-315 Social Aspects of Aging and Families (3)	
HPER 22-332 Physiology of Exercise (3)	
HPER 22-336 Basic Biomechanics (3)	
HPER 22-410 Adapted Physical Education (3)	
HPER 22-523 Motor Development (3)	
HPER 22-552 Health Promotion (3)	
HPER 22-556 Health in the Later Years (3)	
REC 45-365 Leisure and Aging (3)*	
REC 45-461 Therapeutic Recreation Interventions with the Elderly (3)	
REC 45-547 Grantsmanship (3)*	
*Note: Does not meet current national therapeutic recreation certification requirements.	
Total Setting II Requirements	24

Setting III–Corporate Recreation/Wellness, 23-24 hours

Required Courses

FCS 15-234 Nutrition and Diet Behavior	2
HPER 22-254 Anatomy and Physiology (3) OR BIOL 04-130 Animal Anatomy and Physiology (4)	3-4
HPER 22-332 Physiology of Exercise	3
HPER 22-336 Basic Biomechanics	3
HPER 22-410 Adapted Physical Education	3
HPER 22-552 Health Promotion	3
Select six additional hours from the courses below:	6
FCS 15-216 Gerontology (3)	
HPER 22-207 Aerobic Strength and Conditioning (3)	
HPER 22-382 Care and Prevention Athletic Injuries	
HPER 22-512 Socio-Psychological Aspects of Human Performance (3)	
HPER 22-529 Theory and Fund of Strength & Conditioning/Personal Training (3)	
HPER 22-532 Exercise Testing, Prescription and Analysis of Cardiac Function (3)	
HPER 22-550 Community Health (3)	
HPER 22-555 Intervention and Strategies for Health Behavior Change (3)	
HPER 22-556 Health in Later Years (3)	
REC 45-365 Leisure and Aging (3)	
REC 45-545 Risk Management (3)	
REC 45-547 Grantsmanship (3)	
Total Setting III Requirements	23-24

MINORS

Minor in Recreation, 24 hours

CIP: 310301

Required Courses	Semester Hours
REC 45-240 Foundations of Recreation	3
REC 45-245 Leisure Services and Special Populations	3

REC 45-340 Recreational Programs	3
REC 45-443 Techniques of Recreation Leadership	3
REC 45-444 Outdoor Recreation/Education	3
REC 45-446 Evaluation of Leisure Services	3
REC 45-450 Field Experience in Recreation and Park Management OR	
REC 45-451 Field Experience in Therapeutic Recreation OR	
REC 45-452 Field Experience in Corporate Recreation/Wellness	3
REC 45-546 Administration of Recreation	3
Total Minor Requirements	24

Interdisciplinary Minor in Gerontology, 24 hours

CIP: 301101

Course descriptions for FCS courses are listed beginning on page 374.

Required Courses	Semester Hours
FCS 15-216 Gerontology	3
FCS 15-540 The Adult Learner	3
PSYC 08-383 Psychology of Aging	3
COM 29-553 Language, Speech and Hearing of the Exceptional Child and Adult	3
HPER 22-556 Health in Later Years	3

Choose 9 hours from the following courses to total 24 hours (Courses may be selected from each of the areas or all 9 hours may be selected within an area to support a career direction): **9**

Health Aspects:

- FCS 15-110 Family and Individual Wellness (2)
- FCS 15-234 Nutrition and Diet Behavior (2)
- BIOL 04-104 Medical Terminology (3)
- HPER 22-550 Community Health (3)
- REC 45-461 Therapeutic Recreation Interventions with the Elderly (3)

Psychological Aspects:

- *FCS 15-214 Human Development (3)
- PSYC 08-223 Abnormal Psychology (3)
- *PSYC 08-333 Developmental Psychology (3)
- PSYC 08-344 Drugs, Brain and Behavior (3)
- PSYC 08-438 Principles of Counseling (3)

Social Aspects:

- FCS 15-315 Social Aspects of Aging and Families (3)
- FCS 15-526 Independent Living for Special Populations (3)
- COM 29-325 Listening Behavior and Skills (3)
- COM 29-336 Nonverbal Communication (3)
- REC 45-365 Leisure and Aging (3)
- REC 45-540 Group Dynamics (3)

NOTE: To qualify for the undergraduate Certificate Programs in Gerontology, the student must complete a 3 credit hour practicum/internship providing experiences with both well and frail older persons. If this is not a part of the practicum/internship required in your major then see your minor advisor in regard to meeting this requirement.

***Only majors other than Child and Family Studies, Foods and Nutrition, and Psychology may select one of these courses.**

Interdisciplinary Minor in Sport Psychology, 24 hours

CIP: 310508

	Semester Hours
Required Courses	12
PSYC 08-234 Introduction to Psychological Experimentation (3)	
PSYC 08-325 Sport Psychology (3)	
HPER 22-254 Anatomy and Physiology (3)	
HPER 22-512 Socio-Psychological Aspects of Human Performance (3)	
Select six hours from each of the categories below:	12
Exercise Science—select six hours from the following list:	
HPER 22-332 Physiology of Exercise (3)	
HPER 22-336 Basic Biomechanics (3)	
HPER 22-382 Care and Prevention of Athletic Injuries (3)	
HPER 22-555 Intervention and Strategies for Health Behavior Change (3)	
FCS 15-234 Nutrition and Diet Behavior (2)	
Psychology—select six hours from the following list:	
PSYC 08-212 Personal Adjustment (3)	
PSYC 08-223 Abnormal Psychology (3)	
PSYC 08-315 Psychology of Groups and Teams (3)	
PSYC 08-363 Psychology of Personality (3)	
PSYC 08-438 Principles of Counseling (3)	
SOC 35-365 Social Psychology (3)	
Total Minor Requirements	24

Course Descriptions

Health /22, Physical Education /22, Recreation / 45

ACTIVITY COURSES

Only 4 activity credits may count toward the minimum hours required for graduation.

22-101 Restricted Activity (1 hour)

Repeatable for mastery. (F, S)

22-106 Weight Training and Conditioning (1 hour)

(F, S)

22-107 Racquetball (1 hour)

(F, S, SS)

22-112 Jogging (1 hour)

(F, S)

22-113 Individualized Fitness

Program (1 hour)

Repeatable for new content and/or mastery.
(F, S, SS)

22-116 Casting and Angling (1 hour) (F)

22-121 Volleyball (1 hour) (F, S)

22-131 Beginning Tennis (1 hour) (F, S, SS)

22-134 Badminton (1 hour) (F, S)

22-139 Golf (1 hour) (F, S, SS)

22-160 Aerobic Dance (1 hour) (F, S)

22-170 Beginning Swimming (1 hour)**22-173 Water Aerobics (1 hour)****45-110 Climbing Wall (1 hour)**
(F, S, SS)**45-124 Noncompetitive and Recreational Games (1 hour)****45-130 Canoeing (1 hour)** (F, SS)**45-131 Kayaking (1 hour)** (F, SS)**45-132 Watercraft (1 hour)** (F, SS)**45-140 Archery (1 hour)** (F, SS)**45-150 Trapshooting (1 hour)**
(F, S, SS)**VARSITY ATHLETICS****180 Varsity Cross Country* (1 hour)**
(F)**181 Varsity Tennis* (1 hour)**
(S)**182 Varsity Baseball* (1 hour)**
(S)**183 Varsity Track and Field* (1 hour)**
(S)**184 Varsity Basketball* (1 hour)**
(F, S)**185 Varsity Football* (1 hour)**
(F)**186 Varsity Volleyball* (1 hour)**
(F)**190 Varsity Softball* (1 hour)**
(S)**197 Varsity Soccer* (1 hour)****198 Varsity Golf* (1 hour)**

*HPER 22-180 through 198 Varsity Athletics may each be repeated for 4 total credit hours per course for further mastery.

Health / 22**110 Lifetime Wellness (2 hours)**

A course designed to develop an understanding of the principles necessary for promoting lifetime wellness, clarifying values, living effectively and improving the quality of life, through a study of critical issues which affect the individual and society, including: self concept and relationships, physical fitness, substance abuse and dependency behaviors, nutrition, prevention and control of disease, sexuality issues and consumer health. (Must co-register in HPER 22-111 Lifetime Wellness Laboratory). (F, S, SS)

111 Lifetime Wellness Laboratory (1 hour)

A laboratory designed to conduct a wellness assessment and to provide students with practical strategies and skills for developing a personal program of fitness and lifetime sports activities. (F, S, SS)

459 Independent Study in Health Education (1-2 hours)

Individual study under faculty supervision of a selected area of interest. May be repeated for a total of three hours for new experience or further mastery. Prerequisite: Permission of advisor and instructor. (F, S, SS)

480 Health Education Methods in the Secondary School (3 hours)

Organizing health instruction, development and appraisal of materials, use of instructional and assessment strategies for the 9-12 learner. Prerequisites: Admission to teacher education. (F, SS)

550 Community Health (3 hours)

Factors in physical, biological and social environments that influence the nature, extent and programming of health problems for all age groups. Special emphasis on high risk populations such as prenatal and the aging. (S)

552 Health Promotion (3 hours)

The study of the organization and implementation of a comprehensive health promotion program. Practical applied experiences are included. (F, S)

554 Human Sexuality (3 hours)

A study of the historical, biological, psychological and sociocultural aspects of sexuality in relation to modern life. (F, S)

555 Intervention and Strategies for Health Behavior Change (3 hours)

An applied approach of behavior change. Models to investigate health behavior modification. (S, SS)

556 Health in the Later Years (3 hours)

This course investigates theories of aging, changes in the body with age, mental health and wellness, chronic health conditions, and prevention and health promotion. (F)

Physical Education / 22**207 Aerobic and Strength Conditioning (3 hours)**

Development of advanced skills and methodology in working with cardiovascular aerobic conditioning. (S, F)

208 Techniques of Folk, Square and Recreational Dance (3 hours)

Development of skills and methodology for folk, square and recreational dance. (F, SS)

210 Special Topics in Physical Education Activity (1-3 hours)

Designed for undergraduate special topic classes, new initiatives and developing courses in physical education that are activity based. Repeatable for new experience or further mastery.

226 Advanced Weight Training (1 hour)

Advanced development of skills. (F, S)

227 Techniques of Swimming I (1 hour)

Development of basic skills in swimming.

229 Techniques of Gymnastics I (1 hour)

Development of basic skills in tumbling and apparatus.

233 First Aid, CPR and Care of Sports Injuries (2 hours)

Theory and practice of first aid and CPR. Development of skills in the prevention and care of injuries associated with sports and activity. (F, S, SS)

238 Health and Physical Education Methods in the Elementary School (3 hours)

Methods and activities in health and physical education in the elementary school. (F, S, SS)

239 Foundations of Physical Education (2 hours)

An introductory professional course which covers the scope, purpose, history, growth and development, and career assessment of physical education. (F, S)

254 Anatomy and Physiology (3 hours)

The structure and function of the skeletal, muscular and circulatory systems. (F, S)

260 Observation and Practicum I in Physical Education (2 hours)

Observation and participation in elementary, middle and secondary schools with both non-instructional and limited instructional responsibilities. Twenty-four hours of field experience required. (F, S)

281 Officiating Soccer (1 hour)

(S)

282 Officiating Baseball and Softball (1 hour)

(S)

283 Officiating Track and Field (1 hour)

(S)

284 Officiating Basketball (1 hour)

(S)

285 Officiating Football (1 hour)

(F)

286 Officiating Volleyball (1 hour)

(F)

287 Officiating Wrestling (1 hour)

(F)

332 Physiology of Exercise (3 hours)

A study of the immediate and long-range effects of physical activity on the muscular, respiratory, circulatory, nervous and metabolic systems. Laboratories are included. Prerequisite: HPER 22-254. (F, S, SS)

334 Administration of Athletics and Coaching Practicum (2 hours)

Principles and procedures for administering athletic programs in the schools. A 30-hour required practicum experience in an athletic setting. (F, S)

336 Basic Biomechanics (3 hours)

The study of the principles of human movement: structural and mechanical. Prerequisite: HPER 22-254. (F, S)

360 Observation and Practicum II in Physical Education (2 hours)

Intermediate level practicum for K-12 schools requiring 24 hours of observation and field experience. (F, S)

361 Creative Rhythms and Activities 5-9 (2 hours)

The study and understanding of movement concepts as they relate to space, time and energy through dance and gymnastics for the 5-9 learner. (S, SS)

362 Creative Rhythms and Activities K-4 (3 hours)

The study and understanding of movement concepts as they relate to space, time and energy through dance and gymnastics for the K-4 learner. (F, S)

382 Care and Prevention of Athletic Injuries (3 hours)

Covers primary cause of injuries, analysis of preventive measures and care of injuries in relation to type of tissue involved. (F, S)

410 Adapted Physical Education (3 hours)

Survey of human physical disabilities combined with adaptive and rehabilitative measures to promote better living for the individual. (F, S, SS)

430 Lifetime Team Activities (3 hours)

An introduction to basic skills and teaching techniques of lifetime team activities. (F, S)

431 Lifetime Individual Activities (3 hours)

An introduction to basic skills and teaching techniques in lifetime individual activities. (F, S)

433 Senior Seminar in Physical Education (2 hours)

A capstone course designed to acquaint the student with current issues and trends in Health and Human Services (HHS) and to apply principles of philosophy to HHS. Prerequisites: Admission to teacher education. (F, S)

437 Practicum: Physical Education in the Elementary School (2 hours)

Practical experience in the elementary school physical education program. Prerequisites: Admission to teacher education. (F, S)

439 Independent Study in Physical Education (1-2 hours)

Individual study, under faculty supervision, of a selected area of interest. May be repeated for a total of three hours for new experience or further mastery. Prerequisite: Permission of advisor and instructor. (F, S, SS)

481 Theory and Fundamentals of Coaching Soccer (2 hours)

(F)

482 Theory and Fundamentals of Coaching Baseball (2 hours)

(S)

483 Theory and Fundamentals of Coaching Track and Field (2 hours)

(S)

484 Theory and Fundamentals of Coaching Basketball (2 hours)

(F)

485 Theory and Fundamentals of Coaching Football (2 hours)

(F)

486 Theory and Fundamentals of Coaching Volleyball (2 hours)

(S)

510 Special Topics (1-3 hours)

Designed for special workshops. Repeatable for new experience and further mastery.

512 Socio-Psychological Aspects of Human Performance (3 hours)

Analysis of sociological and psychological aspects which influence human performance. Prerequisites: Upper-division standing, admission to teacher education, or permission of instructor. (F, S)

520 Classroom Management and Motivation in Physical Education (3 hours)

This course presents appropriate use of current techniques used to motivate and manage student behavior. Emphasis is placed on the physical education setting. Suggested for Outreach graduate program; see advisor before enrolling.

523 Motor Development (3 hours)

The course is designed to focus on normal and abnormal motor development of school-age individuals. Emphasis is placed on the study of the interaction between environmental and biological

factors which affect changes in motor performance, motor development assessment techniques, and designing and implementing an individualized program for a school-age learner. Prerequisite: Admission to teacher education or permission of instructor. (F, SS)

529 Theory and Fundamentals of Strength and Conditioning/Personal Training (3 hours)

Provides the basic skills, program design and teaching techniques for strength training and personal conditioning. (S)

532 Exercise Testing, Prescription and Analysis of Cardiac Function (3 hours)

A course designed to provide special emphasis to testing individuals with several exercise protocols and modes. Emphasis will be placed upon cardiovascular functions at rest, during exercise and recovery. The format is practical and laboratory based in nature. Prerequisites: HPER 22-254, 332 with grade of "B" or better. (F, SS)

536 Mechanical Analysis of Sports Skills (3 hours)

Designed to improve the student's ability to teach physical education or coach by analyzing a variety of activities in terms of the fundamental principles of mechanics. Prerequisites: HPER 22-254 and 336 (SS, even years)

537 Assessment in Physical Education (3 hours)

A study of the evaluation procedures in physical education, the administration of such procedures and the interpretation of the results of fundamental statistical methods. Prerequisite: Admission to teacher education. (F, S)

580 Methods in Secondary Physical Education (3 hours)

A survey of teaching styles and pedagogy. Special emphasis is given to daily teaching methodology with practical experiences. The relationship of methods of teaching to curriculum is also covered. Prerequisite: Admission to teacher education. (F, S)

Recreation / 45

210 Special Topics in Recreation Activity (1-3 hours)

Designed for special workshops, special topics, new initiatives and developing courses in recreation that are activity based. Repeatable for new experience and further mastery. (F, S, SS)

211 Leisure and Society (3 hours)

This course explores the historical and contemporary leisure and recreation phenomena within the context of societal diversity and multicultural considerations. The course will review diverse perspectives on the meaning of leisure and the role it plays within cultures and ethnic groups, as well as the potential implications of assimilation into dominant cultural norms. (F, S, SS)

240 Foundations of Recreation (3 hours)

An introductory course designed to provide an overview of the different areas of study, participation and career opportunities in the field of recreation and leisure. Includes a thorough description of its current scope and organizational practices, as well as the historical, sociological, psychological, philosophical and economic aspects of recreation and leisure. Concurrent enrollment in REC 45-245 is recommended. (F, S)

243 Introduction to Therapeutic Recreation (3 hours)

Designed to introduce students to the therapeutic recreation profession. Course content focuses on three distinct areas: historical and technological development, clinical and programmatic management, and current community and clinical practice. Prerequisites: REC 45-240 and 245, or permission of instructor. (F)

245 Leisure Services and Special Populations (3 hours)

Students are provided with opportunities to review their personal awareness and values related to various special populations. An overview of general strengths and limitations faced by each group will be presented. Exploration of leisure services offered for special populations as well as adaptations to programs to promote inclusion is stressed. Prerequisite: Concurrent enrollment recommended in REC 45-240. (F, S)

310 Special Topics in Recreation (1-3 hours)

Designed for special workshops, special topics, new initiatives and developing courses in recreation at the undergraduate level. Repeatable for new experience and further mastery. (F, S, SS)

321 Exploring Recreation Resources (3 hours)

This course allows students the opportunity to visit a variety of recreation agencies for the purpose of comparing and contrasting the nature of the

services provided, and to learn about career opportunities. Repeatable for new experience and further mastery. (SS)

340 Recreational Programs (3 hours)

Principles of program planning; roles of leader, administrator and community in program planning; special consideration for programs necessitated by various recreation settings; short term, seasonal and year round. Prerequisites: REC 45-240 and 245 and concurrent enrollment in REC 45-443 recommended. (F, S, SS)

345 Therapeutic Recreation Program Design (3 hours)

Designed to develop the necessary competencies and skills needed to plan and implement appropriate therapeutic recreation programs for diverse special need populations. Prerequisites: REC 45-243 and 245, or permission of instructor. (S)

365 Leisure and Aging (3 hours)

The course explores the role of leisure in a healthy older adult development. Students will acquire a basic understanding of leisure for the current older adult cohort, the Baby Boomers, and future elders. Students will explore leisure services and settings, critically analyzing how history has and will shape the leisure behaviors of seniors (F)

425 Expressive and Creative Programs (3 hours)

An exploration into the highly creative program areas in the recreation and leisure industry. Course will examine the performing and visual arts, arts and crafts, dance, literature and drama. Students participate in, and lead activities, and develop a resource guide. (S)

434 Senior Seminar in Recreation (3 hours)

A study of the current issues and trends in recreation and internship preparation. (F, S)

440 Leisure Resources/Facility Design and Management (3 hours)

Understanding of the principles and the ability to apply techniques of planning, design, development and maintenance of recreation and park areas and facilities. (F, S)

443 Techniques of Recreation Leadership (3 hours)

Theoretical and practical experiences in recreation leadership. Techniques of group work and progressive leadership applicable to recreational activities, programs and settings. Prerequisites: REC 45-240

and 245. Concurrent enrollment in REC 45-340 recommended. (F, S)

444 Outdoor Recreation/Education (3 hours)

Exploration of the outdoor activity areas in the recreation and leisure industry. Students participate in activities, lead activities, and develop a resource guide of activities associated with outdoor recreation and education. (F)

445 Natural Resource History and Interpretation (3 hours)

Exploration of federal and state natural resource agencies. Focus will be on the history, philosophies, uses, and management practices of wildlands, historic resources, and natural areas. The course will explore and practice the communication processes and practices between managers and publics that help "interpret" the special characteristics of natural, cultural, and historic resources. (F)

446 Evaluation of Leisure Services (3 hours)

Knowledge of appropriate measurement techniques utilized in the recreation and leisure services industry. Emphasis will be placed on those assessment/evaluation skills which are used by leisure professionals to determine the extent to which programmatic and organizational goals and objectives have been achieved. Prerequisites: REC 45-340 and 443. (F, S, SS)

449 Independent Study in Recreation (1-3 hours)

Individual study in recreation and/or leisure, under faculty supervision of a selected area of interest. May be repeated for a total of three hours for new experience or further mastery. Prerequisite: Permission of advisor and instructor. (F, S, SS)

450 Field Experience in Recreation and Park Management (3 hours)

Opportunity to gain practical experience in specific recreation and park management programs. The experience should include a minimum of 200 hours of hands-on, supervised practical experience for an 8-12 week period. Must be directed and supervised by a recreation professional and University field experience supervisor. Prerequisites: REC 45-340 and 443, or permission of instructor. (F, S, SS)

451 Field Experience in Therapeutic Recreation (3 hours)

Opportunity to gain practical experience in specific therapeutic recreation programs. The experience should include a minimum of 200 hours of hands-

on, supervised practical experience for an 8-12 week period. Must be directed and supervised by a recreation professional and University field experience supervisor. Prerequisites: REC 45-243, 340 and 443, or permission of instructor. (F, S, SS)

452 Field Experience in Corporate Recreation/Wellness (3 hours)

Opportunity to gain practical experience in specific corporate recreation and wellness programs. The experience should include a minimum of 200 hours of hands-on, supervised practical experience for an 8-12 week period. Must be directed and supervised by a recreation professional and University field experience supervisor. Prerequisites: REC 45-340 and 443, or permission of instructor. (F, S, SS)

461 Therapeutic Recreation Interventions with the Elderly (3 hours)

The course is designed to introduce students to various therapeutic recreation intervention strategies that have been shown to benefit frail older adults. Emphasis will be given to looking at behavior issues, physical and mental challenges, documentation, evaluation, and communication with the elderly. (S)

499 Recreation Internship (6-12 hours)

A gradual induction to professional recreation is provided through a progression of experiences. The experience should include a minimum of 480-560 hours of hands-on, supervised practical experience over a 12-16 week period. The experience will be directed and supervised by a recreation professional and a University internship supervisor. Settings for internships may include municipal or community recreation and/or park departments, social service agencies, hospitals, penal institutions, retirement homes and others. Repeatable for new experience. Prerequisites: REC 45-446, 546, and REC 45-450 or 451 or 452. (F, S, SS)

510 Special Topics in Recreation (1-3 hours)

Designed for graduate/advanced level special workshops, special topics, new initiatives and developing courses in recreation. Repeatable for new experience and further mastery. (F, S, SS)

511 Golf Course Maintenance and Management (2 hours)

This course is designed to familiarize students with the aspects of golf course maintenance and management. It will cover the design and maintenance of greens, tees, fairways, roughs, and bunkers. Concepts of staffing, budgeting, and equipment selection and maintenance will be covered. (S, SS)

512 Aquatic Facility Maintenance and Management (2 hours)

This course will emphasize the development of technical knowledge and skills needed to operate a safe aquatics environment, staff development and management, and aquatics program development. (S, SS)

513 Outdoor Recreation Facilities Maintenance and Management (2 hours)

This course is designed to help students develop a knowledge base related to the maintenance and management of outdoor recreation resource areas. Specific areas of study will include shooting sports areas, climbing walls and towers, trails, marinas, campgrounds, and RV operations. (F)

520 Challenge Course Facilitator Training (3 hours)

Course emphasizes assessing, planning, implementing, processing and evaluating challenge course programs in the recreation services industry. Programs are designed to promote communication, cooperation, trust, goal setting, problem solving, self-concept and interpersonal interactions. Repeatable for new experience or further mastery. (F, S, SS)

525 Commercial Recreations (3 hours)

An introduction to the scope, characteristics, development, management aspects and trends within the commercial recreation industry including the delivery of goods, services, amenities, facilities, and entrepreneurship. (S)

533 Recreation Sports Management (3 hours)

A study of the objectives and principles in administering an intramural program in the schools. Application of principle to practical situations with field experiences. Prerequisites: REC 45-340 and 443 or HPER 22-239 and 333. (F)

540 Group Dynamics (3 hours)

An introduction to the dynamics of group work including different models of group development, types of groups, stages of development, selective processes and intervention strategies. Students will observe, participate in and evaluate group activities. Group leadership and facilitation skills will be presented. (S, SS)

542 Trends and Issues in Therapeutic Recreation (3 hours)

This course is designed to familiarize students with existing trends in therapeutic recreation pro-

gramming, to discuss current legal issues, current societal attitudes toward persons with disabilities, trends within the health care delivery system and other current trends and issues related to therapeutic recreation. Prerequisites: REC 45-345 and 451, or permission of instructor. (S)

545 Risk Management (3 hours)

Designed to give students a basic understanding of their legal responsibilities as recreation and physical activity professionals to provide a safe environment for those they serve, and to develop an understanding of the current legislation, practice standards, and policy, as well as how it may apply to the rights of recreation activity participants, students, special populations, employees and/or co-workers. (S, SS)

546 Administration of Recreation (3 hours)

Organization and administration of recreation services, facilities and resources on the federal, state and local levels. Special attention is given to community recreation organization providers' role and responsibilities for budgeting and personnel management, as well as managing the facilities, activities and special events in the recreation program. Prerequisites: REC 45-340 and 443. (F, S)

547 Grantsmanship (3 hours)

Acquaints students with the vocabulary, concept and practices in the study of grants administration and management. Enables practicing the skills necessary in obtaining outside funding and provides awareness of the individual roles and agencies within public funding. (F)

562 Assessments, Diagnostics and Treatment Planning in Therapeutic Recreation (3 hours)

Course will provide an overview of (1) the basic concepts associated with psychometric assessment, (2) a variety of individual client assessments used in practice and (3) the use of therapeutic recreation assessments in the development of individualized treatment/program plans. (F)

Safety/Driver Education / 22

271 Driver Task Analysis – Driver Education II (3 hours)

An introduction to the task of the driver within the highway transportation system with emphasis on risk perception and management and the decision-making process. Not a learn-to-drive class.

272 Introduction to Safety Education – Driver Education I (3 hours)

Introductory course examining the principles and fundamentals of safety education. Concern for safety as a social problem, considers major accident areas, accident causes, liability and analysis of possible solutions to the accident problem. Develops concepts to prepare the driver education student to assume responsibility for accident prevention in the home, school, community and on the highway.

479 Independent Study in Safety Education (1-2 hours)

Individual study, under faculty supervision, of a selected area of interest. May be repeated for a total of three hours. Prerequisite: Permission of instructor. (F, S, SS)

571 Developing Classroom Knowledge – Driver Education III (3 hours)

Learning activities focus on preparing the prospective driver educator's classroom skills with application to classroom organization, maintaining a learning environment, development instructional modules and conducting learning experiences.

572 Developing Vehicle Competencies and Skills – Driver Education IV (3 hours)

Learning activities focus on preparing the prospective driver educator to conduct activities which develop operational skills for a novice driver. Emphasis on laboratory organization and administration, maintaining a learning environment, developing laboratory instructional modules and conducting learning experiences.

SWIMMING AND ARC CERTIFICATION PROGRAM COURSES

172 Basic and Emergency Water Safety (1 hour)

Successful completion of this course meets the requirements for ARC Basic Water Safety and Emergency Water Safety certification so that the student will know how to respond in an aquatic emergency. It serves as a foundation for further training in lifeguarding and aquatics courses for individuals in the area of recreation, education, public safety and industry. Repeatable for new experience or further mastery. (F, S)

276 Lifeguard Training (2 hours)

Designed to provide the only certification to qualify a student for lifeguarding at pool and non-surf facilities. Successful completion of this course provides the student the ARC Lifeguard Training Certification. To complete the certification the student must submit evidence of current certification in adult CPR and standard first aid. Repeatable for new experience or further mastery. (S)

Department of Professional Education

Chairperson: Joe Kreizinger

Director, Horace Mann School: Jill Baker

Director, Early Childhood Center: Cindy Scarbrough

Department of Professional Education

The department offers undergraduate programs in elementary education, early childhood education, middle school education, secondary education, and special education.

Faculty, Department of Professional Education: Kristina Alexander, Jane Andrews, Barbara Crossland, Margaret Drew, Carole Edmonds, Shantel Farnan, Nancy Foley, Virgil Freeman, Max Fridell, Jan Glenn, Dan Gordon, William Hedge, Nissa Ingraham, Terry Lovelace, Barbara Martin, Phillip Messner, Vickie Miller, Suzanne Nuttall, Pradnya Patet, Victoria Seeger, Shirley Steffens, Patricia Thompson

Faculty, Horace Mann School: Robin Akins, Heidi Beatty, Nancy Farlow, Sara Finn, Linda Heeler, Gina McNeese, Erin Oehler, Vanessa Parsons, Sara Rogers, Mary Jane Stiens, Cathi Schwienebart

Early Childhood Center Personnel:

Information regarding program advisement, requirements and certification may be obtained from the following people:

Program	Coordinator
Early Childhood Education	Pradnya Patet
Elementary Education	Barbara Crossland
Middle School	Patricia Thompson
Secondary Education	Jan Glenn
Special Education	Shantel Farnan

Statement of Mission

Northwest Missouri State University is a learning-centered community of scholars offering undergraduate and selected graduate programs. The University is committed to preparing broadly educated and engaged citizens for a world of constant change, applying information technology to improve learning processes, and promoting continuous improvement to enhance performance in all its activities. Northwest seeks to expand access to learning and promote research designed to address the needs of our students and stakeholders.

Changes to programs during this catalog cycle may be made related to changes in certification requirements and/or program changes approved by both Department of Elementary and Secondary Education.

All education majors are required to purchase the Tk20 assessment package. Students who have not purchased the subscription will not be admitted into the Professional Education Unit.

Education: Curriculum and Instruction / 62

DEGREE PROGRAM

Bachelor of Science in Education

Completion of one of the following curricula, other University requirements and an overall grade point average identified in the Professional Education Handbook on a 4.00 scale qualifies the student to receive a Bachelor of Science in Education degree.

The number of hours in the major, minor and elective categories may vary depending on the major and minor selected. Care should be exercised in choosing courses to assure a minimum of 40 semester hours in courses numbered above 300.

All degrees in education are subject to state requirements which may change at any time due to action of the State Board of Education.

B.S.Ed. Degree Requirements, Elementary Program

	Semester Hours
General Education Requirements (See pages 66-68)	42
Directed General Education Courses:	
PSYC 08-303 Educational Psychology (must achieve grade of "C" or better)	
MATH 17-171 Fundamentals of Mathematics (must achieve grade of "C" or better)	
COM 29-102 Oral Communications (must achieve grade of "C" or better)	
BIOL 04-102/103 Biology and PHSC 40-102/103 Physical Science are prerequisites for SCED 28-380 Methods in Elementary School Science	
MUS 19-201 The Enjoyment of Music OR MUS 19-202 Jazz Appreciation OR MUS 19-222 American Popular Music OR ART 13-102 Art Appreciation is a prerequisite for Art and Music Methods courses (13-380 and 19-380)	
GEOG 32-101 Introduction to Geography	
Institutional Requirements	6
Information Technology Competency	
Recommended EDCI 62-130 Educational Computing and Technology (3)	
Multicultural/Diversity Competency (3)	
Degree Requirements	3
LANG 14-100 level "Communication and Culture" Modern Languages course* (3)	
*Includes LANG 14-151 Introduction to American Sign Language and Deaf Culture.	
The degree requirement for language is separate from the Multicultural/Diversity Institutional Requirement.	
Elementary Education Major Requirements	65-68
Concentration in Subject Area of Specialization (See College of Education and Human Services)	21-22
TOTAL MINIMUM ACADEMIC HOURS	124

****All students interested in teaching at the elementary level must complete a Major in Elementary Education and one of the following specialty studies: Concentration in a subject area (21-22 hours), Early Childhood minor (30-34 hours), Early Childhood Special Education endorsement (36-39 hours), or dual major in Special Education-Cross Categorical. Concentration subject areas include: Language Arts, Math, Psychology, Science, Social Science, Multicultural Studies, Computer Science, Special Education-Cross Categorical, and Physical Education.**

MAJOR

Major in Elementary Education, 65-68 hours: B.S.Ed., Elementary Program (Certifies Grades 1-6)

CIP: 131202

Required Courses	Semester Hours
Foundations for Teaching	
EDCI 62-301 Reporting Pupil Progress	2
EDCI 62-371 Introduction to Special Education	3
PSYC 08-312 Child Psychology (2) OR PSYC 08-333 Developmental Psychology (3)	2-3
EDUC 61-461 School and Society	3
PSYC 08-303 Educational Psychology (Directed General Education)	
Teaching Methods	
EDCI 62-216 Literature for the Elementary School	3
EDCI 62-320 Classroom Behavior Management	3
EDCI 62-356 Teaching Reading/Language Arts in the Elementary School	4
EDCI 62-380 Diagnostic and Corrective Reading	2
EDCI 62-410 Elementary School Social Studies	3
ART 13-380 Art in the Elementary School	2
MATH 17-471 Mathematical Methods for Elementary Teachers	3
MUS 19-380 Music in the Elementary School	2
HPER 22-238 Health and PE Methods in the Elementary School	3
SCED 28-380 Methods in Elementary School Science	3
Clinical Experiences	
EDCI 62-211 Observation and Activity in the Elementary School	1
EDCI 62-407 Elementary School Language Arts Practicum	1
EDCI 62-420 Content Teaching in Elementary Schools	3
EDCI 62-456 Practicum and Seminar in Elementary School Reading	3
EDUC 61-471 Directed Teaching in the Elementary School	12-14
EDCI 62-591 Seminar in Education	1
Elementary School Course	
MATH 17-371 Algebra and Geometry for Elementary and Middle School Teachers	3
Certification Course	
ECON 52-130 Survey of Economics OR ECON 52-150 Economics I OR ECON 52-151 Economics II	3

NOTE: Directed teaching from other certification or other degrees may count for up to 6 hours of the 12 required hours.

NOTE: Students must achieve a grade of "C" or better in all major courses excluding Economics.

Concentration in Subject Area, 21 hours

This alternative is recommended for persons who wish to extend their competencies in a particular subject area, but do not seek additional certification at this time. Students should see the Coordinator of Elementary Education or their advisor for specific subject area requirements. Concentration subject areas include: Language Arts, Math, Psychology, Science, Social Science, Multicultural Studies, Special Education-Cross-Categorical, Computer Science or Physical Education.

MINOR

Minor in Early Childhood Education, 30-31 hours: B.S.Ed., Elementary Program (Certifies Birth through Grade 3)

CIP: 131204

This program is recommended for elementary majors who desire specialized training in early childhood programs for children birth to age eight. This minor is required for teaching in a self-contained kindergarten classroom in Missouri.

Required Courses	Semester Hours
FCS 15-312 Child Development	3
FCS 15-314 Administration of Programs for Young Children	3
FCS 15-330 Preschool and Elementary Nutrition Education	2
FCS 15-410 Parenthood Education	3
EDCI 62-340 Principles of Early Childhood Education	2
EDCI 62-531 Curriculum and Methods in Early Childhood	3
EDCI 62-532 Family and Community Resources in Early Childhood	2
EDCI 62-541 Identifying and Prescribing Instruction in Early Childhood Education	3
EDCI 62-543 Practicum in Early Childhood	4
**EDUC 61-473 Directed Teaching Early Childhood	5-6

**Students enrolling in EDUC 61-480 Directed Teaching Early Childhood Special Education should consult with advisor for correct advisement.

Certification in Early Childhood Special Education, 6-9 hours: (Certifies Pre-K and K in Missouri)

CIP: 131099

This program is designed for the elementary education major/early childhood minor* who desires to teach pre-kindergarten and kindergarten children who have disabilities.

Elementary Education Requirements	Semester Hours
(See page 356.)	67-70
Early Childhood Requirements	
(See above.)	30-34
Early Childhood Special Education Requirements	
EDCI 62-542 Curriculum and Methods in Early Childhood Special Education	3
EDCI 62-544 Practicum in Early Childhood Special Education (Graduate Students Only) (3) OR EDUC 61-480 Directed Teaching in Early Childhood Special Education (Undergraduates Only) (3-9)	3-6
Total Hours	6-9

*Students not pursuing an elementary education major/early childhood minor should consult with their advisor for requirements.

MAJOR**Major in Middle School, 47-54 hours: B.S.Ed. degree—
Certifiable Subject Field Required**

CIP: 131203

This major meets Grades 5-9 certification (subject area requirements for Grades 5-9) in Missouri through two or more minor(s), concentration(s), and/or endorsement(s) completed by the student. Students must meet the general studies Missouri certification requirements.

	Semester Hours
General Education Requirements (see pages 66-68)	42
Directed General Education Courses (must achieve grade of “C” or better in each)	
PSYC 08-303 Educational Psychology	
COM 29-102 Fundamentals of Oral Communication	
Recommended General Education Course	
MATH 17-171 Fundamentals of Mathematics	
Institutional Requirements	6
Information Technology Competency	
Recommended EDCI 62-130 Educational Computing and Technology (3)	
Multicultural/Diversity Competency (3)	
Degree Requirement	3
LANG 14-100 level “Communication and Culture” language course* (3)	
*Includes LANG 14-151 Introduction to American Sign Language and Deaf Culture.	
Required Courses	Semester Hours
Professional Education Requirements	
EDUC 61-461 School and Society	3
EDUC 61-570 The Middle School	3
EDCI 62-371 Introduction to Special Education	3
PSYC 08-317 Psychology of Early Adolescence	2
PSYC 08-303 Educational Psychology (Directed General Education)	
Teaching Methods	
EDCI 62-353 Teaching Reading in Content Areas	2
EDCI 62-356 Teaching Reading/Language Arts in the Elementary School	4
EDCI 62-430 Teaching Writing in the Middle School	2
EDCI 62-511 Middle School Curriculum, Methods and Practicum	3
EDUC 61-520 Techniques of Classroom Management and Discipline	2
Concentration Area Methods Course—One for each minor, concentration and/or endorsement area	5-6
Additional Mathematics Course (State required)	
MATH 17-371 Algebra and Geometry for Elementary and Middle School Teachers	3
Clinical Experience	
EDUC 61-262 Middle School Teaching Practicum I	1
EDUC 61-362 Middle School Teaching Practicum II	1
EDUC 61-474 Directed Teaching in the Middle School	12
EDCI 62-591 Seminar in Education	1

NOTE: Directed teaching from other certification fields may count for up to 6 of the 12 hours. See Middle School Coordinator for advisement.

Areas of Concentration/Endorsement/Minor

Two minors or areas of concentration (21 hours minimum) to be chosen from:

Language Arts, Mathematics, Science, Social Science, Agriculture Education, Business Education, and Speech/Theatre.

Language Arts Concentrations for Middle School Major

Certifies Grades 5-9 when completed with the Middle School Major

CIP: 131305

Required Courses	Semester Hours
ENGL 10-322 Introduction to the Teaching of Writing	3
ENGL 10-404 Schoolhouse Grammars and Pedagogy	3
ENGL 10-590 Young Adult Literature	3
COM 29-325 Listening Behavior and Skills	3
THEA 43-460 Creative Dramatics	3
21 Hour Concentration (meets requirements of middle school major)	
Required Courses	15
*Two courses from electives	6

*See advisor for list of approved electives

NOTE: EDCI 62-356 Teaching Reading/Language Arts in the Elementary School, EDCI 62-353 Teaching Reading in Content Areas, and EDCI 62-430 Teaching Writing in the Middle School are the required subject field methods courses.

MAJORS**Major in Special Education: Cross Categorical, 84-87 hours:
B.S.Ed.-(Certifies Grades K-12)**

CIP: 131007

Required Courses	Semester Hours
Foundations for Teaching	
EDUC 61-461 School and Society	3
EDCI 62-301 Reporting Pupil Progress	2
EDCI 62-371 Introduction to Special Education	3
EDCI 62-382 Introduction to Cross Categorical Special Education	3
EDCI 62-470 Assessment in Special Education	3
EDCI 62-471 Assessment in Special Education Lab	1
EDCI 62-508 Transition/Career Education for Students with Disabilities	2
PSYC 08-333 Developmental Psychology (3) OR	
PSYC 08-312 Child Psychology (2) AND	
PSYC 08-322 Adolescent Psychology (2)	3-4
PSYC 08-303 Educational Psychology (Directed General Education)	3
Teaching Methods	
EDCI 62-216 Literature for the Elementary School	3
HPER 22-238 Health and PE Methods in the Elementary School	3
EDCI 62-356 Teaching Reading/Language Arts in the Elementary School	4
EDCI 62-380 Diagnostic and Corrective Reading	2
ART 13-380 Art in the Elementary School	2

MUS 19-380 Music Methods for Elementary Education	2
MATH 17-371 Algebra and Geometry for Elementary and Middle School Teachers	3
MATH 17-471 Mathematical Methods for Elementary Teachers	3
SCED 28-380 Methods in Elementary School Science	3
EDCI 62-410 Elementary School Social Studies	3
COM 29-553 Language, Speech and Hearing of the Exceptional Child	3
EDCI 62-574 Teaching Math to Students with Disabilities	2
EDCI 62-553 Teaching Reading in Content Areas (2) OR EDCI 62-553 The Reading Program in the Secondary School (3)	2-3
EDCI 62-320 Classroom Behavior Management	3
EDCI 62-384 Teaching Students in Cross Categorical Special Education: Academic/Behavioral (3) OR EDCI 62-385 Teaching Students in Cross Categorical Special Education: Academic/Behavioral, Secondary (3) (see advisor)	3
EDCI 62-386 Teaching Students in Cross Categorical Special Education: Functional/Physical (3) OR EDCI 62-387 Teaching Students in Cross Categorical Special Education: Functional/Physical, Secondary (3) (see advisor)	3

Clinical Experiences

EDCI 62-211 Observation and Activity in the Elementary School (1) OR EDUC 61-260 Secondary Teaching Practicum I (1) AND EDUC 61-360 Secondary Teaching Practicum II (1) OR EDUC 61-262 Middle School Teaching Practicum I (1) AND EDUC 61-362 Middle School Teaching Practicum II (1)	1-2
EDCI 62-407 Elementary School Language Arts Practicum	1
EDCI 62-456 Practicum and Seminar in Elementary School Reading	3
EDCI 62-444 Practicum in Special Education: Cross-Categorical	3
EDUC 61-481 Directed Teaching in Cross Categorical Special Ed: Elementary (6) AND EDUC 61-482 Directed Teaching in Cross Categorical Special Education: Secondary (6)	12

NOTE: Directed teaching from other certification or other degrees may count for up to 6 hours of the 12 required hours.

TOTAL MINIMUM ACADEMIC HOURS

135-140

Dual Majors in Special Education: Cross Categorical and Elementary Education

Additional requirements for adding elementary education (certifies self-contained grades 1-6) as a second major to the major in Special Education: Cross Categorical are the following:

LANG 14-100 level "Communication and Culture" modern language course	3
*ECON 52-130 Survey of Economics OR 52-150 General Economics I OR 52-151 General Economics II (if not taken as part of special ed)	3
*GEOG 32-101 Introduction to Geography (if not taken as part of special ed)	3
EDCI 62-420 Content Teaching in Elementary Schools	3
**EDUC 61-471 Directed Teaching in the Elementary School	6
EDCI 62-591 Seminar in Education	1

Total Additional Hours

9

*Either Economics or Geography is required in the major in special education; both are required for elementary education.

****When combined with a major in special education, there are two Directed Teaching placements of 6 hours each (one elementary and one special education for a total of 12.) Each major, taken separately, would require 12 hours of directed teaching, so the dual major does NOT add additional Directed Teaching hours. Therefore, only 9 additional hours are required to complete both majors.**

Concentration in Special Education, 22 hours

This concentration is recommended for majors in elementary education wishing to extend their competencies to include the teaching of students with disabilities within the regular classroom. The program described below does not result in certification in special education.

Required Courses	Semester Hours
EDCI 62-301 Reporting Pupil Progress	2
EDCI 62-380 Diagnostic and Corrective Reading	2
EDCI 62-382 Introduction to Cross Categorical Special Education	3
EDCI 62-470 Assessment in Special Education	3
EDCI 62-471 Assessment in Special Education Lab	1
EDCI 62-504 Creating Inclusive Classrooms	3
EDCI 62-384 Teaching Students in Cross Categorical Special Education: Academic/Behavioral (3) OR	
EDCI 62-385 Teaching Students in Cross Categorical Special Education: Academic/Behavioral, Secondary (3) OR	3
EDCI 62-320 Classroom Behavior Management	3
EDCI 62-574 Teaching Math to Students with Disabilities	2

Education: Educational Leadership / 61

DEGREE PROGRAM

Bachelor of Science in Education, Secondary Program (Certifies Grades 9-12)

Completion of this curriculum, other University requirements, and an overall grade point average identified in the Professional Education Handbook on a 4.00 scale qualifies the student to receive a Bachelor of Science in Education degree.

The number of hours in the major, minor, and elective categories may vary depending on the major and minor selected. Care should be exercised in choosing courses to assure a minimum of 40 semester hours of senior college work in courses numbered above 300.

All degrees in education are subject to state requirements which may change at any time due to action of the State Board of Education.

B.S.Ed. Degree Requirements, Secondary Program

	Semester Hours
General Education Requirements (See pages 66-68)	42
Directed General Education Requirement (must achieve grade of "C" or better in each)	
COM 29-102 Fundamentals of Oral Communication	
PSYC 08-303 Educational Psychology	

Institutional Requirements	6
Information Technology Competency	
Recommended EDUC 61-145 Information and Educational Technology (3)	
Multicultural/Diversity Competency (3)	
Degree Requirement	3
EDUC 61-569 Multiculturalism in Education (3) OR	
LANG 14-100 level "Communication and Culture" modern language course* (3)	
*Includes LANG 14-151 Introduction to American Sign Language and Deaf Culture.	
The degree requirement for language is separate from the	
Multicultural/Diversity Institutional Requirement.	
Professional Education Requirements	27-28
PSYC 08-322 Adolescent Psychology	2
EDCI 62-353 Teaching Reading in Content Areas	2
EDCI 62-371 Introduction to Special Education	3
Special Methods in Education: (See department course listings)	2-3
A special methods course must be completed with each	
major or minor which carries 9-12 or K-12 certification	
EDUC 61-260 Secondary Teaching Practicum I	1
**EDUC 61-360 Secondary Teaching Practicum II	1
**EDUC 61-461 School and Society	2
***EDUC 61-462 School and Society Seminar	1
***EDUC 61-472 Directed Teaching in the Secondary School	10
**EDUC 61-520 Techniques of Classroom Management and Discipline	2
***EDUC 61-521 Seminar in Classroom Management	1
Major or Major/Minor Requirements and Electives	55-60
TOTAL MINIMUM ACADEMIC HOURS	124

**These courses are to be taken in the same trimester as the content methods course.

***These courses must be taken during the student teaching trimester.

Bachelor of Science in Education, Elementary-Secondary Program (K-12 Certification)

Completion of this curriculum, other University requirements, and an overall grade point average identified in the Professional Education Handbook on a 4.00 scale qualifies a student to receive a Bachelor of Science in Education degree.

Candidates for this program must complete a major in one of the following areas: art, modern language, music or physical education.

These majors may be combined with other majors and/or minors.

The number of hours in the major, minor, and elective categories may vary depending on the major and minor selected. Care should be exercised in choosing courses to assure a minimum of 40 semester hours of senior college work in courses numbered above 300.

All degrees in education are subject to state requirements which may change at any time due to action of the State Board of Education.

B.S.Ed. Degree Requirements, Elementary/Secondary Program

Semester Hours

General Education Requirements (See pages 66-68)	42
Directed General Education Requirement (must achieve grade of "C" or better in each)	
COM 29-102 Fundamentals of Oral Communication	
PSYC 08-303 Educational Psychology	
Institutional Requirements	6
Information Technology Competency	
Recommended EDUC 61-145 Information and Educational Technology (3)	
Multicultural/Diversity Competency (3)	
Degree Requirement	3
EDUC 61-569 Multiculturalism in Education (3) OR	
LANG 14-100 level "Communication and Culture" modern language course* (3)	
*Includes LANG 14-151 Introduction to American Sign Language and Deaf Culture.	
The degree requirement for language is separate from the	
Multicultural/Diversity Institutional Requirement.	
Professional Education Requirements	27-28
EDUC 61-260 Secondary Teaching Practicum I	1
**EDUC 61-360 Secondary Teaching Practicum II	1
EDCI 62-353 Teaching Reading in Content Areas	2
**EDUC 61-461 School and Society	2
***EDUC 61-462 School and Society Seminar	1
***EDUC 61-470 Directed Teaching in Elementary and Secondary School	10
**EDUC 61-520 Techniques of Classroom Management and Discipline	2
***EDUC 61-521 Seminar in Classroom Management	1
EDCI 62-371 Introduction to Special Education	3
PSYC 08-322 Adolescent Psychology	2
Special methods in education (See department course listings)	2-3
A special methods course must be completed with each	
major or minor which carries 9-12 or K-12 certification	
Major or Major/Minor Requirements and Electives	55-60
TOTAL MINIMUM ACADEMIC HOURS	124

** These courses are to be taken in the same trimester as the content methods course.

***These courses must be taken during the student teaching trimester.

Special Education majors should consult with their advisor for program substitutions for PSYC 08-322 and EDCI 62-353.

Course Descriptions

Education: General/ Leadership / 61

145 Information and Educational Technology (3 hours)

This educational information and technology course will provide instruction in technology language and

technology use for the educator. This course is intended to serve students majoring in education to prepare them to plan, instruct, communicate and manage record keeping in addition to modeling technology use for their students.

210 Field Experience in Diversity (1 hour)

The purpose of this course is to gain an understanding of people in a different culture and to become sensitive to their uniqueness. The course is a vehicle by which undergraduates in the teacher education program can experience diversity in a real-world setting, thus meeting the program's diversity requirement. (SS)

252 Pluralism in a Multicultural Society (3 hours)

This course is designed to impart a knowledge of and sensitivity to issues which foster potential prejudices and discrimination. These issues include race, national origin, sexism, religion, handicaps (physical and mental), economic position and others. Methodology in humanizing the curriculum, sensitivity issues, historical perspectives, and means by which dehumanizing biases may be recognized in instructional materials also shall be included in the content of this course. (F, S, SS)

260 Secondary Teaching Practicum I (1 hour)

Observation and participation in the secondary or junior high school with both non-instructional and limited instructional responsibilities. A portion of this course is devoted to periodic discussion sessions. May not be taken during the same trimester as EDUC 61-360. (F, S, SS)

262 Middle School Teaching Practicum I (1 hour)

Observation and participation in the middle school (grades 5-9) with both non-instructional and limited instructional responsibilities. A portion of this course is devoted to periodic discussion sessions. (F, S, SS)

360 Secondary Teaching Practicum II (1 hour)

Emphasizes practical teaching skills to include observation and practice in a supervised classroom situation including off-campus week long teaching placement. Prerequisite: EDUC 61-260 or equivalent. May not be taken during the same trimester as EDUC 61-260. Must be taken concurrently with EDUC 61-461, 520 and Content Methods. (F, S)

362 Middle School Teaching Practicum II (1 hour)

Continues the observation and teacher-aide activities of Middle School Teaching Practicum I and gives the prospective middle school teacher additional background in practical teaching skills to observe

and to practice in a supervised classroom situation. Emphasis is given to using practical approaches to "everyday" classroom instruction and activities. Prerequisite: EDUC 61-262 or equivalent. (F, S, SS)

412 Audio-Visual Aids (2 hours)

An introductory course designed to familiarize teachers with the general types of audio-visual aids. (F)

461 School and Society (2-3 hours)

A survey of the sociological, philosophical, historical and legal foundations of education with special emphasis on staffing patterns, multicultural needs, career opportunities, organizational patterns and school/community relations. Secondary students must be enrolled concurrently with EDUC 61-360, 520 and Content Methods the trimester prior to student teaching. (F, S)

462 School and Society Seminar (1 hour)

Course is to be taken during the student teaching trimester and is a continuation of EDUC 61-461 with many of those topics readdressed as students are actively engaged in student teaching experiences. The preparatory work done in the 2-hour credit course will serve as a foundation for discussion, for application, for reflection and for alteration. (F, S)

463 Secondary Methods and Techniques (3 hours)

Provides a sequence of laboratory experiences in a variety of basic teaching methods and skills such as questioning techniques, reinforcement, stimulus variation, use of illustrations and examples, demonstrations and disciplinary procedures. Also included are an introduction to innovative instructional methods, a unit on use of instructional technology and a unit on evaluative procedures. (F, S)

470 Directed Teaching in Elementary and Secondary School (10 hours)

This course is offered only for those seeking K-12 certification in art, music, modern languages or physical education. (F, S)

471 Directed Teaching in the Elementary School (6-12 hours)

A gradual induction into teaching in the elementary school is provided through a progression which includes observation of the children and the work of the cooperating teacher, gradual participation and finally directed teaching under the supervision of the cooperating teacher and the college coordinator.

The candidate must have adequately fulfilled the requirements as set by the College of Education and Human Services. Prerequisite: Permission of director of educational field experiences. (F, S)

472 Directed Teaching in the Secondary School (10 hours)

A gradual induction into teaching in the secondary school is provided through a progression which includes observation of the students and the work of the cooperating teacher, gradual participation, and finally, directed teaching under the supervision of the cooperating teacher and the college coordinator. Prerequisite: Permission of director of educational field experiences. (F, S)

473 Directed Teaching Early Childhood (5-6 hours)

A gradual induction into teaching in an early childhood setting through a progression which includes observation of the children and the work of the cooperating teacher, gradual participation, and finally directed teaching under the supervision of the cooperating teacher and the college coordinator. Prerequisite: Permission of director of educational field experiences. (F, S)

474 Directed Teaching in the Middle School (12-18 hours)

A gradual induction into teaching in the middle school is provided through a progression which includes observation of the student and the cooperating teacher, gradual participation, and finally directed teaching under the supervision of the cooperating teacher and the college coordinator. Prerequisite: Permission of director of educational field experiences. (F, S)

480 Directed Teaching in Early Childhood Special Education (3-6 hours)

A gradual induction into teaching children in a preschool special education environment with emphasis on interpretation of individual tests and application of behavior management techniques. Prerequisite: Permission of director of educational field experiences. (F, S)

481 Directed Teaching in Cross Categorical Special Education: Elementary (6-12 hours)

A gradual induction into teaching students with mild disabilities in a cross categorical setting (elementary) through a progression which includes interpretation of intelligence tests, formal and informal diagnostic procedures, prescriptive

instruction and practical application of teaching strategies and behavior management techniques. Prerequisite: Permission of director of educational field experiences. (F, S)

482 Directed Teaching in Cross Categorical Special Education: Secondary (6-12 hours)

A gradual induction into teaching students with mild disabilities in a cross categorical setting (secondary) through a progression which includes interpretation of intelligence tests, formal and informal diagnostic procedures, prescriptive instruction and practical application of teaching strategies and behavior management techniques. Prerequisite: Permission of director of educational field experiences. (F, S)

511 Instructional Materials and Equipment (2 hours)

Develops a basic pattern for the preparation of instructional materials, discusses the principles and practices and the utilization of these materials, and provides for instruction for the proper use of equipment in various types of school and educational programs. (F)

520 Techniques of Classroom Management and Discipline (2 hours)

Designed to assist present or prospective teachers in developing classroom and behavior management techniques. Must be taken concurrently with EDUC 61-360, 461 and Content Methods. (F, S)

521 Seminar in Classroom Management (1 hour)

Course is taken during the student teaching trimester and is a continuation of EDUC 61-520 with many of those topics readdressed as students are actively engaged in student teaching experiences. The preparatory work done in the 2-hour credit course will serve as a foundation for discussion, for application, for reflection and for alteration. Must be taken concurrently with student teaching and EDUC 61-462. (F, S)

528 Teaching of the Gifted (3 hours)

Methods, techniques and materials used in the teaching of the gifted. (S, even years)

530 Problems of Adult Education (2 hours)

An overview of the growth and need for continuous education through adulthood; emphasis is placed on programs, surveying community needs and coordination of community agencies. (F, even years)

549 Trends in Continuous School Improvement (1-3 hours)

Repeatable with a change in topic.

550 Trends in Curriculum Development (1-3 hours)

This course is designed to assist teachers and/or administrators in general curriculum design, revision and/or evaluation. Repeatable with a change in topic. (F, S, SS)

551 Trends in Language Arts (1-3 hours)

This course is designed to update teachers in methods, techniques and innovations in teaching language arts. Repeatable with a change in topic. (F, S, SS)

552 Trends in Social Studies (1-3 hours)

This course is designed to update teachers in methods, techniques and innovations in teaching social studies. Repeatable with a change in topic. (F, S, SS)

553 Trends in Mathematics (1-3 hours)

This course is designed to update teachers in methods, techniques and innovations in teaching mathematics. Repeatable with a change in topic. (F, S, SS)

554 Trends in Science (1-3 hours)

This course is designed to update teachers in methods, techniques and innovations in teaching science. Repeatable with a change in topic. (F, S, SS)

556 Trends in Classroom Management (1-3 hours)

This course is designed to update teachers in methods, techniques and innovations in teaching classroom management and discipline. Repeatable with a change in topic. (F, S, SS)

557 Trends in Computer Use in Education (1-3 hours)

This course is designed to update teachers in educational uses of computers. Repeatable with a change in topic. (F, S, SS)

558 Trends in Motivational Techniques (1-3 hours)

This course is designed to update teachers in methods, techniques and innovations in classroom motivation of students. Repeatable with a change in topic. (F, S, SS)

559 Trends in Instructional Techniques (1-3 hours)

This course is designed to update teachers in general instructional methods and techniques for the classroom. Repeatable with a change in topic. (F, S, SS)

569 Multiculturalism in Education (3 hours)

This course is designed to impart a knowledge of and sensitivity to issues which foster potential prejudices and discrimination. These issues include race, national origin, sexism, religion, handicaps (physical and mental), economic position and others. Methodology in humanizing the curriculum, sensitivity issues, historical perspectives, and means by which dehumanizing biases may be recognized in instructional materials also shall be included in the content of this course. Prerequisite: Junior classification. (F, S, SS)

570 The Middle School (3 hours)

Designed to acquaint prospective or experienced teachers and administrators with the functions, organization, curriculum and personnel associated with the middle and junior high school; with concentration on the early adolescent learner. (S, SS, even years)

585 Co-Curricular Activities (3 hours)

The importance of co-curricular activities is studied through the philosophy and practices of these activities in the modern school. Also emphasized is the role of the teacher-sponsor in the program. (F, even years)

598 Problems—Secondary (1-4 hours)

Designed to meet individual student's needs in independent study. The study topic must be approved by the instructor. (F, S, SS)

Education: Curriculum and Instruction / 62**110 Strategies for College Reading (1 hour)**

A basic course designed to improve student reading ability through group and individualized instruction for students who need additional reading skills to succeed at the University level. (F)

130 Educational Computing and Technology (3 hours)

Introductory educational technology course required for all elementary education majors that

emphasizes application of contemporary technology in elementary education. Students will learn to use technology as a tool to improve the teaching and learning processes. The methodologies and materials used in the course are updated each trimester according to current trends, practices, and research in the field of educational technology. In addition, technologies used in the course will be the same as technologies that are used and available in K-6 classrooms. (F, S)

211 Observation and Activity in the Elementary School (1 hour)

The student assists the elementary or middle school teacher with both non-instructional and limited instructional responsibilities in the student's area of specialization. A portion of the course is devoted to periodic discussion sessions. (F, S)

216 Literature for the Elementary School (3 hours)

Selection and presentation of literature at the various levels of the elementary school. (F, S)

301 Reporting Pupil Progress (2 hours)

A study of group measurement, evaluation, interpretation and counseling techniques used with students, parents and other school personnel. (F, S)

320 Classroom and Behavior Management (3 hours)

Preservice teachers will develop the knowledge and strategies necessary for successful classroom management and discipline for students who exhibit a wide range of behavioral needs and characteristics, including learners with special needs. (F, S)

340 Principles of Early Childhood Education (2 hours)

This course introduces students to the philosophical and theoretical frameworks of early childhood education. Includes observation and analysis in varied early childhood settings. (S, SS)

353 Teaching Reading in Content Areas (2 hours)

Topics will focus on basic reading skills as relevant to all academic areas in the junior and senior high schools, with additional attention to specialized skills of reading as related to particular content materials. (F, S)

356 Teaching Reading/Language Arts in the Elementary School (4 hours)

This course has been designed to provide methods of instruction for an integrated elementary/

middle school reading and language arts program. Emphasis will be placed on methods, materials and teaching approaches which will assist children in developing the lifelong communication skills of listening, speaking, reading and writing. (F, S)

371 Introduction to Special Education (3 hours)

Provides participants with knowledge and understanding about the identification of exceptional children, methods of working with exceptional children and sources of referral available to parents and teachers. (F, S)

380 Diagnostic and Corrective Reading (2 hours)

Diagnostic techniques and procedures for the correction of learning problems in reading. Prerequisites: EDCI 62-301 and 356. (F, S, SS)

382 Introduction to Cross Categorical Special Education (3 hours)

Designed to develop knowledge of the issues and characteristics of individuals with mild/moderate disabilities (e.g., intellectual disabilities (IDS), learning disabilities, behavior disorders and/or physical and other health impaired, including ADHD) and to provide information and organizational techniques to meet their educational needs in a cross categorical setting. Students will develop the conceptual frameworks needed to identify and interpret a broad range of student behavior and deficits from a cross-categorical perspective. Prerequisite: EDCI 62-371. (S)

384 Teaching Students in Cross Categorical Special Education: Academic/Behavioral (3 hours)

Designed to equip teachers-in-training with the knowledge and skills to effectively teach students with mild/moderate academic and/or behavioral disabilities. This is one of two methods courses (with no required sequence) required for the major in Special Education: Cross Categorical. Prerequisites: EDCI 62-371 and 382. (F)

385 Teaching Students in Cross Categorical Special Education: Academic/Behavioral, Secondary (3 hours)

Designed to equip teachers-in-training with the knowledge and skills to effectively teach adolescents and young adults with mild/moderate academic and/or behavioral disabilities. This is one of two methods courses (with no required sequence) required for the major in Special Education: Cross Categorical. Permission of advisor/

instructor needed to enroll. Prerequisites: EDCI 62-371 and 382. (F)

386 Teaching Students in Cross Categorical Special Education: Functional/Physical (3 hours)

Designed to equip teachers-in-training with the knowledge and skills to effectively teach students with mild/moderate functional and/or physical and other health impairments. This is one of two methods courses (with no required sequence) required for the major in Special Education: Cross Categorical. Prerequisites: EDCI 62-371 and 382. (S)

387 Teaching Students in Cross Categorical Special Education: Functional/Physical, Secondary (3 hours)

Designed to equip teachers-in-training with the knowledge and skills to effectively teach adolescents and young adults with mild/moderate functional and/or physical and other health impairments. This is one of two methods courses (with no required sequence) required for the major in Special Education: Cross Categorical. Permission of instructor needed to enroll. Prerequisites: EDCI 62-371 and 382. (S)

407 Elementary School Language Arts Practicum (1 hour)

Supervised practice in teaching language arts. Must be taken concurrently with EDCI 62-456. Prerequisite: EDCI 62-356. (F, S)

410 Elementary School Social Studies (3 hours)

An examination of the content, teaching techniques, instructional materials and role of social studies in today's elementary school. Course includes both classroom and practicum experiences. (F, S)

420 Content Teaching in Elementary Schools (3 hours)

Preservice teachers will develop knowledge in the content areas and teach content area subjects (math, science and social studies) under the guidance and supervision of a faculty member and a cooperating teacher in a classroom setting. Prerequisites: EDCI 62-320, 410, SCED 28-380 and MATH 17-471. (F, S)

430 Teaching Writing in Middle School (2 hours)

A study of the methods and materials for teaching the process of writing to middle school students. Content includes: developmental stages of writ-

ing, the writing process, writing evaluation, writing across the curriculum, creating a stimulating writing environment and the use of technology in writing. (F)

444 Practicum in Special Education: Cross Categorical (3 hours)

Supervised clinical experience that includes interpretation of intelligence tests, formal and informal diagnostic procedures, prescriptive instruction and practical application of teaching strategies and behavior management techniques. Prerequisites: EDCI 62-384 or 385, EDCI 62-386 or 387, EDCI 62-470 and 471. (F, S)

456 Practicum and Seminar in Elementary School Reading (3 hours)

Supervised practice in teaching reading with weekly seminars regarding problems in the teaching of reading. Must be taken concurrently with EDCI 62-407. Prerequisite: EDCI 62-356 and 380. (F, S, SS)

470 Assessment in Special Education (3 hours)

Instruction in administration and interpretation of formal and informal assessment instruments, interpretation of individualized intelligence tests and instruction in authentic assessment measures in order to design appropriate intervention programs for students with special instructional needs. Must be enrolled concurrently in EDCI 62-471. Prerequisites: EDCI 62-301 and 371. (F, S)

471 Assessment in Special Education Lab (1 hour)

Students will have the opportunity to administer assessments and develop evaluation plans, IEPs and other documents within the special education process. In addition, diagnosing student needs and prescribing appropriate educational interventions will be emphasized. Prerequisite: Must be enrolled concurrently in EDCI 62-470. (F, S)

504 Creating Inclusive Classrooms (3 hours)

Designed to provide a framework for creating learning environments that support the learning and socialization of students who bring unique characteristics to the classroom. Teachers will develop effective techniques and methods for all students including: those who are at risk for success or who have disabilities; the gifted and talented; those whose diversity lies in their culture, language, race, gender, sexual orientation or family structure. Prerequisites: At least two of the following courses: EDCI 62-356, SCED 28-380, MATH 17-471 or EDCI 62-410 or permission of instructor. (S)

508 Transition/Career Education for Students with Disabilities (2 hours)

Acquaints student with the principles, methods and procedures of career development and transition for students with disabilities. Prerequisites: EDCI 62-382, 384 and 386, or permission of instructor. (S, SS)

511 Middle School Curriculum, Methods and Practicum (3 hours)

Methods and techniques of teaching, practicum experience and curriculum construction for the middle and junior high school with attention given to early adolescent development. (F, SS even years)

519 Problems in Elementary Education (1-4 hours)

This course is designed to meet the individual student's educational needs. The studies may be either of a subjective or objective research nature. Repeatable for further mastery. (F, S, SS)

520 Introduction to Teaching Students with Autism Spectrum Disorders (3 hours)

This course is intended to develop effective teachers of students with autism spectrum disorders. This course will cover a wide variety of topics regarding students with autism spectrum disorders: from characteristic, basic knowledge of assessment, to effective practices used to address their unique needs in school, family, and community. This course will provide an introduction and overview of issues surrounding the education of students with autism spectrum disorders.

521 Teaching Students with Autism Spectrum Disorders (3 hours)

This course is intended to develop effective teachers of students with autism spectrum disorders (ASD). This course is a follow up to the prerequisite Introduction to Teaching Students with Autism Spectrum Disorders and will go into more depth with methods and evidence-based practices used with students with ASD. Students will gain more specific knowledge of strategies and evidence-based practices as well as develop some supports to be used with students in special education or inclusion settings. Prerequisite: EDCI 62-520.

522 Technology for Teaching and Learning (3 hours)

Students will learn about various technologies, applications, procedures and assessment to facilitate the learning of students with disabilities.

Topics include assessment, levels of assistive technology services and devices, use of word processing, spreadsheet, and database software in the classroom, student and teacher productivity applications, legal, ethical issues regarding technology in the classroom and instructional software.

531 Curriculum and Methods in Early Childhood (3 hours)

A gradual induction into planning, creating and integrating developmentally appropriate curriculum and materials for working with children birth through grade 3. Prerequisite: EDCI 62-340. (F, S)

532 Family and Community Resources in Early Childhood (2 hours)

Study of family and community resources used in working with parents and children, birth through grade 3. Prerequisite: EDCI 62-340 or permission of instructor. (F, S)

540 Behavior Management Techniques (3 hours)

This course is designed to provide teachers-in-training with both technical and functional understanding of applied behavior analysis, as well as strategies for the everyday applications of behavior management in classrooms and other educational settings. Prerequisites: EDCI 62-371 or permission of instructor. (F, SS)

541 Identifying and Prescribing Instruction in Early Childhood Education (3 hours)

A survey of varied formal and informal evaluation techniques to help teachers screen, diagnose and prescribe instruction for educationally high risk children. Emphasis is placed upon the prevention and correction of developmental deficits. Prerequisites: EDCI 62-340 and 531 or permission of instructor. (F, SS)

542 Curriculum and Methods in Early Childhood Special Education (3 hours)

This course is designed to develop skills which enable the prospective teacher of the young child with special needs (birth to age five years), to (1) plan and organize appropriate curriculum content and learning sequences; (2) identify and implement appropriate instructional strategies, techniques and environments; and (3) work effectively with parents and families, as well as other professionals and caregivers. Prerequisites: EDCI 62-340 or 531, EDCI 62-541, 470 or 652. (F)

543 Practicum in Early Childhood (4 hours)

Supervised practice in evaluation and teaching children from birth through grade 3. Prerequisites: EDCI 62-340, 531 and 541 or permission of instructor. (F, S, SS)

544 Practicum in Early Childhood Special Education (3 hours)

Supervised practice in early childhood teaching, interpreting individualized tests, and application of behavior management techniques with pre-school handicapped children. Prerequisite: EDCI 62-542. (S)

553 The Reading Program in the Secondary School (3 hours)

A course for specialized personnel in reading at the secondary level. Topics will focus on means for identifying students' basic and developmental skill needs as well as materials and techniques for instruction. (S, SS)

555 Trends in Reading (1-3 hours)

This course is designed to update teachers in methods, techniques and innovations in teaching reading. Repeatable with a change in topic. (F, S, SS)

563 Trends in Special Education (1-3 hours)

This course is designed to update teachers in methods, techniques and innovations in special education. Repeatable with a change in topic. (F, S, SS)

574 Teaching Math to Students with Disabilities (2 hours)

Methods and materials used in teaching remedial math to the exceptional learner. (F, SS)

580 Methods and Techniques for Teaching English Language Learners (ELL/ESOL) (3 hours)

Designed to introduce the student to the current methods and techniques used to instruct limited English proficient students regardless of their age group or goal. Special attention is given to application of the Missouri WIDA and TESOL Standards to the development of curriculum of the content of ELL class. Explores how current trends in developing second language competence is used to teach language in ESL and mainstream classrooms through a content-based approach. Required for an ESL endorsement. (F)

582 Linguistics for Teaching ELL/ESOL (3 hours)

Examines the nature of language through a study of pragmatics, semantics, syntax, morphology, and phonology, and explores language variation as it is shaped by society and culture. The concepts of first and second language acquisition, the neurological foundations of language, and the evolution of writing systems are introduced. (S)

591 Seminar in Education (1 hour)

Current Trends and Issues Seminar is a required component of the Professional Trimester experience and is taken in conjunction with the student teaching experience. It is designed to help students become reflective teachers by providing an opportunity to synthesize the student teaching experience and by providing a forum for collaborative, critical inquiry. This seminar is taken concurrently with the Directed Teaching courses (EDUC 61-471, 473 and/or 472, 474).

Career Education

Northwest Missouri State University Outreach offers a professional development certificate program in Career and Technical Education. Upon successful completion of this program, career and technical educators meet DESE certification in career education at the secondary or adult levels and build their present knowledge in the areas of teaching, curriculum, and assessment. Courses are offered at Northwest's Outreach Centers in blended delivery of both face-to-face and online learning delivery modes.

Career and Technical Education Certificate, 16 hours

CIP: 131319

Required Courses

- VOED 02-501 History and Philosophy of Career Education (2)
- VOED 02-505 Assessment in Career Education (2)
- VOED 02-506 Career Education Curriculum (2)
- VOED 02-508 Guidance in Career Education (2) OR
- VOED 02-510 Coordination of Cooperative Education (2)
- VOED 02-515 Instructional Methods of Career Education (3)
- VOED 02-520 Special Investigations in Career Education (2)
- EDCI 62-371 Introduction to Special Education (3)

Total Hours

16

Course Descriptions

Career Education/02

193 FAA Ground School with Flight (3 hours)

This course is designed to give the student opportunity to complete 35 hours of ground school training in order to qualify for the Federal Aviation private pilot examination. The student will be required to complete 10 hours of flight instruction and/or solo. (Cost depends upon aircraft used.) (F, S, SS)

195 Private Pilot Certification (2 hours)

This course is a continuation of VOED 02-193, with flight training to complete flying requirements for the Federal Aviation private pilot's license. Prerequisite: VOED 02-193 or equivalent. (Cost depends upon aircraft used.) (F, S, SS)

500 Special Offerings (1-4 hours)

Courses which are offered on only one occasion or variable issue-oriented courses which have the content described in the title. Credit and prerequisites as announced. (F, S, SS)

501 History and Philosophy of Career Education (2 hours)

The philosophy, evolution of, and principles of career education. Practices and trends related to legislation and the relationship of career education to the total plan of public education. (F)

503 Implementing Career Education (2 hours)

The establishment and operation of career education programs including organization, administration, supervision, curricula and evaluation.

505 Assessment in Career Education (2 hours)

Beginning with the end in mind, investigate what students should know and be able to do when leaving their course of study. Examine and design usable summative and formative assessments. (F)

506 Career Education Curriculum (2 hours)

Designed to provide career education teachers with knowledge of the problems, techniques and procedures in the selection and organization of

career education subject matter for instructional purposes in day, part-time, and evening schools and classes. (S)

508 Guidance in Career Education (2 hours)

Designed to acquaint the student with an understanding of principles, methods and procedures of career education guidance. Describes plans for developing a program to assist youth in preparations for entering upon and making adjustments in career choices.

510 Coordination of Cooperative Education (2 hours)

Selection, development, and presentation of materials used in supervision of students in the work place. Includes methods, techniques, evaluation, current practices, and trends in teaching and supervising of COE. (S)

515 Instructional Methods for Career Education (3 hours)

An introduction and modeling of successful teaching methods and strategies. Career and technical education teachers will develop a repertoire of teaching skills, strategies, and styles to improve instruction and classroom management. (F)

520 Special Investigations in Career Education (1-3 hours)

Independent study in career education where the selected problems to investigate could include topics such as methods, control, publicity, finance and equipment in the varied disciplines in career education. This course may be repeated with a change in topic. (SS, F)

540 The Adult Learner (3 hours)

Organization and administration of programs for adults. A study of teaching procedures, recent trends in subject matter, materials, techniques and evaluation as applied to adult education. This course provides opportunity for observation and participation in adult programs.

Family and Consumer Sciences

The Department of Family and Consumer Sciences is in the process of realignment with its programs being divided among other departments. The Department of Behavioral Sciences now houses the major in Child and Family Studies and minors in Administration of Child Care Programs, and Family Life and Resource Management. The Department of Business now houses the major in Merchandising of Textiles, Apparel and Furnishings. The Department of Health and Human Services now houses the major in Foods and Nutrition: Didactic Program in Dietetics and minors in Food Service, and Nutrition. Please see the appropriate sections of this catalog for major and minor requirements.

Course Descriptions

Family and Consumer Sciences / 15

110 Family and Individual Wellness (3 hours)

A study of wellness as a holistic approach to health as it impacts the well-being and lifestyle of families and individuals. (F, S)

150 Creating Aesthetic Environments (3 hours)

A study of the principles of design and color in relation to the selection and arrangement of furniture within the home. (F, S)

160 Apparel Selection (3 hours)

A study of the sociological, psychological, cultural, and aesthetic factors influencing clothing and appearance. (F, S)

201 Foundations and Careers in Family and Consumer Sciences (2 hours)

A study of the systems approach as it relates to the family ecosystem, family systems and the Family and Consumers sciences body of knowledge. Study of careers in Family and Consumers Sciences. Applications of professional skills. Prerequisite: Completion of one 100- or 200-level course for majors in FCS. (S)

214 Human Development (3 hours)

A lifespan approach to learning, which explores the development of the infant and continues through adulthood to death. It integrates the physical, social, cognitive and emotional development of individuals as they function in family structures. (F, S)

216 Gerontology (3 hours)

Provides an overview of the total process of aging and the changes that evolve in society and in the lives of individuals as others grow old ahead of us. Students will be encouraged to think positively and realistically about aging and elderly, and develop sensitivity to family and social and economic situations of older people. Prerequisite: PSYC 08-103. (F)

230 Food Science (4 hours)

A laboratory course with emphasis on the study of scientific principles of food preparation and on criteria for recognition and evaluation of standard products. Two hours lecture and 4 hours lab per week. (F)

232 Food Service Management (3 hours)

An introductory food service course emphasizing food service sanitation and requiring application of principles of food buying and food preparation to menu planning, meal preparation and service. Three hours lecture and 1 hour lab per week. Prerequisite: FCS 15-230 or by permission. (S)

234 Nutrition and Diet Behavior (2 hours)

An entry-level nutrition course which provides basic nutrition information. Coursework will include a self-assessment of nutrient intake utilizing computer analysis. (F, S)

250 Contemporary Housing (3 hours)

A study of housing as it impacts the physical, social, psychological and economic needs of individuals and families. (F, S)

260 Clothing Construction Techniques (3 hours)

Basic clothing construction techniques including a laboratory for experimentation and practice with methods and materials. Emphasis on how and why, rather than on garment construction. One hour lecture and 5 hours lab per week. Prerequisite: FCS 15-160 or by permission. (On demand)

266 Textile and Apparel Industries (3 hours)

History and organization of the textiles and apparel industries. Emphasis on changes occurring throughout the industries and implications these changes have for the merchandising of apparel products at both the production and retail levels. (F)

300 Special Offerings (1-4 hours)

Course which is offered on only one occasion or variable issue-oriented course which has the content described in the title.

310 Family Relationships (3 hours)

A study of the variety of styles of interpersonal relationships emphasizing self-knowledge and understanding of individuals within relationships as a basic step in relating to others in dating, courtship, engagement, marriage and daily living. Includes exploration of types of relationships, communication patterns and alternative family forms. (F, S)

312 Child Development (3 hours)

A developmental approach to the study of children from birth to 12 years of age, integrating physical, social, emotional, cognitive and creative aspects of the child's total development. Observation and participation with children at the child development center and cooperating schools will be an integral part of the course. (F, S, SS)

314 Administration of Programs for Young Children (3 hours)

A study of child care models and early childhood programs. Provides an in-depth analysis of program development, program philosophy, operational policies, budgetary process, staffing, record keeping, equipment selection, facility and program administration. Prerequisite: FCS 15-312 or by permission. (F, S)

315 Social Aspects of Aging and Families (3 hours)

This course introduces you to social welfare programs designed to assist older adults such as Social Security, Medicare and Medicaid. Students

will also have the opportunity to learn about social networks and families in later life. Prerequisite: FCS 15-216. (S)

322 Consumer Economics and Personal Finance (3 hours)

This course examines the consumer perspective of how an economic system functions. It also provides skills and tools necessary for individuals to critically assess and evaluate consumer products and service and to manage finances, to make prudent buying investment, and income protection decisions. Students will gain awareness of rights and legal options in situations where readiness from fraudulent actions and misrepresentation is sought. (F, S, SS)

330 Preschool and Elementary Nutrition Education (2 hours)

Basic principles of nutrition with focus on nutritional needs of children and on methods of teaching children about foods and health. Designed for preschool and elementary education students; includes practical experience in coordinating nutritional classroom activities for children. (F, S)

332 Quantity Food Preparation (2 hours)

A lecture course in basic quantity food preparation with emphasis on principles of preparation, identification of quality products, standardized recipes, safety and sanitation, care and supervision of food service equipment, organization of work place, work simplification and preparation of food. Prerequisite: FCS 15-232. (F, alt. years)

333 Quantity Food Preparation Laboratory (2 hours)

Provides laboratory experience in quantity food preparation. Four hours lab per week. Must be taken concurrently with FCS 15-332. (F, alt. years)

334 Community Nutrition (4 hours)

Fundamentals of nutrition care delivery in community programs. This course explores nutrition programs that serve various segments of the population and the relationship of these programs to nutrition policy at the local, national and international levels. The specific needs of population groups (infants, children, women and the elderly) are considered and questions of food security are investigated. Students plan and execute a social marketing project and experiences in community nutrition programs will be required. Three hours lecture and two hours lab per week. Prerequisite: FCS 15-234. (F, alt. years)

338 Practicum in Food Service Occupations (1-3 hours)

Supervised experience in various types of commercial food services such as short order, carry-out service, tray service in rest homes and hospitals, cafeterias, restaurants, and catering services. A job analysis will be an integral part of the work experience. Prerequisites: FCS 15-230 and 232. (F, S, SS)

350 Home Equipment Technology (3 hours)

A study of basic materials, finishes and technology as related to the selection, use and care of appliances, utensils, and table appointments; the basic principles of the use of gas, electricity and technology in the home; and the use of adequate lighting. Two hours lecture and two hours lab per week. (F)

362 Textiles (3 hours)

Introduction to textile fiber, yarn and fabric characteristics. Basic textile terminology, serviceability, coloring and finishing; selection, performance and care of textile products. Three hours lecture, one hour laboratory per week. (F)

366 Merchandising (3 hours)

Focuses on procedures for planning, and controlling inventories for profitable management of product lines. Prerequisites: FCS 15-266, MKTG 55-331 or by permission. (S)

368 Visual Merchandising (2 hours)

Theories and techniques of merchandise presentation, planning and execution; display, promotion, store layout and evaluation as related to image, sales, profit and aesthetics. Prerequisite: FCS 15-366 or MKTG 55-330. (F)

401 Issues in Family and Consumer Sciences (3 hours)

A course designed to provide FCS majors opportunities for investigation of the philosophy of family and consumer sciences, current issues and trends affecting the field, the role of the profession in public policy and research, and the interpretation of professional ethics. Coursework is designed to facilitate the transition from student to professional. (F, S)

410 Parenthood Education (3 hours)

A study of major parenting strategies and the development of competencies necessary for effective parenting and the student's future involvement in parenthood education. Prerequisites: FCS 15-312 or by permission. (F, S, SS)

412 Family Theory and Application (3 hours)

Analysis of major theories in the study of family science, including family development, family systems, and family stress, as well as major theories of the broader social science arena, including symbolic interactionism, structural functionalism, and conflict theory. Theories applied to a variety of contemporary family issues. Prerequisites: FCS 15-310 or SOC 35-217, or by permission. (F)

413 Child Development Practicum (3 hours)

A team approach to the organization and operation of a preschool facility. This course provides an opportunity for supervised teaching in the Leet Center, a program enrolling three-, four-, and five-year-old children. Prerequisites: FCS 15-314 and 312. (F, S)

418 Problems—Child Development and Family Relations (1-3 hours)**

Opportunity to investigate, with instructor's guidance, a problem identified in consultation with advisor. Available to second trimester juniors or seniors with 2.70 or above GPA who have completed course offerings in this area. (F, S)

424 Family Resource Management/Consumer Policy Issues (3 hours)

Students examine and improve resource management and clarify the impact of management on them and their families, on quality of life, and on other systems and their environment. The course employs a systems perspective. Students will have opportunities to apply these principles through analyzing a variety of management problems and through a group project. (F)

428 Problems—Family Economics and Management (1-3 hours)**

Opportunity to investigate, with instructor's guidance, a problem identified in consultation with advisor. Available to second trimester juniors and seniors with a 2.70 or above GPA who have completed course offerings in this area. (F, S)

431 Macronutrients (3 hours)

Physiological and chemical basis for the macronutrient and food needs of the individual and the application of basic principles to problems of meeting the macronutrient needs of the individual. Prerequisites: CHEM 24-242/243. (S, alt years)

432 Micronutrients (3 hours)

Physiological and chemical basis for the micronutrient and food needs of the individual, and the application of basic principles to problems of

meeting the micronutrient needs of the individual. Prerequisites: FCS 15-334, CHEM 24-242/243, 362/363 and BIOL 04-434. (F, alt. years)

434 Medical Nutrition Therapy (5 hours)

The science of nutrition as it applies to individuals with atypical metabolic conditions and/or pathological conditions. Students apply the biochemical, physiological, and nutritional basis of medical nutrition therapy concepts through completion of case studies, product analyses, and calculations for enteral and parenteral nutrition support. Four hours lecture and two hours lab per week. Prerequisites: FCS 15-432. (S, alt. years)

435 Internship in Merchandising (1-3 hours)

Junior or senior students in merchandising of textiles, apparel and furnishings may, with the permission of their academic advisor, enroll in an intern program with an approved business. Prerequisites: FCS 15-266, 362, 366, 450, MKTG 55-330, 331. (F, S, SS)

436 Medical Nutrition Counseling (2 hours)

The basic theories and techniques of counseling as related to medical nutrition therapy. Students will counsel individuals on nutrition. Prerequisites: FCS 15-432. (S, alt. years)

438 Problems–Food and Nutrition (1-3 hours)**

Opportunity to investigate, with instructor's guidance, a problem identified in consultation with advisor. Available to second trimester juniors and seniors with a 2.70 or above GPA who have completed course offerings in this area. (F, S)

439 Field Experience in Food Service Management (1-6 hours)

Advanced work assignments in food service management in business of student's choice. By permission of instructor. (F, S, SS)

448 Problems–Family and Consumer Sciences Education (1-3 hours)**

Opportunity to investigate, with instructor's guidance, a problem identified in consultation with advisor. Available to second trimester juniors or seniors with 2.70 or above GPA who have completed course offerings in this area. (F, S)

450 Merchandising of Furnishings and Accessories (3 hours)

Application of design element and principles. Investigation of contemporary furniture and design trends as related to present environmental design. Prerequisites: FCS 15-150 and 362. (S)

458 Problems–Housing and Home Furnishings (1-3 hours)**

Opportunity to investigate, with instructor's guidance, a problem identified in consultation with advisor. Available to second trimester juniors or seniors with 2.70 or above GPA who have completed course offerings in this area. (F, S, SS)

466 Analysis of Sewn Products (3 hours)

A study of apparel manufacturing and the decision-making involved in marketing, merchandising and producing apparel. Analysis of textile products with an emphasis on quality, performance and cost considerations in relation to product development. Prerequisites: FCS 15-160 and 362. (S)

468 Problems–Textiles and Clothing (1-3 hours)**

Opportunity to investigate, with instructor's guidance, a problem identified in consultation with advisor. Available to second trimester juniors or seniors with 2.70 or above GPA who have completed course offerings in this area. (F, S, SS)

470 Internship in Family and Consumer Sciences (1-6 hours)

Designed to provide a professional job experience in specialized areas of family and consumer sciences relative to appropriate professional goals. Permission of instructor required. (F, S, SS)

490 Directed Teaching in Vocational Family and Consumer Sciences Education (10 hours)

Provides a gradual induction into teaching Family and Consumer Sciences. The clinical experience includes observation of teaching/learning, co-teaching with a master teacher and directed teaching under the supervision of a master teacher in FCS. The clinical experience is supervised by a college coordinator, who is fully certified as a family and consumer sciences teacher in career education. Prerequisite: Approval for student teaching by the director of educational field experiences. (F)

500 Special Offerings (1-4 hours)

Course which is offered on only one occasion or variable issue-oriented course which has the content described in the title.

526 Independent Living for Special Populations (3 hours)

A lifespan approach to the principles involved in developing independent living skills for those who have disabilities. The course will be designed to provide training and experience in working with the disabled and the elderly. Prerequisite: FCS 15-424 or by permission. (S)

540 The Adult Learner (3 hours)

Organization and administration of programs for adults. A study of teaching procedures, recent trends in subject matter, materials, techniques, and evaluation as applied to adult education. This course provides opportunity for observation and participation in adult programs. (F)

542 Foundations in Family and Consumer Sciences Education (3 hours)

A course designed to develop competency in curriculum construction in family and consumer sciences based on the comprehension and analysis of the structure of the field of family and consumer sciences, relevant legislation and special needs of the learner. Includes emphasis on career and technical student organizations within the curriculum. (F)

544 Organization and Administration of Programs in Family and Consumer Sciences Education (3 hours)

A course designed to develop competence in selection, development, and use of instructional techniques, materials, and evaluation procedures in family and consumer science education. Prerequisite: FCS 15-542. (S)

571 Trends in Child Development and Family Relations (1-2 hours)

A course designed to update teachers in the subject matter area of child development and family relations. Special topic or focus is identified for each offering. (Alt. years)

572 Trends in Family Economics and Management (1-2 hours)

A course designed to update teachers in the subject matter area of family economics and management. Special topic or focus is identified for each offering. (Alt. years)

573 Trends in Foods and Nutrition (1-2 hours)

A course designed to update teachers in the subject matter area of foods and nutrition. Special topic or focus is identified for each offering. (Alt. years)

574 Trends in Family and Consumer Sciences Education (1-2 hours)

A course designed to update information in the subject matter area of family and consumer sciences education. Special topic or focus is identified for each offering. (Alt. years)

575 Trends in Housing, Home Furnishings and Equipment (1-2 hours)

A course designed to update teachers in the subject matter area of home furnishings, housing and equipment. Special topic or focus is identified for each offering. (Alt. years)

576 Trends in Textiles and Clothing (1-2 hours)

A course designed to update teachers in the subject matter area of textiles and clothing. Special topic or focus is identified for each offering. (Alt. years)

580 Methods in Family and Consumer Sciences Education (3 hours)

A course designed to develop competence in selection, development, and use of instructional techniques, materials and evaluation procedures in family and consumer sciences education. Prerequisite: FCS 15-542, Admission to teacher education. (S)

**Limit of 6 credits of FCS 15-418, 428, 438, 448, 458, and/or 468 for any student.

The Missouri Academy of Science, Mathematics and Computing

Dr. Cleopas T. Samudzi, Dean

The Missouri Academy of Science, Mathematics and Computing

Dean: Cleopas T. Samudzi

The Missouri Academy of Science, Mathematics and Computing (Missouri Academy or MASMC) is a two-year early-entrance-to-college, residential school for academically high performing students. It is located on the campus of Northwest Missouri State University in Maryville, Missouri. The school accepts students (domestic and international) who have completed 10th grade at their traditional high schools, and thus replaces the junior and senior years of traditional high school. The curriculum consists of college coursework taught by professors at Northwest Missouri State University. Missouri Academy students attend the same classes with traditional university students, and professors have the same high expectations of Missouri Academy students as they do for traditional university students. Students who complete this program earn an Associate of Science degree and a high school diploma. It is an opportunity for high achieving students to live and study in a community of peers. By most measures, this school has been successful since its inception in August 2000.

The primary goals of the Missouri Academy are: 1) to prepare students for continued success in higher education in the areas of science, technology, engineering and mathematics (STEM), and 2) to provide a solid foundation of education, integrity and quality and thus, to enable its graduates to have a lasting positive impact in society. Missouri Academy students participate in many university clubs and organizations that offer opportunities for enduring friendships, personal growth, recreation and leadership.

Many Missouri Academy graduates have gone on to attend in-state institutions such as the University of Missouri-Columbia, Missouri University of Science and Technology, Northwest Missouri State University, Washington University in St. Louis, Truman State University, and out-of-state institutions such as Boston University, University of Illinois, Cornell University, MIT and the University of Iowa.

Missouri residents accepted to the Missouri Academy receive scholarships covering about 45% of tuition/fees for two years (completion of FAFSA is required). The Missouri Academy is committed to being affordable for all Missouri students regardless of family income. Therefore, depending on demonstrated need based on information provided on the FAFSA form, students receive scholarships to cover 20-100 percent of the room costs. All students are expected to pay their board (meal) costs.

Applicants to the Missouri Academy must be currently enrolled in the tenth grade (or equivalent) of their traditional high school. A minimum ACT composite score of 23 and a math score of 24, or a minimum SAT composite score of 1060, with 560 in math, is required for eligibility. Geometry and Algebra II must be completed prior to beginning the first trimester at the Missouri Academy. Admission decision is based on: 1) cumulative GPA in the 9th and 10th grades, 2) standardized

test scores, 3) evaluations from high school teachers, 4) student essays, and 5) mathematics/science career interests as well as student/family commitment, and good disciplinary record.

Additional information and application forms can be obtained from the Missouri Academy by calling toll free (877) 398-4615, or by email at MASMC@nwmissouri.edu or at www.nwmissouri.edu/MASMC.

The Missouri Academy of Science, Mathematics and Computing / 81

Director of Academic Affairs: Neal Davis

Statement of Mission

The Missouri Academy of Science, Mathematics and Computing is an early-entrance-to-college school at Northwest Missouri State University. Utilizing the principles of Integrity and Quality (IQ), this living and learning community prepares its graduates to succeed in science, technology, engineering and mathematics (STEM) and other academic fields at any higher education institution – thus empowering them to contribute to society in ethical and meaningful ways.

DEGREE PROGRAM

The Missouri Academy has a structured curriculum leading to the Associate of Science degree in Mathematics and Science. This degree is designed for the Missouri Academy only, and not for traditional students at Northwest Missouri State University.

Associate of Science in Science and Mathematics

CIP: 309999

Science	Semester Hours
Biological/Life Sciences	
BIOL 04-102/103 General Biology and Laboratory	4
BIOL 04-140 General Microbiology OR	
BIOL 04-350 Genetics	3 or 4
Chemical Sciences	
CHEM 24-114/115 General Chemistry I and Laboratory	4
CHEM 24-116/117 General Chemistry II and Laboratory	5
Physical Sciences	
PHYS 25-120/121 Fundamentals of Classical Physics I and Laboratory	5
PHYS 25-230/231 Fundamentals of Classical Physics II and Laboratory	5
Mathematics	
MATH 17-117 Precalculus	4
MATH 17-120 Calculus I	4
MATH 17-121 Calculus II	4
Computing	
CSIS 44-149 Scientific Computing	3
CSIS 44-141 Computer Programming I	3

English/Communication

ENGL 10-111 Composition I: Academic Literacies	3
ENGL 10-112 Composition II: Writing as Engagement	3
Literature (Choose one of the following: ENGL *10-220, *10-224, *10-226, *10-233, *10-234, *10-245, *10-246, *10-325, 10-331, 10-343, *10-372)	3
COM 29-102 Fundamentals of Oral Communication	3

Social Science and Humanities

HIST 33-155 America—A Historical Survey	3
POLS 34-102 Introduction to American Government and Politics	3
Humanities (Choose one of the following: HUM 26-102, 26-103, 26-104, **26-105, **26-162, PHIL 39-171, 39-274, POLS 34-105)	3

Seminar/Colloquium

MOAC 81-102 Seminar: You and Your Community	1
MOAC 81-103 Colloquium	1

Total Degree Requirements **67-68**

For students to graduate from the Missouri Academy a minimum cumulative GPA of 2.75 on a 4.0 scale must be maintained.

Note: The Freshman Seminar General Education requirement at Northwest Missouri State University will be waived for all Missouri Academy students who have successfully completed both MOAC 81-102 and 81-103 and continue on to pursue undergraduate degrees at Northwest.

*These courses may be used to satisfy Northwest's General Education requirement for Literature if a Missouri Academy student stays at Northwest to complete an undergraduate degree.

**These courses will fulfill the Missouri Academy's Humanities course requirement, but will not fulfill Northwest's General Education requirement for Humanities. However, these courses will fulfill Northwest's Institutional Requirements in their respective categories.

Course Descriptions

Missouri Academy of Science, Mathematics and Computing / 81

102 Seminar on You and Your Community (1 hour)

This seminar is designed for first-year Missouri Academy students. It explores skills that help the student to be academically successful. Students will also discuss living in, and contributing to, the community in which they live. The course provides a safe, nurturing environment for each to explore his/

her personal identity and discover what it means to be a successful, positive, contributing member of the Missouri Academy and Northwest community.

103 Colloquium (1 hour)

Course is designed for second-year Missouri Academy students. Suitable topics will be selected from the following categories: 1) service-learning experiences and community service, 2) social responsibility and citizenship, 3) exploring connections between academic majors and professions/careers, and 4) structure and organization of higher education. Prerequisite: MOAC 81-102.