

- PSYC 4850 Directed Study in Psychology** 3-0-3  
**Prerequisite:** Approval of instructor and Head of the Department. Individualized study of an existing course not offered during the particular semester needed.
- PSYC 4870 Workshop in Applied Psychology** 1-0-1 to 3-0-3  
**Prerequisite:** Approval of advisor and Head of the Department. An intensive study of a topic relevant to applied psychology services provision. May be repeated for a maximum of 6 hours credit.
- PSYC 4900 History of Psychology** 3-0-3  
**Prerequisites:** Senior Standing and PSYC 3600. Traces the origins of psychology from philosophy and physiology and its development into the science psychology is today.
- PSYC 4950 Senior Seminar** 3-0-3  
**Prerequisites:** Senior Standing and PSYC 3600. Students will explore the diverse career options, debate various controversial issues, and discuss other select topics of current concern in the field of psychology.
- PSYC 4991, PSYC 4992, PSYC 4993 Senior Thesis I, II, III** 1-0-1 each  
**Prerequisites:** "B" or better in PSYC 3500 and PSYC 3600, consent of instructor and junior standing. A multi-semester course during which the student will develop, conduct, and write up a novel psychological study.

### **READ: READING EDUCATION**

- READ 0099 See the Learning Support section**  
**at the end of the list of course offerings.**
- READ 3200 Integrating Literature & the Fine Arts for Young Children** 2-0-2  
**Prerequisites:** Admission into Teacher Education. **Co-requisite:** ECED 3000. An integrated approach to the study of children's literature that incorporates aesthetic appreciation and creative expression. Emphasis is placed on developing knowledge of a wide range of literature, knowledge of the fine arts, and methods for classroom application.
- READ 4000 Teaching Reading to Young Children** 4-0-4  
**Prerequisites:** ECED 3300, ECED 3690, MATH 3000, SCI 3000. **Co-requisites:** ECED 4000, ECED 4690, ENGL 4000, READ 4100, GEOG 3410. An introduction to the major approaches to teaching reading with an emphasis placed on balanced reading instruction. Major topics include building literacy foundation and methods for developing word analysis, vocabulary, and reading comprehension. Students are expected to apply what they learn in a field experience.
- READ 4030 Directed Study in Reading** 3-0-3  
**Prerequisite:** Consent of the Department Head. An opportunity for intensive individual study in the student's field of specialization

- READ 4100 Corrective Reading in the Early Grades** 2-0-2  
**Prerequisites:** ECED 3300, ECED 3690, MATH 3000, SCI 3000. **Co-requisites:** ECED 4000, ECED 4690, ENGL 4000, READ 4000, GEOG 3410. Emphasizes diagnostic and assessment strategies for corrective instruction with young children experiencing moderate difficulty in learning to read. Includes causes of reading disability, methods of diagnosis, and procedures for group and individual remedial work.
- READ 4530 Teaching Reading to Children With Exceptionalities (Special Education)** 3-0-3  
 An introduction to the methods and materials for teaching reading to exceptional children within a balanced approach to reading instruction. Topics covered will include building a literacy foundation, developing word identification skills, and developing vocabulary and comprehension. This course is for special education teachers.
- READ 4550 Reading in the Content Areas (Middle and Secondary Education)** 3-0-3  
 The simultaneous teaching of reading skills and course content. Emphasis is placed on preparing students for content area reading assignments, providing support during reading, and promoting higher level thinking. Motivating students to read widely and developing vocabulary, reading comprehension, and study skills will be dealt with in relation to the content areas.

## **REL: RELIGIOUS STUDIES**

- REL 2010 Foundations of Religious Studies** 3-0-3  
 A multicultural, interdisciplinary exploration of various aspects of religious expression. Through the academic study of religion the course examines sacred texts and sacred stories, rituals, symbols, concepts of The Holy, and sacred communities among several religious traditions.
- REL 3300 Philosophy of Religion** 3-0-3  
**Also offered as PHIL 3300.** The study of basic problems of religious belief and critical analysis of proposed solutions to these problems.
- REL 3310 World Religions** 3-0-3  
**Also offered as PHIL 3310.** A study of World Religions which situates the major religious traditions in their historical and cultural contexts. In a quest to identify both the rich diversity among these traditions and their commonalities, the Great Tradition of sacred texts and doctrines and the Little Traditions as it pertains to rituals and praxis are explored.
- REL 3330 New Testament** 3-0-3  
 A general academic introduction to the history, thought and literature of the New Testament, and to some of the major problems addressed in the area of New Testament Studies.

- REL 3340 Old Testament/Hebrew Bible** 3-0-3  
 A presentation of the principal characters, events, social structures and theological perspectives reflected in texts of the Hebrew Bible. Old Testament/Hebrew Bible introduces methods and interpretive frameworks shaped by current biblical scholarship.
- REL 3370 Religious Thought** 3-0-3  
 An examination of major theological/religious themes derived from both the Western and Eastern traditions. Information regarding the focus for a given quarter will be available through the religion faculty of the Department of Philosophy.
- REL 3390 Concepts of God** 3-0-3  
**Also offered as PHIL 3390.** An examination of a range of differing interpretations of the concept “God”, undertaken primarily from the standpoint of philosophical inquiry regarding a predominately religious theme.
- REL 3400 Existentialism** 3-0-3  
**Also offered as PHIL 3400.** The study of some of the principal existentialist thinkers such as Sartre, Heidegger, Buber, and Jaspers.
- REL 3410 Philosophy of Human Nature** 3-0-3  
**Also offered as PHIL 3410.** An introduction to some major concepts of human nature that have influenced Western thought from the time of early Judaism, Plato, and Early Christianity. This course includes the contributions of later political theorists, scientists, social scientists, philosophers and theologians.
- REL 3500 History of Christianity** 3-0-3  
 An introduction to significant figures in Christianity, which traces dominant themes and movements that have influenced Christian institutions and traditions over the centuries.
- REL 3600 Women and Religion** 3-0-3  
 An introduction to historical, theological, spiritual, and liturgical dimensions of women’s experience within religious traditions. Research opportunities increase students’ awareness of the implication of gender as an interpretive category in religion.
- REL 4700 Topics in Religious Studies** 1-0-1 to 3-0-3  
 A forum for dialogue and discourse on a variety of timely issues in Religious Studies. Reflects interests and concern of faculty and students by addressing particular subjects that relate the nexus of religion and human experience.
- REL 4710 Directed Study in Religious Studies** 1-0-1 to 3-0-3  
 An individual study of a special area of religious studies under supervision of instructor.

### **RGTE: REGENTS’ TESTING PROGRAM**

**RGTE and RGTR courses: See the Learning Support section at the end of the list of course offerings.**

## RUSS: RUSSIAN

### **RUSS 1001 Beginning Russian Language and Introduction to Russian Culture I**

**3-0-3**

Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. RUSS 1001 is not open for credit to students with two or more years of high school Russian or the equivalent.

### **RUSS 1002 Beginning Russian Language and Introduction to Russian Culture II**

**3-0-3**

**Prerequisite: RUSS 1001 or the equivalent.** A continuation of RUSS 1001, with emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

### **RUSS 1111 Intensive Russian Language and Culture**

**3-0-3**

**Prerequisite: Two or more years of high school Russian or the equivalent.** Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. RUSS 1111 is a one-semester combination of RUSS 1001 and RUSS 1002. The course is designed for those students not fully prepared for the 1002 level. RUSS 1111 reviews the concepts presented in RUSS 1001 and advances the student through the material of RUSS 1002.

### **RUSS 2001 Intermediate Russian Language and Russian Culture I**

**3-0-3**

Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

### **RUSS 2002 Intermediate Russian Language and Russian Culture II**

**3-0-3**

**Prerequisite: RUSS 2001 or the equivalent.** A continuation of Russian 2001, with emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching for Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

## SCI: SCIENCE FOR EARLY CHILDHOOD EDUCATION

- SCI 3000 Science for Early Childhood Education Teachers** 2-2-3  
**Co-requisites:** ECED 3300, ECED 3690, MATH 3160. Basic information about biology, chemistry, and the physical sciences including astronomy, geology, and physics for early childhood education majors. The course will provide an integrated view of the role of the biological, chemical and physical sciences in understanding the natural world. Coordinated laboratory activities will be an integral part of the course.

## SEED: SECONDARY EDUCATION

- SEED 3000 Issues In Secondary Education** 2-0-2  
Study of contemporary practices and problems in secondary education.
- SEED 3100 Approaches To Learning For Secondary English Education** 3-0-3  
**Prerequisite:** PSYC 3110. A study of research that focuses on how students learn English.
- SEED 3110 Classroom Laboratory I - English** 1-0-1  
Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.
- SEED 3200 Approaches To Learning For Secondary Mathematics Education** 3-0-3  
**Prerequisite:** PSYC 3110. A study of research that focuses on how students learn mathematics.
- SEED 3210 Classroom Laboratory I - Mathematics** 1-0-1  
Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.
- SEED 3310 Classroom Laboratory I - Science** 1-0-1  
Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.
- SEED 3410 Classroom Laboratory I - Social Studies** 1-0-1  
Participation in a secondary classroom in collaboration with a secondary teacher and university faculty.
- SEED 4100 Curriculum and Methods For Teaching Secondary English** 3-0-3  
**Prerequisite:** ITED 3000, SEED 3110; **Co-requisite:** SEED 4110. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally-appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. Also includes the study of adolescent literature as part of the secondary curriculum.
- SEED 4110 Classroom Laboratory II - English** 1-0-1  
**Co-requisite:** SEED 4100. Implementation and assessment of appropriate classroom activities and lessons in collaboration with a secondary teacher and university faculty.

- SEED 4200 Curriculum and Methods For Teaching  
Secondary Mathematics** **3-0-3**  
**Prerequisite:** ITED 3000, SEED 3210; **Co-requisite:** SEED 4210. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally-appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies. Also includes examination and evaluation of the National Council of Teachers of Mathematics Standards.
- SEED 4210 Classroom Laboratory II - Mathematics** **1-0-1**  
**Co-requisite:** SEED 4200. Implementation and assessment of appropriate classroom activities and lessons in collaboration with a secondary teacher and university faculty.
- SEED 4300 Curriculum and Methods For Teaching Secondary Science** **3-0-3**  
**Prerequisite:** ITED 3000, SEED 3310; **Co-requisite:** SEED 4310. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally-appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies.
- SEED 4310 Classroom Laboratory II - Science** **1-0-1**  
**Co-requisite:** SEED 4300. Implementation and assessment of appropriate classroom activities and lessons in collaboration with a secondary teacher and university faculty.
- SEED 4400 Curriculum And Methods For Teaching  
Secondary Social Studies** **3-0-3**  
**Prerequisite:** ITED 3000, SEED 3410; **Co-requisite:** SEED 4410. Synthesis of all previous education courses. Students are required to develop inquiry-based, problem-centered, developmentally-appropriate, interdisciplinary curriculum and activities that incorporate technology and authentic assessment strategies.
- SEED 4410 Classroom Laboratory II - Social Studies** **1-0-1**  
**Co-requisite:** SEED 4400. Implementation and assessment of appropriate classroom activities and lessons in collaboration with a secondary teacher and university faculty.
- SEED 4780 Internship In Secondary Education** **6-0-6**  
**Prerequisite:** Completion of coursework and consent of department.
- SEED 4790 Student Teaching** **10-0-10**  
**Prerequisite:** Completion of coursework and consent of department.  
**Co-requisite:** SEED 4800.
- SEED 4800 Professional Development Seminar** **2-0-2**  
**Co-requisite:** SEED 4790.

## **SOCI: SOCIOLOGY**

### **SOCI 1101 Introduction to Sociology** **3-0-3**

Fundamentals of sociology, focusing on basic concepts, theories, and methods of research and inquiry. Emphasis is on applying the sociological perspective to understanding social inequalities and social stratification, culture, social institutions and groups, social change, and the relation of the individual to society.

### **SOCI 1101H Introduction to Sociology, Honors** **3-0-3**

Fundamentals of sociology, at the honors level, focusing on basic concepts, theories, and methods of research and inquiry. Emphasis is on applying the sociological perspective to understanding social inequalities and social stratification, culture, social institutions and groups, social change, and the relation of the individual to society.

### **SOCI 1160 Introduction to Social Problems** **3-0-3**

An analysis of major national and international social problems, using the sociological perspective. Sociological principles, theories, and methods will be used in data interpretation, analysis of ideologies, and evaluation of social policy.

### **SOCI 3000 Sociological Analysis and Statistical Applications** **2-2-3**

**Prerequisites: ANTH 1102, SOCI 1101, and SOCI 1160.** An introduction to the foundations of sociology and anthropology as well as basic statistical analysis. The course will examine social scientific research design including conceptualization, operationalization, problem definition, database management, and sampling. Data analysis will include descriptive, inferential, and multivariate statistics and use data analysis software. Computer laboratory periods required.

### **SOCI 3050 Social Welfare** **3-0-3**

**Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor.** Designed to provide a general introduction to social welfare in the United States. History, philosophy, policies, programs, concepts, and practices in the field will be examined. Introduces students to the range of helping professions in the human services field. Emphasis will be placed on the needs and problems of social welfare recipients and legislation related to social welfare issues. Particular attention is paid to the nature of the U.S. social welfare system and its impact on disadvantaged populations.

### **SOCI 3060 Race and Ethnic Relations** **3-0-3**

**Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor.** An introduction to the sociology of race and ethnic relations. A study of systems of social inequalities based upon race and ethnic divisions in society. Case studies including African-American and international ethnic conflicts are explored.

### **SOCI 3090 Mass Media and Popular Culture** **3-0-3**

**Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor.** A sociological analysis of the impact of mass media and popular culture on individuals and groups in such areas as violence, consumerism, political participation, social deviation, and interpersonal communication.

- SOCI 3100 Sociology of Work and Occupations** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. Sociological study of the nature and organization of work in contemporary society. Course includes a study of the relationship between occupations and careers; the social organization of work in bureaucracies, voluntary associations, and enterprises; the sociological analysis of the meaning of work in society; the growth of the managerial class; and individualized strategies for career entry.
- SOCI 3150 Sociology of Religion** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. The study of religion as one of the basic institutions in society. The course will cover the functions of religion within society; problems and conflicts within religion, such as racism and sexism; and how religion is expressed by persons in a variety of groups and cultures.
- SOCI 3190 Interviewing and Counseling Skills** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. Introduces students to the skills needed for direct work with clients, such as effective engagement, active listening, interviewing, assessment and goal setting, and ethical concerns. Focus is placed on the whole person and the sociological model of assessment.
- SOCI 3200 Applied Sociology** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the approaches and techniques used by sociologists and human service workers in applied/clinical settings. Emphasis on sociological principles and their application in the diagnosis and treatment of individuals and groups. Applied/clinical sociology as a profession as well as ethical issues will also be addressed.
- SOCI 3210 Human Services with Children** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. Designed to increase the knowledge and understanding essential for effective practice with children in human service settings. The course will review the current theories and literature concerning child development, child trauma, and child coping styles. Practice and assessment skills for working with children and their parents in human service settings is examined. Special attention given to the dynamics and needs of high risk and minority populations.
- SOCI 3300 Environmental Sociology** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. Examines the institutional, cultural, and individual factors implicated in the rise of modern environmental problems. Topics will include the cultural and historical roots of environmental disruptions, the environmental movement, the emergence of environmental sociology, energy issues, socio-economic development, environmental equity and social inequality, population growth, and sustainable development.
- SOCI 3350 Social Deviance** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. A study of the nature and dimension of deviance in society, with special emphasis on the problems of definition, identification, explanation, and social reaction. Specific forms of deviance, including the construction of deviant identities and deviant careers, will be discussed.

- SOCI 3500 Sociological Theory** 3-0-3  
**Prerequisites:** SOCI 3000. An essentially historical survey of the development of sociological theory. Strategies of theory building and conducting research will also be considered. Students will develop a competent review of literature in an area of sociology.
- SOCI 3510 Research Methods** 2-2-3  
**Prerequisites:** SOCI 3000. An introduction to social research techniques with an emphasis on firsthand data collection. Project work introduces students to issues in research design, ethical concerns, conceptualization, sampling, data analysis, interpretation of research results, report writing, and application of research findings. Laboratory periods are included.
- SOCI 3650 Sociology of Sport** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. The study and analysis of the spectacle, business, and power of sport in society. Coursework examines both the socially integrative and disintegrative aspects of sport as an institution. Includes international analyses and multicultural examples.
- SOCI 3690 Sociology of Domestic Violence** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. A sociological analysis of domestic violence. Areas covered include the nature and scope of the problem; an exploration of victim/perpetrator dynamics; the intersections of gender, race, class and domestic violence; and societal responses to this problem. Both historical and cross-cultural material will be examined.
- SOCI 3700 Marital and Family Dynamics** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. Designed to provide a theoretical basis for working with families in human service settings. Theoretical and practical considerations of family dynamics over the life span are examined. Theoretical consideration of persistence and change are examined in families with special attention to critical transitions in family development. Systems interaction patterns are examined with implications for practice in the human service setting. Special attention is given to the dynamics and needs of violent families.
- SOCI 3710 Social Psychology** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. A sociological analysis of the relationship between social situational influences and individual behavior. Survey of social psychological theories as they relate to social perception, attitudes and behaviors, group productivity, prejudice, and socialization.
- SOCI 3750 Medical Sociology** 3-0-3  
**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the social processes affecting conditions of health and disease and the cluster of social relationships and organizations that comprise the institution of medicine. Emphasis on social and cultural factors which influence definitions of health and illness, causes, preventions, and treatments, cross cultural comparisons, stress, delivery of health care, and health care professionals.

**SOCI 3800 Social Stratification****3-0-3**

**Prerequisite:** SOCI 1101 or SOCI 1160 or permission of instructor. A study of systems of stratification, including race, class, and gender. Course includes exploration of research, concepts, and theories in the study of social class, race, and gender and the effect these systems have on power, life chances, and social mobility in our society. A primary focus of the course is the explanation of social inequality.

**SOCI 4000 Sociology of Mental Health****3-0-3**

**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. Introduces students to the history and causes of mental illness as well as the language of the Diagnostic and Statistical Manual. The relationship between mental illness and the major sociological variables, such as social class, race, gender, age, and marital status will be analyzed. Students will evaluate mental illness from the institutional and client points of view.

**SOCI 4030 Community Development****3-0-3**

**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. Introduction to the strategies professionals use in addressing economic, social, political, and multicultural concerns facing communities. Examines communities as social systems, areas of competition and conflict, and emergent interactive shared constructions. Students will be introduced to community development methods with an emphasis on applications in the rural South.

**SOCI 4100 Family Sociology****3-0-3**

**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. An analysis of the institution of family in contemporary society. Emphasis is on understanding the historical development of current family systems; a sociological analysis of family dynamics; the interaction between family and other institutions; the connection between family and systems of social class, race, and gender; and current family problems and issues.

**SOCI 4130 Social Gerontology****3-0-3**

**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. Study of the social phenomenon of the aging process, the life cycle, and patterns which include social roles, medicalization of aging and death, and the values, norms, and beliefs related to this phenomenon. Course work will emphasize the social changes which have occurred as medical technology and science impact on the culture and institutional patterns related to aging and death. Study of the process of dying will include the entire life cycle and new efforts to deal with this complex social phenomenon.

**SOCI 4200 Sociology of Organizations****3-0-3**

**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. A sociological analysis of complex organizations. Course foci include theories and concepts in such areas as bureaucracy, power, authority, and organizational culture.

**SOCI 4270 Crisis and Trauma Intervention****3-0-3**

**Prerequisites:** SOCI 1101 or SOCI 1160 or permission of instructor. Acquaints students with the theoretical aspects and practice techniques in crisis and trauma intervention. Special attention is given to the application of intervention skills and techniques used by human service personnel when working with trauma victims and individuals and families in crisis.

- SOCI 4540 Internship in Sociology** **3-0-3 to 9-0-9**  
**Prerequisites: Permission of advisor and Internship Coordinator. Must be taken concurrently with SOCI 4990 - Senior Capstone.** Supervised, practical experience in an appropriate community agency; an opportunity for students of demonstrated maturity and judgment to discover the integration between theory and practice and make applications. Graded on satisfactory/unsatisfactory basis.
- SOCI 4550 Sociology of Poverty** **3-0-3**  
**Prerequisite: SOCI 1101 or SOCI 1160 or permission of instructor.** An examination of poverty as a private trouble and a public issue. The course will cover definitions of poverty, causes of poverty, evidence of persistent poverty, clarification of ideological and value positions, and examples of poverty in the United States and Georgia.
- SOCI 4680 Sociology of Gender** **3-0-3**  
**Prerequisite: SOCI 1101 or SOCI 1160 or permission of instructor.** A micro and macro analysis of the social construction of gender and its resulting inequalities in the major areas of contemporary society, including the economic, family, and political institutions.
- SOCI 4900 Special Topics in Sociology** **1-0-1 to 3-0-3**  
**Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor.** Topics vary. Designed to provide an intensive study in a current topic relevant to sociology. May be repeated for credit.
- SOCI 4910 Special Topics in Human Services** **1-0-1 to 3-0-3**  
**Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor.** Topics vary. Designed to provide an intensive study in a current topic relevant to human services. May be repeated for credit.
- SOCI 4980 Directed Topics in Sociology** **1-0-1 to 3-0-3**  
**Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor.** Study in an area or subject not normally found in established courses offered by the department; may also allow the student to explore in more detail a topic which is normally covered by the department. May be repeated for credit
- SOCI 4990 Senior Capstone** **3-0-3**  
**Prerequisites: Successful completion of SOCI 3000, the Foundation courses, and a minimum of 6 hours of departmental concentration courses. Must be taken concurrently with SOCI 4540 - Internship. An Application for Capstone must be completed by midterm of the semester before enrollment.** Summative end of program. Designed to enhance the student's undergraduate sociological or anthropological studies through involvement in guided research or field experience. Students will be required to write and present a senior paper.

## SPAN: SPANISH

**SPAN 1001 Beginning Spanish Language and Introduction to Hispanic Cultures, I** 3-0-3

Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. SPAN 1001 is not open for credit to students with two or more years of high school Spanish or the equivalent.

**SPAN 1002 Beginning Spanish Language and Introduction to Hispanic Cultures, II** 3-0-3

**Prerequisite:** SPAN 1001 or the equivalent. A continuation of SPAN 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

**SPAN 1111 Intensive Spanish Language and Hispanic Cultures** 3-0-3

**Prerequisite:** Two or more years of high school Spanish or the equivalent. Emphasis on the development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions. SPAN 1111 is a one-semester combination of SPAN 1001 and SPAN 1002. This course is designed for those students not fully prepared for the 1002 level. SPAN 1111 reviews the concepts presented in SPAN 1001 and advances the student through the material of SPAN 1002.

**SPAN 2001 Intermediate Spanish Language and Hispanic Cultures, I** 3-0-3

**Prerequisite:** SPAN 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

**SPAN 2002 Intermediate Spanish Language and Hispanic Cultures, II** 3-0-3

**Prerequisite:** SPAN 2001 or the equivalent. A continuation of SPAN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

**SPAN 2002H Honors Intermediate Spanish Language  
and Hispanic Cultures**

**3-0-3**

**Prerequisite:** SPAN 2001 or the equivalent. A continuation of SPAN 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Students will view and discuss films from various Spanish-speaking countries; they will read and discuss current issues from Internet news sources (newspapers and magazines from different countries) as well as literary selections representative of the Hispanic cultures, including the Hispanic population of the United States; they will also participate in discussions on a variety of topics with guest speakers from various Hispanic cultures.

**SPAN 3010 Conversation and Composition**

**3-0-3**

**Prerequisite:** SPAN 2002 or consent of the instructor. Thematic approach to the study of speaking and writing, focusing on the development of the student's proficiency in spoken and written Spanish. Conversations will be based on communicative situations which the student would encounter in the Spanish-speaking world. Written activities will enable the student to react to typical exchanges which require written responses.

**SPAN 3150 Civilization and Culture of Spain**

**3-0-3**

**Prerequisite:** SPAN 2002 or consent of the instructor. Study of the religious, philosophical, geographical, historical, sociopolitical, and economic beliefs that form the identity of Spain. Emphasis will be placed on the development of the modern nation, the significance of the Golden Age in Spain's history, and the major events of the twentieth-century. The works of representative artists, composers, and writers from the various historical periods will be studied.

**SPAN 3160 Civilization and Culture of Latin America**

**3-0-3**

**Prerequisite:** SPAN 2002 or consent of the instructor. Study of the religious, philosophical, geographical, historical, sociopolitical, and economic beliefs that form the identity of Latin America. Emphasis will be placed on pre-Columbian societies, Discovery and Conquest, Revolutions and Dictatorships, and Contemporary Latin America.

**SPAN 3200 Introduction to Hispanic Literature**

**3-0-3**

**Prerequisite:** SPAN 2002 or consent of the instructor. Introduction to major representative literary works and some non-canonical texts of Spain and Latin America. The acquisition of critical and organizational skills in reading and their application to Hispanic texts will be emphasized.

**SPAN 3250 Survey of Peninsular Literature**

**3-0-3**

**Prerequisite:** SPAN 3200 or consent of the instructor. Study of representative literary texts from the Middle Ages to the present within their historical context. The development of poetry, drama, and narrative prose will be emphasized.

**SPAN 3260 Survey of Latin American Literature I**

**3-0-3**

**Prerequisite:** SPAN 3200 or consent of the instructor. Survey of selected essays, poems, short stories, and other literary works from the pre-Columbian Latin American societies, the Colonial Period, the Independence Period, and the Latin American Romantic period.

- SPAN 3270 Survey of Latin American Literature II** 3-0-3  
**Prerequisite:** SPAN 3200 or consent of the instructor. Survey of selected essays, poems, short stories, and other literary works from Modernismo to the end of the twentieth century.
- SPAN 4010 Advanced Grammar** 3-0-3  
**Prerequisite:** SPAN 3010 or consent of the instructor. Advanced study of the structure of the Spanish language, with emphasis on practical composition and refinement of written expression.
- SPAN 4020 Advanced Conversation** 3-0-3  
**Prerequisite:** SPAN 3010 or consent of the instructor. Intensive approach to spoken Spanish based on contemporary themes.
- SPAN 4110 Spanish Phonetics and Phonology** 3-0-3  
**Prerequisite:** SPAN 3010 and LING 4000, or consent of the instructor. Introduction to the phonetics and phonemics of the Spanish sound system, including but not limited to phonological analysis and transcription. Emphasis is placed on the study of those sounds found in the dialects of what has been traditionally labelled American Spanish (Mexico, Central America, and the South American highlands); however, important dialectal variations, such as those found in Caribbean and peninsular Spanish, will also be presented.
- SPAN 4210 Survey of Contemporary Hispanic Theater** 3-0-3  
**Prerequisite:** SPAN 3200 or consent of the instructor. Critical consideration of the major canonical and non-canonical dramatic works in Spain and Latin America from the 1930's to the present. Readings include, from among others, the works of García Lorca, Arlt, Buero Vallejo, Usigli, Villarutia, Marqués, Gambaro, Berman, and Pedrero. Some study of the genre of theater and dramatic movements, such as Theater of the Absurd, will also be included.
- SPAN 4220 Hispanic Women Writers** 3-0-3  
**Prerequisite:** SPAN 3200 or consent of the instructor. Exploration of the way in which Hispanic women writers have created voices and identities through a variety of textual strategies. A study of the development of feminist discourse through these works will also be covered. Readings may include works from Sor Juana Inés de la Cruz, Isabel Allende, Julia de Burgos, Luisa Valenzuela, Angeles Maestretta, Rosario Castellanos, Mercé Rodoreda, Ester Tusquets, Santa Teresa de Avila, Ana María Matute, Carmen Martín Gaité, and Rosa Montero.
- SPAN 4250 Twentieth Century Spanish Literature** 3-0-3  
**Prerequisite:** SPAN 3150 or consent of the instructor. Study of the genres, movements and writers most representative of the literature of Spain during the twentieth century. The course begins with the writers of the Generation of '98, continues with selected works in fiction, drama, and poetry of the years prior to and immediately following the Civil War, and concludes with examples of the literature of Spain in the last decades of the twentieth-century.
- SPAN 4260 Latin American Prose: Twentieth-Century Novel** 3-0-3  
**Prerequisite:** SPAN 3160 or consent of the instructor. Study of selected Latin American novels which reflect the major trends in the development of the genre during the twentieth century.

- SPAN 4270 Latin American Prose: Twentieth-Century Short Story** 3-0-3  
**Prerequisite:** SPAN 3160 or consent of the instructor. Study of selected Latin American short stories which reflect the major trends in the development of the genre during the twentieth century.
- SPAN 4300 Hispanic Caribbean Literature** 3-0-3  
**Prerequisite:** SPAN 3160 or consent of the instructor. Study of the identity of the Hispanic Caribbean, drawing from literary texts of Puerto Rico, the Dominican Republic, and Cuba, in order to develop a greater understanding of the history, economics, sociology, culture, and literature of the region.
- SPAN 4400 Chicano and U.S. Latino Writers** 3-0-3  
**Prerequisite:** SPAN 3160 or consent of the instructor. Study of selected works written by Chicano and U.S. Latino authors that are representative of the bicultural/bilingual culture for which they speak. Emphasis is placed on literary and cultural studies with some study and application of literary criticism.
- SPAN 4900 Special Topics** 3-0-3  
**Prerequisite:** SPAN 3010 or consent of the instructor. Special topics in Spanish language or Hispanic literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.
- SPAN 4950 Directed Study** 1-0-1 to 3-0-3  
**Prerequisite:** SPAN 3010 and SPAN 3200 or consent of the instructor. Study in an area or topic of Spanish language or Hispanic literature, civilization, or culture not normally found in established courses offered by the department. Students may also study more extensively an area or topic covered by the departmental curriculum. May be repeated up to a maximum of 3 hours if topics are different.
- SPAN 4970 Study Abroad Practicum** 1-0-1  
**Prerequisite:** SPAN 2002 or consent of the instructor. Orientation to the study abroad experience. Pre-departure sessions will focus on preparing the student to achieve the maximum learning potential from his/her stay in the selected site. Assigned readings and videos and regular discussion with the supervising instructor will familiarize the student with significant cultural practices that may differ from those of U.S. society and with geographical and historical features of the region as well as prepare him/her to function in the daily life of the community. A series of activities will be designed for the student to complete during the study abroad stay, and upon his/her return, the student will make at least three presentations related to the study abroad experience to university Spanish classes, elementary, middle or high school classes, or community organizations. The course is a requirement for all Spanish majors and minors who participate in a study abroad program. Credit for the course is in addition to other credit earned through the study abroad program.
- SPAN 4980 Community Practicum** 1-0-1  
**Prerequisite:** SPAN 2002 or consent of the instructor. Supervised volunteer interpreting/ translating activities in community schools, service or law enforcement agencies, or business firms. Students will learn basic interpreting/translating skills before beginning their Practicum activities and will develop specialized vocabulary appropriate to their areas of work. Weekly reports and conferences with the supervising instructor are required. Course will be repeated for credit.

**SPAN 4990 Senior Seminar**

**1-0-1**

**Prerequisite: Senior Standing.** Capstone course, focused on selected special topics, designed to help students synthesize their knowledge and reinforce the skills they have acquired as Spanish majors. Required of all Spanish majors.

**SPEC: SPECIALEDUCATION**

**SPEC 3010 Serving Students with Diverse Needs**

**3-0-3**

**Prerequisites: Admission to Teacher Education.** Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school and community environments that support these individuals in achieving their potential. Public school observation/participation in programs for students with disabilities is required. **This course serves as a prerequisite to all other special education courses.**

**SPEC 3020 Applied Behavior Analysis for Teachers**

**3-0-3**

**Prerequisites: Admission to Teacher Education and SPEC 3010.** A study of the general principles of applied behavior analysis including the foundations for understanding behavior, increasing appropriate behavior, and managing challenging behaviors across a variety of learning environments with individuals who have disabilities.

**SPEC 3030 Collaboration in Schools/Families/Communities**

**2-0-2**

**Prerequisites: SPEC 3010.** Consultation, collaboration, and communication with other professionals providing services to individuals with disabilities. Strategies that facilitate the development of interactive teams, such as effective communication skills, problem solving strategies, co-teaching, and role definition and release will be explored as they relate to providing quality educational services for individuals with disabilities.

**SPEC 3040 Legal and Ethical Issues for Special Educators**

**2-0-2**

**Prerequisite: Admission to Teacher Education and SPEC 3010.** A study of the legal and ethical aspects of special education and services for individuals with disabilities. Topics will include an overview of the U.S. legal system; discrimination, constitutional, statutory, regulatory issues; and case law related to special education.

**SPEC 3050 Educational Evaluation of Students with Diverse Needs**

**3-0-3**

**Prerequisites: SPEC 3010, 3020, 3030, 3040.** A study of the process of gathering information regarding individuals' strengths and needs for educational decision making purposes. Emphasis is placed on assessment strategies necessary for determining and monitoring curricular implementation.

**SPEC 3060 Preparing Families & Students for Transitioning**

**2-0-2**

**Prerequisites: SPEC 3010, 3020, 3030.** An introductory study of the concept of transition as a life long process with emphasis on how schools can best prepare youth with disabilities for the transition from school to adult life. Content topics include: research and legislation related to transition, theoretical perspectives and conceptual models, quality of life, family issues, person-centered planning, self-determination, and major approaches for providing services and supports.

- SPEC 3070 Principles of Effective Instruction** 2-0-2  
**Prerequisite:** SPEC 3010 and SPEC 3020. Study of the general behavioral principles of effective instruction based on models of Direct Instruction and the effective schools literature.
- SPEC 4000 Individualized/Independent Study** 1-0-1 to 3-0-3  
 Study directed by faculty designed to meet identified, individual needs of students.
- SPEC 4010 Individuals with Severe Disabilities** 3-0-3  
**Prerequisite:** SPEC 3010 and satisfactory completion of the Core Curriculum. A study of the historical and legal treatment, identification, classification, and unique characteristics of individuals who require extensive and/or pervasive supports throughout the life cycle.
- SPEC 4020 Nature and Characteristics of Children and Youth with Mild Disabilities** 2-0-2  
**Prerequisite:** SPEC 3010 and satisfactory completion of the Core Curriculum. A study of the historical and legal treatment, identification, classification and unique characteristics of individuals who require intermittent and limited supports throughout the life cycle.
- SPEC 4030 Curricular Planning for Individuals with Severe Disabilities** 3-0-3  
**Prerequisite:** SPEC 3010 and satisfactory completion of the Core Curriculum. A study of the philosophic and practical basis of curriculum design for individuals who require extensive and/or pervasive supports throughout the life cycle. This curricular approach results in a meaningful and functional curriculum and supportive learning environments.
- SPEC 4040 Technological Support Planning for Children and Youth with Mild Disabilities** 3-2-4  
**Prerequisite:** SPEC 3010 and satisfactory completion of the junior core. An introduction to the computer and related hardware and software as they relates to the individualized education program and needs of individuals who require intermittent and/or limited supports.
- SPEC 4051 Systematic Instruction I** 3-0-3  
**Prerequisites:** SPEC 3010 and satisfactory completion of the Core Curriculum. **Co-requisite:** SPEC 4010 and 4070. A study of procedures necessary to carefully plan and sequence instruction for individuals who require extensive and pervasive supports throughout the life cycle. Focus is placed on selecting and planning for use of effective intervention strategies and planning the use of appropriate materials.
- SPEC 4052 Systematic Instruction II** 3-0-3  
**Prerequisite:** SPEC 3010 and SPEC 4051. **Co-requisite:** SPEC 4070. A continuation of SPEC 4051 with an emphasis on delivering and evaluating planned instruction for individuals who require extensive and pervasive supports throughout the life cycle.
- SPEC 4060 Application of Applied Behavior Analysis Principles to Ecological Management** 2-2-3  
**Prerequisite:** SPEC 3010 and satisfactory completion of Junior SPEC or COMD curriculum. An in depth study of the application of applied behavior analysis with an emphasis on application across a variety of learning environments with individuals who have disabilities.

- SPEC 4070 Systematic Instruction Teaching Lab I** **0-4-2**  
**Prerequisites:** SPEC 3010. **Co-requisite:** SPEC 4050 or SPEC 4150. The university supervised placement of students in programs for individuals requiring extensive and pervasive supports throughout the life cycle. Students will apply content acquired in SPEC 4050 and SPEC 4150, and will plan or deliver and evaluate instruction for these individuals.
- SPEC 4090 Teaching Social/Community Living Skills** **2-0-2**  
**Prerequisites:** SPEC 3010. **Co-requisite:** SPEC 4010. A study of effective methodologies that result in positive increases in social behaviors and community living of students with disabilities. Focus is on defining, assessing, effective teaching, and generalization of social and community living skills.
- SPEC 4100 Teaching Augmentative/Alternative Communication** **2-0-2**  
**Prerequisites:** SPEC 3010, 4010, and 4050 The study of functional and efficient augmentative alternative communication systems for individuals with disabilities. The assessment and implementations of low and high technology methods in various settings with communication partners will be emphasized.
- SPEC 4110 Methods and Materials for Children and Youth with Mild Disabilities** **3-0-3**  
**Prerequisite:** SPEC 3010, 4020 and 4060. **Co-requisite:** SPEC 4140. A study of the application of research validated practices in the areas of educational placement, instructional and transitional planning, data management and materials utilization for students of school age who require intermittent and limited supports beyond those provided by regular education.
- SPEC 4130 Physical Management Procedures for Individuals with Severe Disabilities** **2-0-2**  
**Prerequisite:** SPEC 3010 and 4010. A study of physical management procedures necessary for individuals with significant physical disabilities. Emphasis is placed on techniques of handling, positioning, and feeding of these persons.
- SPEC 4140 Clinical Teaching** **0-2-1**  
**Prerequisite:** SPEC 3010. **Co-requisite:** SPEC 4110. A university supervised experience for the application of the content of SPEC 4110 with students of school age. The university student will be placed by the department for a minimum of four hours per week in a school setting where individuals with mild disabilities are receiving services.
- SPEC 4160 Curricular Planning for Transitional Effect** **2-0-2**  
**Prerequisite:** SPEC 3010 and SPEC 4020. A study of the philosophic and practical basis of curriculum design for individuals who require intermittent and/or limited supports throughout the life cycle. The curricular approach focuses on identifying and determining the skills necessary for individuals with mild disabilities to transition into environments that are typical for individuals without disabilities.