

Class Descriptions

Family & Community Partnerships Non-Certification

Professional Education Core – these classes are all required:

TED 2100 EDUCATIONAL FOUNDATIONS (3 credits)

The course will provide prospective teacher candidates with the philosophical, ethical, historical, and social foundations that will enable them to understand their role as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. Also, the prospective teacher candidates will study and understand the national and state standards relevant to P-12 education and to teacher preparation in the USA. Each prospective candidate will acquire competency in using educational technologies such as Internet based course delivery systems, database software, and digital portfolios.

Prerequisite(s)/Corequisite(s): 2.50 GPA

Distribution: Writing in the Discipline Single Course

Offered: All semesters

TED 2200 HUMAN RELATIONS FOR BIAS-FREE CLASSROOMS (3 credits)

This course is designed to increase multicultural knowledge and positively impact the diversity disposition of prospective teacher candidates. It is also designed to help them become more aware of ways to motivate and positively impact the youths they will encounter in their future classrooms. Prospective teacher candidates will examine existing attitudes toward various groups by race, ethnicity, age, gender, disability, and social class with the goal of becoming dedicated practitioners, reflective scholars, and responsible citizens who can meet their professional responsibilities.

Prerequisite(s)/Corequisite(s): 2.50 GPA

Distribution: U.S. Diversity General Education course

Offered: All semesters

TED 2300 HUMAN GROWTH AND LEARNING (3 credits) (or PSYC 3520 CHILD PSYCHOLOGY)

This course will examine human growth and learning from conception through adolescence. It will focus on how current educational practices and theories of development and learning impact and influence each other. The course includes field-based and laboratory experiences for the students.

Prerequisite(s)/Corequisite(s): Admission to Teacher Preparation. Not open to non-degree graduate students.

Offered: Fall & Spring semesters

TED 2500 DIGITAL CITIZENSHIP (3 credits)

The course is an introduction to the basic tenets of digital citizenship including legalities, ethics, privacy and security. The course fosters an awareness of digital citizenship as a topic that impacts pedagogy and programming and reflects best practice in all types of learning communities.

Offered: Fall and spring semesters

TED 2060 EQUITY, LANGUAGE, AND CULTURAL LITERACY (3 credits)

This course explores the relationship among equity, language, and cultural literacy and its implications for programming and advocacy within school and community contexts. As dedicated practitioners, reflective scholars, and responsible citizens, undergraduate students study the impact these relationships have for historically underrepresented groups in the United States.

Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.

Offered: Fall & Spring Semesters

TED 2360 CHILDREN'S LITERATURE (3 credits)

This course focuses on children's literature as a significant component of a 21st Century educational environment through the use of multiple literacies, e.g., cultural, information, visual, and digital literacy strategies. An emphasis will be based on research-based literacy strategies and literature that supports culturally relevant teaching.

Prerequisite(s)/Corequisite(s): Admission to Teacher Preparation Program

Offered: All semesters

TED 2250 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3 credits)

This course provides an overview of early childhood education programs with particular emphasis on programs for children birth to age five. Observations in preschool and child care programs and fourteen hours of field experience are required components of the course.

Offered: Fall & Spring semesters

TED 2310 FAMILY-CENTERED PARTNERSHIPS (3 credits)

This course will examine the purposes and methods for developing family-centered partnerships for young children. Candidates will develop the skills necessary for the planning, designing, implementing, and evaluating effective family engagement in early childhood settings. Candidates will also explore characteristics of diverse families by engaging in service learning and exploring diverse settings in the community.

Prerequisite(s)/Corequisite(s): [TED 2250](#)

Offered: Spring semesters

TED 2350 PLAY IN EARLY CHILDHOOD INCLUSIVE EDUCATION (3 credits)

The purpose of this course is to provide theoretical and empirical bases for observing and understanding children in play; an understanding of cognitive, social, and communicative stages related to developmental theory through play; and opportunity to consider biological, cultural, and environmental influences on children's play and development, as well as, plan play experiences for young children. This course is designed primarily to prepare early childhood inclusive education teachers to develop the knowledge, skills, and dispositions to understand and use play as part of early childhood education and care programming for all young children.

Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.

Offered: Fall semesters

SPED 1500 INTRODUCTION TO SPECIAL EDUCATION (3 credits)

This course is designed to help students explore issues and perspectives related to children, adolescents, and young adults with a variety of ability and disability experiences. It provides an introduction to the historical factors, legislation, terminology, etiology, characteristics that are commonly encountered when addressing the needs of diverse students with disabilities ranging from mild, moderate to severe.

Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.

Distribution: U.S. Diversity General Education course and Social Science General Education course

Offered: Fall & Spring semesters

SPED 4010 MENTAL HEALTH IN SCHOOLS: RISK FACTORS AND INTERVENTIONS (3 credits)

This course explores the role that educators and school mental health professionals play in identifying the risk factors and warning signs of children and youth with mental health concerns. Students will understand the risk and protective factors at the individual, family, school, and community level as related to children and youth's mental health. The course will provide an overview of externalizing and internalizing disorders as well as school-based and community-based treatments and interventions.

Prerequisite(s)/Corequisite(s): SPED 1500 or EDUC 2510, TED 2300, Minimum 2.75 GPA. Not open to non-degree graduate students.

Offered: Summer & Fall semesters

SPED 4800 SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH (3 credits)

This course is designed to prepare teacher candidates and graduate candidates with the understanding of the psychological, biological and environmental factors that affect the social-emotional development of children and adolescents. Emphasis is placed on the interaction of these factors for children with exceptional learning needs and the implications for the learning environment.

Prerequisite(s)/Corequisite(s): SPED 1500 or EDUC 2510, TED 2300, Minimum 2.75 GPA

Family & Community Concentration Core – Select 5 of the following classes:

HEKI 2400 HEALTH ED. & PHYSICAL ED. FOR THE ELEMENTARY SCHOOL TEACHER (3 credits)

This course is designed to aid the classroom teacher in developing and implementing health education and physical education programs in the elementary school curriculum.

Prerequisite(s)/Corequisite(s): EDUC 2010

HEKI 3090 APPLIED NUTRITION (3 credits)

The purpose of this course is to provide candidates with information from which to make informed decisions about their own personal nutrition and to apply nutritional concepts to the design of interventions in health, exercise science, physical education, and athletic training.

PHHB 4650 GLOBAL HEALTH (3 credits)

This course will explore contemporary health problems around the world with particular emphasis being placed on problems experienced by developing countries. The political, economic, social, geographical, biological aspects of the problems and possible solutions will be addressed.

Prerequisite(s)/Corequisite(s): Junior standing

Distribution: Global Diversity General Education course

PHHB 3310 INJURY PREVENTION IN PUBLIC HEALTH (3 credits)

This course is designed to explore public health strategies for the development and maintenance of safe physical environments with a focus on injury prevention. It explores a multitude of safety programs for school, business, recreation, transportation, and the home.

ACCT 2000 ACCOUNTING BASICS FOR NON-BUSINESS MAJORS (3 credits)

This course is designed to provide non-business students with an understanding of basic accounting terms and concepts, an understanding of the usefulness of accounting data for decision-making by internal and external business stakeholders, and the skills to actually use accounting data in decision-making.

Prerequisite(s)/Corequisite(s): Student must be a non-business student. [ENGL 1150](#) and MATH 1310 or [MATH 1220](#) with 'C-'(2.0) or better. Not open to non-degree graduate students

Distribution: Social Science General Education course

CMST 2010 INTERPERSONAL COMMUNICATION (3 credits)

This course is an introduction to the study of interpersonal communication. Within this course, students will be introduced to the theories, research, and concepts relevant to interpersonal communication and will be given opportunities to develop and enhance their own communication skills.

Distribution: Social Science General Education course

CMST 2410 SMALL GROUP COMMUNICATION AND LEADERSHIP (3 credits)

This course is an introduction to the theory and practice of communication and leadership within small group settings. This course will provide students with broad knowledge about small group communication processes.

Distribution: Social Science General Education course

CMST 4150 CORPORATE TRAINING AND DEVELOPMENT (3 credits)

This course introduces students to the process of designing communication training programs and workshops for a variety of professional settings. It provides students, especially those who are prospective trainers and/or consultants, with experiential and cognitive knowledge about needs assessment, adult learning, communication training research, objectives writing, module design, interactive delivery methods and program evaluation. (Cross-listed with [CMST 8156](#))

Prerequisite(s)/Corequisite(s): Junior standing; and a minimum cumulative GPA of 2.25. Not open to non-degree graduate students.

CMST 4160 COMMUNICATION FOR INSTRUCTIONAL SETTINGS (3 credits)

This course is designed to help prospective instructors and/or trainers understand and apply the principles of communication in instructional settings (i.e., classrooms, workshops, training programs). It introduces students to the research area in the speech communication discipline called 'Instructional Communication' by covering these five units: 1) Communication Strategies, Objectives, & Content; 2) Student Communication Needs & Expectations; 3) Feedback,

Reinforcement, & Discussion; 4) Context, Climate, & Influence; and 5) Teacher Communicator Style, Characteristics, & Behaviors. (Cross-listed with [CMST 8166](#))

Prerequisite(s)/Corequisite(s): Junior standing, and [CMST 2010](#) or [CMST 2410](#) (or SPCH 2010 or SPCH 2410); and a minimum cumulative GPA of 2.25.

SOWK 1500 SOCIAL WORK AND CIVIC ENGAGEMENT (3 credits)

This course is designed to acquaint the student with the social work profession, professional roles and functions, and social services delivery systems. Students will learn about the diverse opportunities associated with social work practice, agency systems and macro perspectives. This is a service learning course, and requires 30 hours of volunteer service in an approved social service agency.

PA 3500 NONPROFIT ORGANIZATIONS AND MANAGEMENT (3 credits)

Introduces students to the nonprofit sector, including several aspects of nonprofit management. Intended for any student who wishes to understand nonprofit organizations and/or who may wish to work in the nonprofit sector. Service learning in a nonprofit agency is an important aspect of the class.

Prerequisite(s)/Corequisite(s): Junior standing or permission of instructor.

COUN 2020 INTRODUCTION TO COUNSELING THEORY AND PSYCHOTHERAPY (3 credits)

This course introduces the major theoretical paradigms and concepts of psychotherapy that are taught in graduate level counseling programs and utilized by professional counselors and allied mental health professionals in the provision of mental health services. Selected readings, video-based lectures, discussion boards, case studies, written assignments, and exams are utilized as means of introducing these concepts and their use and applicability with clients within and across different therapeutic contexts (i.e., individual, group, family, crisis).

Prerequisite(s)/Corequisite(s): Completion of an introductory course in social sciences, human services, or human development. Consult your primary advisor, program coordinator, and/or program chair/director to determine viability of course for your plan of study.

Offered: Typically Fall and spring semesters, but it varies.

Course Descriptions

Youth & Training Non-Certification

Professional Education Core- all of these classes are required:

TED 2100 EDUCATIONAL FOUNDATIONS (3 credits)

The course will provide prospective teacher candidates with the philosophical, ethical, historical, and social foundations that will enable them to understand their role as dedicated practitioners, reflective scholars, and responsible citizens who can meet the challenges of their profession in a changing world. Also, the prospective teacher candidates will study and understand the national and state standards relevant to P-12 education and to teacher preparation in the USA. Each prospective candidate will acquire competency in using educational technologies such as Internet based course delivery systems, database software, and digital portfolios.

Prerequisite(s)/Corequisite(s): 2.50 GPA

Distribution: Writing in the Discipline Single Course

Offered: All semesters

TED 2200 HUMAN RELATIONS FOR BIAS-FREE CLASSROOMS (3 credits)

This course is designed to increase multicultural knowledge and positively impact the diversity disposition of prospective teacher candidates. It is also designed to help them become more aware of ways to motivate and positively impact the youths they will encounter in their future classrooms. Prospective teacher candidates will examine existing attitudes toward various groups by race, ethnicity, age, gender, disability, and social class with the goal of becoming dedicated practitioners, reflective scholars, and responsible citizens who can meet their professional responsibilities.

Prerequisite(s)/Corequisite(s): 2.50 GPA

Distribution: U.S. Diversity General Education course

Offered: All semesters

TED 2300 HUMAN GROWTH AND LEARNING (3 credits) (or PSYC 3540)

This course will examine human growth and learning from conception through adolescence. It will focus on how current educational practices and theories of development and learning impact and influence each other. The course includes field-based and laboratory experiences for the students.

Prerequisite(s)/Corequisite(s): Admission to Teacher Preparation. Not open to non-degree graduate students.

Offered: Fall & Spring semesters

TED 2500 DIGITAL CITIZENSHIP (3 credits)

The course is an introduction to the basic tenets of digital citizenship including legalities, ethics, privacy and security. The course fosters an awareness of digital citizenship as a topic that impacts pedagogy and programming and reflects best practice in all types of learning communities.

Offered: Fall and spring semesters

TED 2060 EQUITY, LANGUAGE, AND CULTURAL LITERACY (3 credits)

This course explores the relationship among equity, language, and cultural literacy and its implications for programming and advocacy within school and community contexts. As dedicated practitioners, reflective scholars, and responsible citizens, undergraduate students study the impact these relationships have for historically underrepresented groups in the United States.

Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.

Offered: Fall & Spring Semesters

SPED 1500 INTRODUCTION TO SPECIAL EDUCATION (3 credits)

This course is designed to help students explore issues and perspectives related to children, adolescents, and young adults with a variety of ability and disability experiences. It provides an introduction to the historical factors, legislation, terminology, etiology, characteristics that are commonly encountered when addressing the needs of diverse students with disabilities ranging from mild, moderate to severe.

Prerequisite(s)/Corequisite(s): Not open to non-degree graduate students.

Distribution: U.S. Diversity General Education course and Social Science General Education course

Offered: Fall & Spring semesters

SPED 4010 MENTAL HEALTH IN SCHOOLS: RISK FACTORS AND INTERVENTIONS (3 credits)

This course explores the role that educators and school mental health professionals play in identifying the risk factors and warning signs of children and youth with mental health concerns. Students will understand the risk and protective factors at the individual, family, school, and community level as related to children and youth's mental health. The course will provide an overview of externalizing and internalizing disorders as well as school-based and community-based treatments and interventions.

Prerequisite(s)/Corequisite(s): SPED 1500 or EDUC 2510, TED 2300, Minimum 2.75 GPA. Not open to non-degree graduate students.

Offered: Summer & Fall semesters

SPED 4800 SOCIAL AND EMOTIONAL DEVELOPMENT OF CHILDREN AND YOUTH (3 credits)

This course is designed to prepare teacher candidates and graduate candidates with the understanding of the psychological, biological and environmental factors that affect the social-emotional development of children and adolescents. Emphasis is placed on the interaction of these factors for children with exceptional learning needs and the implications for the learning environment.

Prerequisite(s)/Corequisite(s): SPED 1500 or EDUC 2510, TED 2300, Minimum 2.75 GPA

Offered: Summer and Fall semesters

Youth & Training Concentration Core – Select 9 of the following classes:

TED 2050 INTRODUCTION TO TEACHING ENGLISH AS A SECOND LANGUAGE (3 credits)

This course offers teacher candidates an introduction to the linguistic, social, political, and cultural factors that impact the teaching of English Language Learners (ELLs) entering the United States school system. As dedicated practitioners, reflective scholars, and responsible citizens, undergraduate students will study best practices for ELLs in the mainstream classroom that promotes language and cultural understanding among students and teachers.

Offered: Fall & Spring semesters

PHHB 2070 DRUG AWARENESS (3 credits)

An introduction to the effects and rationales of drug use, misuse, and abuse. Included are the physiological, psychological, sociological, pharmacological, and legal aspects of drugs in a culturally diverse United States and abroad.

Offered: Fall & Spring semesters

PHHB 3080 HEALTH CONCEPTS OF SEXUAL DEVELOPMENT (3 credits)

An examination of factors influencing sexual development. Emphasis is given to topics pertinent to healthful living in today's culturally diverse, global society. (Cross-listed with WGST 3080).

Offered: All semesters

HEKI 3090 APPLIED NUTRITION (3 credits)

The purpose of this course is to provide candidates with information from which to make informed decisions about their own personal nutrition and to apply nutritional concepts to the design of interventions in health, exercise science, physical education, and athletic training.

Offered: All semesters

PHHB 3310 GENERAL SAFETY EDUCATION (3 credits)

This course is designed to explore public health strategies for the development and maintenance of safe physical environments with a focus on injury prevention. It explores a multitude of safety programs for school, business, recreation, transportation, and the home.

Offered: Spring semesters

CRCJ 1010 SURVEY OF CRIMINAL JUSTICE (3 credits)

This course is designed to provide an overview of the justice process and the criminal justice system in general. Concepts of crime and justice are discussed as well as the rights of individuals in a democratic society. The law enforcement, judicial, juvenile justice, and corrections systems are explored.

Distribution: Social Science General Education course

Offered: All semesters

CRCJ 3370 JUVENILE DELINQUENCY AND JUVENILE JUSTICE (3 credits)

This course focuses on how delinquents and juveniles in need of supervision are handled within the juvenile justice system. The nature and extent of delinquent behavior, status offenses, child abuse and neglect; theories of delinquency and their implications for intervention; cultural and social factors related to delinquency; as well as the philosophy and functioning of the juvenile justice system are covered.

Prerequisite(s)/Corequisite(s): Upper-division CRCJ major; CRCJ minor; CRCJ 1010 and jr/sr standing, or instructor permission.

Offered: All semesters

SOWK 1500 SOCIAL WORK AND CIVIC ENGAGEMENT (3 credits)

This course is designed to acquaint the student with the social work profession, professional roles and functions, and social services delivery systems. Students will learn about the diverse opportunities associated with social work practice, agency systems and macro perspectives. This is a service learning course, and requires 30 hours of volunteer service in an approved social service agency.

Offered: All semesters

PA 3500 NONPROFIT ORGANIZATIONS AND MANAGEMENT (3 credits)

Introduces students to the nonprofit sector, including several aspects of nonprofit management. Intended for any student who wishes to understand nonprofit organizations and/or who may wish to work in the nonprofit sector. Service learning in a nonprofit agency is an important aspect of the class.

Prerequisite(s)/Corequisite(s): Junior standing or permission of instructor.

Offered: All semesters

ACCT 2000 ACCOUNTING BASICS FOR NON-BUSINESS MAJORS (3 credits)

This course is designed to provide non-business students with an understanding of basic accounting terms and concepts, an understanding of the usefulness of accounting data for decision-making by internal and external business stakeholders, and the skills to actually use accounting data in decision-making.

Prerequisite(s)/Corequisite(s): Student must be a non-business student. ENGL 1150 and MATH 1310 or MATH 1220 with 'C-'(2.0) or better. Not open to non-degree graduate students

Distribution: Social Science General Education course

Offered: Fall & Spring semesters

CMST 2010 INTERPERSONAL COMMUNICATION (3 credits)

This course is an introduction to the study of interpersonal communication. Within this course, students will be introduced to the theories, research, and concepts relevant to interpersonal communication and will be given opportunities to develop and enhance their own communication skills.

Distribution: Social Science General Education course

Offered: All semesters

CMST 2410 SMALL GROUP COMMUNICATION AND LEADERSHIP (3 credits)

This course is an introduction to the theory and practice of communication and leadership within small group settings. This course will provide students with broad knowledge about small group communication processes.

Distribution: Social Science General Education course

Offered: All semesters

CMST 3520 INTERVIEWING (3 credits)

This course is a practical course that focuses on various types of interview performances. The course will explore interview types such as probing/journalistic, survey, recruiting/employment, performance, counseling, and persuasive

Prerequisite(s)/Corequisite(s): SPCH 1110 or SPCH 2120 or CMST 1110 or CMST 2120; sophomore standing; a minimum cumulative GPA of 2.25.

Offered: Fall & Spring semesters

CMST 4150 CORPORATE TRAINING AND DEVELOPMENT (3 credits)

This course introduces students to the process of designing communication training programs and workshops for a variety of professional settings. It provides students, especially those who are prospective trainers and/or consultants, with experiential and cognitive knowledge about needs assessment, adult learning, communication training research, objectives writing, module design, interactive delivery methods and program evaluation.

Prerequisite(s)/Corequisite(s): Junior standing; and a minimum cumulative GPA of 2.25. Not open to non-degree graduate students.

Offered: Spring semesters

CMST 4160 COMMUNICATION FOR INSTRUCTIONAL SETTINGS (3 credits)

This course is designed to help prospective instructors and/or trainers understand and apply the principles of communication in instructional settings (i.e., classrooms, workshops, training programs). It introduces students to the research area in the speech communication discipline called 'Instructional Communication' by covering these five units: 1) Communication Strategies, Objectives, & Content; 2) Student Communication Needs & Expectations; 3) Feedback, Reinforcement, & Discussion; 4) Context, Climate, & Influence; and 5) Teacher Communicator Style, Characteristics, & Behaviors.

Prerequisite(s)/Corequisite(s): Junior standing, and CMST 2010 or CMST 2410 (or SPCH 2010 or SPCH 2410); and a minimum cumulative GPA of 2.25.

Offered: Fall semesters

PSYC 4630 ORGANIZATIONAL PSYCHOLOGY (3 credits)

This is a survey course which will cover the major concepts, theories and empirical research related to organizational psychology. Specific topics will include: work motivation, leadership, decision making and job satisfaction as well as more recent trends such as cultural diversity, work teams, work-family and quality issues.

Prerequisite(s)/Corequisite(s): PSYC 1010

Offered: All semesters

PSYC 4640 PERSONNEL PSYCHOLOGY (3 credits)

A survey of psychological principles, theories and research related to personnel issues. Course includes discussion of personnel selection, performance appraisal, recruitment, training and health and safety.

Prerequisite(s)/Corequisite(s): PSYC 1010

Offered: All semesters

COUN 2020 INTRODUCTION TO COUNSELING THEORY AND PSYCHOTHERAPY (3 credits)

This course introduces the major theoretical paradigms and concepts of psychotherapy that are taught in graduate level counseling programs and utilized by professional counselors and allied mental health professionals in the provision of mental health services. Selected readings, video-based lectures, discussion boards, case studies, written assignments, and exams are utilized as means of introducing these concepts and their use and applicability with clients within and across different therapeutic contexts (i.e., individual, group, family, crisis).

Prerequisite(s)/Corequisite(s): Completion of an introductory course in social sciences, human services, or human development. Consult your primary advisor, program coordinator, and/or program chair/director to determine viability of course for your plan of study.

Offered: Typically Fall and spring semesters, but it varies.