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**Course Descriptions:**
- **Tradition and Inquiry in the Classical World:**
  - Course explores approaches to the themes of nature, knowledge, and membership in the ancient Greco-Roman culture, as revealed in ancient texts, archaeological evidence, and works of art. Regular writing assignments are designed to aid students in their exploration of the issues.
- **Tradition and Inquiry in the Medieval and Renaissance Worlds:**
  - Course explores approaches to the themes of nature, knowledge, and membership in western culture from 980 C.E to modern culture. These themes are explored in literary and philosophical texts, work in the social and physical sciences, as well as art and film. Regular writing assignments are designed to aid students in their exploration of the issues.
- **Career Planning in the Liberal Arts:**
  - Course provides an overview of career planning and development, including assessment of interests, skills, values, and motivations; understanding the necessary employability skills needed to succeed in the workforce; and learning the steps of an effective internship/job search process. Students will participate in guided self-exploration, career choices, understanding the relationship between education and the World of Work, and the career decision making process.
- **Introduction to Sustainability:**
  - Course introduces students to sustainability concepts, issues, and trends from the local to the global levels. Students will investigate the interrelationships between biophysical limits, human welfare, and social justice by analyzing several major sustainability problems of the 21st century. Team-taught by professors from diverse academic fields, the course equips students with the foundational knowledge to explore the social, economic, and environmental sustainability challenges and opportunities of the Anthropocene Epoch.
- **War, Peace and Security:**
  - Course examines the dynamics of war, peace, and security from an interdisciplinary perspective. After forming a solid conceptual basis on theories of war and peace, students learn conflict resolution, negotiation, mediation, and peacebuilding skills. The course prepares students for higher level courses on conflict, peace, and violence.
- **Experience Ohio: Gaining a Sense of Place:**
  - Course introduces students to the Great State of Ohio, including its history, people, culture, industry, environmental issues, landscape, and arts.
- **Foundations in Forensic Studies:**
  - Course provides an overview of forensic studies by exploring the natural science components of criminal investigation and criminal justice processes. Students are given the opportunity to understand how diverse fields are interconnected through the methods and approaches of criminal investigation and are provided with the essential knowledge of forensic science from multiple perspectives. Students learn how evidence is collected, processed, and interpreted in the fields of chemistry, toxicology, biology (botany, zoology, and microbiology), DNA analysis, blood spatter analysis, entomology, and forensic death investigation and how this is used to solve criminal cases. The support of other fields such as sociology, psychology, criminology, anthropology, linguistics, accounting, and cyber/data security to the presentation of scientific evidence is also explored. The understanding of these fields is essential for the critical analysis, evaluation, and presentation of scientific evidence and data.
- **The Big Idea:**
  - Course explores approaches to nature, knowledge, community, leadership, and virtue as they are revealed in a wide variety of texts and works of art focused around a particular theme (e.g. science, economics, politics). Discussions, writing assignments, and quizzes aid students' understanding of the issues.
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<td>This course equips students with the tools necessary to identify potential internships and helps them develop the requisite skills and documents required for internships. This course is designed to promote self-reflection, assist students in developing a strategy to gain professional experience, and facilitate the creation of a professional portfolio, including formal employment documents and a professional development plan in order to apply for internships in their field of interest during the following semester. Students develop short and long term career goals. Topics include internship searching resources, how to prepare an effective set of application documents for an internship, and how to prepare to be a professional team member.</td>
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<td>REQUESTIVE:</td>
<td>This 1-credit hour course focuses on key questions and topics related to a selected curricular theme, such as Food Studies; Making &amp; Breaking the Law; Sustainability Studies; War &amp; Peace: Wealth &amp; Poverty. Through the course, students engage in a series of campus and/or community events and activities associated with the designated theme (e.g., lectures, films, field trips, workshops, community service opportunities), and they discuss, read about, and reflect in writing on these events and activities in relation to key questions, issues and concerns of the selected curricular theme.</td>
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<td>Transitions: From Campus to Career Success to Wealth Creation and Protection</td>
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<td>GEC1: A-F</td>
<td>REQUESTIVE:</td>
<td>This course prepares students for their campus to career financial independence journey. It builds early awareness, suggests strategies and actions, and inspires execution that if applied consistently, develops into enduring and positive career/life habits. The course focuses on how to use students' college years as a launching pad to find what they want to do, and to learn both strategies and skills to gain advantage both professionally and financially.</td>
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<td>REQUESTIVE: Fr or Soph and WARNING No credit for both this course and the following (always deduct credit for first course taken): CAS 2400</td>
<td>This course examines the role of knowledge claims in everyday judgement. Beginning with philosophical and historical perspectives on what it means to know (epistemology) we will discuss the nature of mathematical and scientific approaches to knowledge and understanding; the role of theory in knowledge construction in all disciplines; assessments of statistical uncertainty, especially as it pertains to prediction; and the extent to which &quot;reading&quot; data in the Sciences is analogous to reading texts in the Humanities. These subjects will be explored in the context of societal issues of contemporary import and forefront research questions from a number of different fields.</td>
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<td>REQUESTIVE: Fr or Soph and WARNING No credit for both this course and the following (always deduct credit for first course taken): CAS 2400</td>
<td>This course examines the role of knowledge claims in everyday judgement. Beginning with philosophical and historical perspectives on what it means to know (epistemology) we will discuss the nature of mathematical and scientific approaches to knowledge and understanding; the role of theory in knowledge construction in all disciplines; assessments of statistical uncertainty, especially as it pertains to prediction; and the extent to which &quot;reading&quot; data in the Sciences is analogous to reading texts in the Humanities. These subjects will be explored in the context of societal issues of contemporary import and forefront research questions from a number of different fields.</td>
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<td>This course introduces students to the principles and practice of food justice. The course explores the intersections of social, racial, and economic justice and nutrition and food security. Barriers to food access and food sovereignty are also investigated. Food Justice explores strategies to create a more sustainable, just, and equitable food system. Poverty, ownership and control of land, the rights of farmworkers and food service laborers, and the agroecological impacts of food production are some of the issues that impact food justice discussed in the course. By participating in food focused activities like food drives, food bank and pantry work, and community meals, students will put food justice principles into practice.</td>
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<td>GEC1: A-F</td>
<td>REQUESTIVE: WARNING: No Credit for both this course and the following: CAS 1400 or 1410</td>
<td>This course offers an interdisciplinary experiential approach to the study of the production, consumption, representation, and meaning of food. Food Matters encourages students to critically examine an aspect of their lives which is deeply personal, public, and political. The course aims to have students recognize that whatever is on their plate has social, political, cultural, and economic consequences and that these consequences have local, domestic, and global implications. Students participate in community engagement food activities and original food research.</td>
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<td>This course investigates the creation, application, and implications of technologies throughout history. Topics will include the physical foundations of technological achievements, the moral and ethical issues associated with technology, the use of technology to enhance human interactions, and the effects of technology on society.</td>
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**COURSE DESC:**
Seminar in How Food Works in the Community
The course provides a discussion forum for students who wish to understand how food works in the community. No prior background or training in food studies is required. The seminar will comprise a broad set of issues connected to food security, production, processing, marketing, distribution, consumption, composting, food choices, and food culture.

**ELIGIBLE GRADES:**
GEC6: CR, REQUISITE: CAS 4911 concurrent

**COURSE DESC:**
The Art of Craft Brewing: The Athens Case Study
In this course, students learn how the craft brewery movement in Athens, Ohio, demonstrates a return to fermentation -- one of humanity's earliest technologies -- and how liquid bread can become a catalyst for community economic development. Students learn the basics of starting a brewery and a tap-room by reference to the rich craft brewing scene in Athens, and how the elemental aspects of place, local traditions, fruit and indigenous yeasts, are expressed in Athens beer-making.

**ELIGIBLE GRADES:**
GEC1: A-F REQUISITE: Jr or Sr

**COURSE DESC:**
College of Arts and Sciences Internship
The course provides internship opportunities for students who wish to understand how food works in the community. No prior background or training in food studies is required. Students work with local organizations on a broad set of issues connected to food security, access, production, processing, marketing, distribution, consumption, waste, composting, food choices, and food culture.

**ELIGIBLE GRADES:**
GEC6: CR, REQUISITE: PR, F

**COURSE DESC:**
The Art of Craft Brewing: The Athens Case Study
In this course, students learn how the craft brewery movement in Athens, Ohio, demonstrates a return to fermentation -- one of humanity's earliest technologies -- and how liquid bread can become a catalyst for community economic development. Students learn the basics of starting a brewery and a tap-room by reference to the rich craft brewing scene in Athens, and how the elemental aspects of place, local traditions, fruit and indigenous yeasts, are expressed in Athens beer-making.

**ELIGIBLE GRADES:**
GEC1: A-F REQUISITE: Enrollment in a College of Arts and Sciences program and conducting a pre-approved internship.

**COURSE DESC:**
The course provides internship opportunities for students who wish to understand how food works in the community. No prior background or training in food studies is required. Students work with local organizations on a broad set of issues connected to food security, access, production, processing, marketing, distribution, consumption, waste, composting, food choices, and food culture.

**ELIGIBLE GRADES:**
GEC6: CR, REQUISITE: PR, F

**COURSE DESC:**
Data and Knowledge
This course introduces students to the theory and practice of data-informed knowledge. It focuses on the challenges and rewards of learning from data. Research problems are drawn from publicly available datasets and students analyze data by way of hands-on computer programming. Clear communication of findings is emphasized throughout the course.

**ELIGIBLE GRADES:**
GEC1: A-F REQUISITE:

**COURSE DESC:**
Introduction to Data Analysis
This course introduces students to a comprehensive array of basic descriptive and inferential statistics. Emphasis is placed on inference through a variety of methods including probabilistic approaches, Bayesian analysis, and resampling methods (bootstrapping and jackknifing). Statistical software and an open-source computer programming language are used to reinforce theoretical principles. A strong emphasis is placed upon data visualization and technical graphics for communication of results.

**ELIGIBLE GRADES:**
GEC1: A-F REQUISITE:

**COURSE DESC:**
Data Visualization and Communication
This course offers students a project-based approach that provides a framework for developing and managing data-centered projects from inception to formal presentation. Emphasis is placed on written and visual communication of results for decision-makers. Projects are self-identified and the selection of research questions, data sets, and analytic techniques are critical to the final product.

**ELIGIBLE GRADES:**
GEC1: A-F REQUISITE:

**COURSE DESC:**
The course provides internship opportunities for students who wish to understand how food works in the community. No prior background or training in food studies is required. Students work with local organizations on a broad set of issues connected to food security, access, production, processing, marketing, distribution, consumption, waste, composting, food choices, and food culture.

**ELIGIBLE GRADES:**
GEC6: CR, REQUISITE: PR, F

**COURSE DESC:**
Practices in Engineering, Mathematics, and Science
This introductory course will offer a general overview of the frameworks and methods used by STEM practitioners used to identify and solve problems in their respective domains of expertise, with an eye towards viewing middle school and high school lessons through the lenses of these disciplines. In particular, the Fellows will examine both the distinguishing and common features of science, mathematics, and engineering, and the factors that drive each type of investigation, including societal, economic, philosophical, and political factors.
### Course Descriptions

#### LJC 6800 Research Capstone in Law, Justice & Culture
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Level:** U30
- **Subsidy:** 0

This research capstone seminar guides students through the process of independent empirical research in law and society studies. The course culminates in a significant research paper focusing on a topic of interest relating to law, legal actors, legal mobilizations, and/or legal institutions.

#### LJC 6500 Research Methods in Law, Justice & Culture
- **Component:** Seminar
- **Cred Hours:** 1
- **Repeat Hours:** 0
- **General Education:** N
- **Level:** U30
- **Subsidy:** 0

This course introduces students to the possible forms of interdisciplinary law and society research and the methodological tools that can be deployed in conducting such research. It considers the sociological, anthropological, historical, and political methodologies applied to law, regulation, justice, and social order. The course focuses primarily on empirical research and qualitative methods, with special attention to issues of interpretation, context, meaning, culture, and narrative.

#### LJC 6000 Proseminar in Law, Justice & Culture
- **Component:** Seminar
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Level:** U30
- **Subsidy:** 0

This course introduces the research, writing, and analytical skills that legal professionals need in their legal practice, including the basics of legal research and legal reference for a variety of print and electronic media.

#### LJC 4910 Legal Internship in Law, Justice & Culture
- **Component:** Internship
- **Cred Hours:** 1 to 6
- **Repeat Hours:** BLD
- **General Education:** D
- **Subsidy:** U30
- **Level:** D

The Legal Internship in Law, Justice & Culture provides students with an opportunity to interact with and learn from legal professionals through a placed legal internship. Additionally, the Legal Internship provides students with an opportunity to explore an area or various areas of law and provide an experiential learning experience. The students then reflect on what they have learned during their internship.

#### LJC 4930 Independent Study in Law, Justice & Culture
- **Component:** Ind Study
- **Cred Hours:** 1 to 3
- **Repeat Hours:** 6
- **General Education:** I
- **Subsidy:** U30
- **Level:** I

This independent study course is designed to expand understanding in a selected area of interdisciplinary law and society scholarship not covered in regular course offerings.

#### LJC 4911 Legal Internship Seminar in Law, Justice & Culture
- **Component:** Seminar
- **Cred Hours:** 1
- **Repeat Hours:** 0
- **General Education:** I
- **Subsidy:** U30
- **Level:** I

This seminar course serves to prepare students interested in a career in law and provide supplemental instruction to students enrolled in LJC 4910. The seminar provides students an opportunity for additional instruction, discussion, and reflection related to their practical internship experiences and assistance with challenging and ethical issues that students may encounter in their internships.

#### LJC 4915 Post-Externship Seminar in Law, Justice & Culture
- **Component:** Seminar
- **Cred Hours:** 1
- **Repeat Hours:** 0
- **General Education:** N
- **Subsidy:** U30
- **Level:** N

This course is designed for students who have completed LJC 3910: Externship in Law, Justice & Culture. LJC 4915 provides students with opportunities for collective reflection and guidance on how their externship experiences can be integrated into their current and future academic and professional development. The course focuses on discussions and exercises that enable students to (1) reflect on and discuss the experiential, academic, and professional dimensions of the program they participated in; and (2) produce a tangible final externship project that can be used to support ongoing educational and professional pursuits.

#### LJC 4940 Independent Research in Law, Justice & Culture
- **Component:** Research
- **Cred Hours:** 1 to 3
- **Repeat Hours:** 6
- **General Education:** I
- **Subsidy:** U30
- **Level:** I

This independent research course is designed for research in interdisciplinary law and society studies under faculty supervision. Students select research topics or are directed to possible research topics of interest to both the student and faculty member.

#### LJC 4945 Externship in Law, Justice & Culture
- **Component:** Seminar
- **Cred Hours:** 1 to 3
- **Repeat Hours:** 3
- **General Education:** BLD
- **Subsidy:** U30
- **Level:** BLD

The Externship in Law, Justice & Culture provides undergraduate students with an opportunity to interact with and learn from legal professionals through a placed legal internship. Additionally, Externship in Law, Justice & Culture provides students with an opportunity to explore an area or various areas of law and provide an experiential learning experience. The students then reflect on what they have learned during their internship.

#### LJC 4955 Legal Practice Workshop
- **Component:** Lecture
- **Cred Hours:** 2
- **Repeat Hours:** 0
- **General Education:** I
- **Subsidy:** U30
- **Level:** I

This course introduces the research, writing, and analytical skills that legal professionals need in their legal practice, including the basics of legal research and legal reference for a variety of print and electronic media.

#### LJC 6000 Proseminar in Law, Justice & Culture
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Subsidy:** G40
- **Level:** G40

This proseminar exposes students to sociological study from an interdisciplinary perspective. Students learn the theoretical and methodological traditions of law and society scholarship through readings from anthropology, criminology, history, political science, and sociology, among others. The wide range of readings provides students with knowledge of varied approaches to the study of law while demonstrating a common appreciation of the mutually constitutive relation of law and society.

#### LJC 6500 Research Methods in Law, Justice & Culture
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Subsidy:** G40
- **Level:** G40

This course introduces students to the possible forms of interdisciplinary law and society research and the methodological tools that can be deployed in conducting such research. It considers the sociological, anthropological, historical, and political methodologies applied to law, regulation, justice, and social order. The course focuses primarily on empirical research and qualitative methods, with special attention to issues of interpretation, context, meaning, culture, and narrative.

#### LJC 6800 Research Capstone in Law, Justice & Culture
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Subsidy:** G40
- **Level:** G40

This research capstone seminar guides students through the process of independent empirical research in law and society studies. The course culminates in a significant research paper focusing on a topic of interest relating to law, legal actors, legal mobilizations, and/or legal institutions.
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**COURSE DESC:** Africana Media Studies is an introduction to the Africana experience (primarily in the U.S) through media. This course is designed to enable scholars the opportunity to explore, critique and understand images, stereotypes, myths and counter-imaging of the Africana experience. Contemporary as well as historic notions of race, class and gender through the prism of media will be examined.

In the exploration of these various themes attention will be paid to the social, political, and economic contexts that have shaped the media. The media includes, though not limited to radio, television, film, newspapers and the internet.

This course will attempt to include all aspects of the media to facilitate the examination of the Africana experience. However primary attention will be given to television, film and radio. The course will follow a loose chronological approach from early media to contemporary media. While the primary focus is on Africana media it does not preclude discourse on other related media studies issues, it is however the emphasis for this course.

**COURSE DESC:** Unlike most established disciplines, there is to be a lack of consensus among Africana Studies scholars as to what exactly is African American/Afro-American/Africana/Pan African/Black Studies, and/or what constitutes the nature and scope of the discipline. The National Council for Black Studies, the leading organization of Black Studies professionals in the world, defines it as a discipline that investigates African peoples' experiences from the perspective of their interests, aspirations, possibilities, and envisioned destinies. Experiences that range from the earliest human civilizations to the tragic era of enslavement, colonization, forced migration, displacement and the reconstruction of African peoples humanity and life ways.

This introductory course investigates the foundation, nature, scope, and structure of African American/Africana Studies in African Universities. The course will basically explore various descriptions, definitions, and meanings of the discipline/field, as well as approaches to understanding its interdisciplinary, multidisciplinary, and trans-disciplinary nature; survey major disciplinary literature written about it, and the perspectives advanced by scholars. The course also critiques and systematically outlines essential components of and/or arguments advanced about, for, or against the discipline. Finally, a comparative exploration of the interrelationship between African American/Africana Studies, Area Studies, and Ethnic Studies, as well as some emerging intellectual developments in Africana Studies research, teaching, and service activities will help guide us later into the semester as we engage in our focused discussions and discoveries of a satisfactory definition of the discipline, and an operational description of its basics and essentials.

In the exploration of these various themes attention will be paid to the social, political, and economic contexts that have shaped the media. The media includes, though not limited to radio, television, film, newspapers and the internet.

This course will attempt to include all aspects of the media to facilitate the examination of the Africana experience. However primary attention will be given to television, film and radio. The course will follow a loose chronological approach from early media to contemporary media. While the primary focus is on Africana media it does not preclude discourse on other related media studies issues, it is however the emphasis for this course.
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<td>Intended to help create a campus environment where sensitive subjects can be discussed in a spirit of open, scholarly inquiry and intellectual rigor and with respect for different viewpoints. (Ford Foundation Difficult Dialogues RFP, 2005 at: <a href="http://www.fordfound.org/news/more/dialogues/index.cfm?print-ver">http://www.fordfound.org/news/more/dialogues/index.cfm?print-ver</a>)</td>
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<td>Examines a series of topics (economic, demographic, social, cultural and political) in African American history from 1876 to the late twentieth century. The evolution of race relations is an important component of this course, but the major emphasis will be placed on the internal experiences of ordinary African Americans, within the framework of larger socioeconomic and political processes in U.S. history. In addition to providing topical perspectives (e.g., work, family, and religion), the course will pay close attention to chronology and change over time.</td>
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<td>Will cover the African American slave narrative, from the eighteenth to the nineteenth centuries, along with free-woman and free-man writings of the later nineteenth century and possibly the early twentieth century. Readings typically include works by such authors as Frederick Douglass, Harriet Jacobs, William Wells Brown, and Solomon Northup. The course will consider contemporary debates pertaining to how the slave narrative challenges conventional notions of autobiography and how the early black novel confronts received and developing notions of the U.S. novel.</td>
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<td>Focuses on 20th- and 21st-century writings by African American authors with a view toward gaining an understanding of the enormous wealth of literature black writers produced during the periods in question. The course will start with the Harlem Renaissance and the Black Modernist phase, then move on to the Black Arts period, and conclude with contemporary African American literary writing. Typically, the course will read texts by writers including Langston Hughes, Zora Neale Hurston, Richard Wright, Ralph Ellison, Claude McKay, and Toni Morrison.</td>
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<td>Exploration of theories or political policies and economic processes, their interrelations, and their influence on the socioeconomic character of the black community.</td>
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<td>African-American workers have had a profound effect on U.S. labor and its history. This course will examine the transformation of the African-American working class from the post-Civil War period through the late twentieth-century. African American workers and their community organizations played an integral role in shaping the American working class experience from the maturing industrial period through post-industrial period of U.S. history. We will analyze the changing relationship between capital and labor, employers and employees while evaluating the shifting meanings of &quot;owners&quot; and &quot;workers&quot; over time. Through the lenses of race, gender, and sexuality we will also analyze the developments in African American working-class culture and politics.</td>
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<td>Introduction to the idea of a black art by focusing on a number of different kinds of art practice that enact the idea of race (e.g., film, video, fine art, new media, television, photography, literature). Develop skills in the critical study of black art as a historiographical, cultural, and political craft. Topics are chosen to provide a wide breadth and scope of black visual and expressive culture.</td>
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The course is interdisciplinary by design and necessity. Encourages a shift of hermeneutics from the black life world to black visual and expressive culture in the terms of blackness. This means repurposing the study of black art in ways other than fidelity to the social category of race and an ethics of positive and negative representation that tacitly encourages the idea of film as cultural policy. Details a commitment to how new paradigms for form and aesthetics, historiography, and intertextuality constitute blackness as the unfinalizable encounter between the idea of race and the idea of art rather than blackness as merely sociology.

The approach of this course is primarily that of visual culture and post-structuralist work devoted to difference. In this way, the method is twofold. Firstly, this is an introduction to the idea of race as enacted in the arts and an introduction to critical theory.
### Course Descriptions

**History of Injustice in the United States**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U10
- **Subsidy Level**: E
- **eLearn Options**: Majors Set Aside

**Course Description**:
Designed to give a socio-legal-historical perspective respecting the patterns of injustice in various areas of African American life. American Blacks are, of course, not the only victims of racism/injustice, but in the past they have been - by far - the largest and the most active of the country's minorities and thus the appropriate focus for review of the law and injustice.

**Special Topics in African American Studies**
- **Component**: Lecture
- **Cred Hours**: 1 to 15
- **Repeat Hours**: 999
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: E
- **eLearn Options**: Majors Set Aside

**Course Description**:
Specific course content will vary with offering.

**Postmodern Blackness: Identity and Culture in Contemporary African American Literature**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: E
- **eLearn Options**: Majors Set Aside

**Course Description**:
Relying on contemporary literary criticism and theory, this course focuses on Postmodern African American literature of the 1960s and later. Typically concerns writers who emerged as major figures during this period, including such authors as Toni Morrison, Alice Walker, and Ishmael Reed. Attention also given to major literary, theoretical, cultural, and aesthetic developments that developed among black writers, critics, and theorists.

**Harlem Renaissance: African American Literature of the Early 20th Century**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: E
- **eLearn Options**: Majors Set Aside

**Course Description**:
Focuses on the extraordinary yield of interwar period (c. 1915-1940) African American authors, placing the literary study in the context of political and cultural history. The course will explore such questions as how the Renaissance may be seen in terms of modernist aesthetics and transnational culture. Also of interest will be the question of the renaissance and radical politics. The class will consider the Harlem Renaissance, what's more, vis-à-vis the sexual and gender revolution of 1920s. Typically readings will include works like Langston Hughes's *The Weary Blues*, Zora Neale Hurston's *Their Eyes Were Watching God*, Claude McKay's *Home to Harlem*, Alain Locke's *The New Negro*, Nella Larsen's *Passing*, and Jean Toomer's *Cane*, along with criticism on the Harlem Renaissance. Students will write a critically researched paper and be administered essay exams. The aim of the course is to equip the student with a strong academic knowledge of Harlem Renaissance literature in its historical context.

**The African American Community Since World War II**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: E
- **eLearn Options**: Majors Set Aside

**Course Description**:
Explres how, when and why people of African descent use the concept "community" to express those social practices that make group life meaningful. This course focuses on how people of African descent in the United States respond to public policies and create social practices that affect collective efforts to build and sustain everyday life as a social and cultural collective.

**African American Personality**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: E
- **eLearn Options**: Majors Set Aside

**Course Description**: Examination of organization and structure of African American personality within American and African sociopsychological contexts. Special emphasis on various forces that shape African American personality.

**The Black Woman**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: E
- **eLearn Options**: Majors Set Aside

**Course Description**: This course investigates representations of black women throughout U.S. history. Students pays particular attention to the ways in which black womanhood is historically characterized through the paradigms of race, gender and social class. Students explore how selected scholars render black women in ways that re-envision, perpetuate, contest, and/or subvert stereotypical images of black women.

**Black Men and Masculinities**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: E
- **eLearn Options**: Majors Set Aside

**Course Description**: Black Men and Masculinities is an interdisciplinary course that examines the diverse experiences of black men and the public discourses about black masculinities primarily in the U.S. The major thrust of the course is to examine how the gendered social order influences black men's actions and the way black men perceive themselves, other men, women, and social situations. We will use an intersectionality perspective to explore the relationships between multiple dimensions of social relations and inequalities: gender, race/ethnicity, class, and sexual orientation. We will also consider how black masculinities are produced in various physical/social sites. This course evaluates the prospects for social change in how black men think, feel, and act. It addresses issues such as: black male socialization and boyhood/guyland culture, the black male body image, black male friendship, black male sexuality and fertility, black men's experiences as fathers and their involvement in volunteer and paid youth work, male aggression and violence, the social construction of masculinities in different historical and cultural contexts, and men's movements and networks.
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**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** One course in Tier II Fine Arts or Humanities

**COURSE DESC:**
- African American Arts and Artists: The class is an intensive study of a specific topic/theme of Black visual and expressive culture. The course will be structured around this specific topic/theme to illustrate the methods and traditions of black visual and expressive culture. The content of the course will rotate but always address the relationship between art practice and the idea of race. Such topics might include feminist art, the racial grotesque, Chester Himes and the noir tradition, passing and the black embodiment index, historical consciousness and Civil Rights America, hip-hop modernism, or an analysis of one literary text (Ralph Ellison's Invisible Man or Ishmael Reed's Mumbo Jumbo) and its influence of black visual and expressive culture.

- Blacks in Contemporary American Cinema: Explores the representation of African Americans in contemporary American cinema since the 1970s. It also examines the contributions of African Americans on both sides of the camera, as well as various themes conveyed in the films of the period. This class will not only understand film as a text, it will also critique, analyze and investigate the social and political messages within the film text.

- Survey of Black Independent Cinema: Black Independent Cinema is a course about seeing. Many look but few see. We will build a consciousness of the Africana experience in independent filmmaking with particular emphasis on independent filmmakers from the United States. This aim will be achieved by examining the body of work produced by independent filmmakers from the early 1900s up until present day.


- Black Music Criticism: Hiphop history, culture and politics: Designed to engage scholars in a process of discovering and developing critical analytical skills within the context of Hip-hop history, culture, and politics. This course will explore Hip-hop culture as a manifestation of Africana visual, performance and oral traditions. It will explore Africana cultural practices that have given rise to the numerous manifestations of Hip-hop over its thirty-plus year history in the United States and abroad.

Hip-hop has affected/infected all facets of popular culture from the classroom to the corporate boardroom. This course examines the development, contradictions and various representations of Hip-hop culture. This course is designed to increase students' depth of knowledge of Hip-hop within the context of Africana cultural practices, the history and various positions about what Hip-hop is/is not and provide opportunities for dialogue and further study.

Toward accomplishing the goal of investigating Hip-hop history, culture, and politics, film, various media texts and possibly guest lecturers will be used to facilitate this learning experience. Scholars will be expected to submit papers, complete oral reports, and participate in class projects for successful completion of this course.
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

**MASTER CURRICULUM FILE**

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ELIGIBLE GRADES: GEC1: A-F, GEC2: A-F, GEC4: A-F, REQUISITE: Soph or Jr or Sr

**COURSE DESC:** What does it mean to be a black child in America at the beginning of the 21st century? We will consider how the meaning of childhood changes over time, place, and social context for African Americans. By moving children to the center of focus, we will see that there is no singular definition of African American childhood, but instead many different ways in which African Americans experience childhood and adolescence. Typically African American children are only studied as victims or perpetrators of social problems, but in this course we will consider African American children in many additional contexts. We will begin by examining the meaning(s) of childhood and adolescence and how they have changed over time. Throughout the course we will see how African American children's lives are shaped by broader systems of inequality. We will also examine how African American children are active in the construction of their own peer cultures and popular culture, as well as why the relationship between Black youth and popular culture is routinely viewed as problematic, and how African American children are discussed within the popular press. Finally, we will examine how public policies shaping African Americans children and adolescents' lives are formulated and how they sometimes serve to replicate various inequalities.

---

ELIGIBLE GRADES: GEC1: A-F, REQUISITE: Jr or Sr

**COURSE DESC:** This course explores the tremendous influence that popular culture, in the form of films, television, music video, and print media, has on how we conceptualize what it means to be African Americans experience childhood and adolescence. Typically African American children are only studied as victims or perpetrators of social problems, but in this course we will consider African American children in many additional contexts. We will begin by examining the meaning(s) of childhood and adolescence and how they have changed over time. Throughout the course we will see how African American children's lives are shaped by broader systems of inequality. We will also examine how African American children are active in the construction of their own peer cultures and popular culture, as well as why the relationship between Black youth and popular culture is routinely viewed as problematic, and how African American children are discussed within the popular press. Finally, we will examine how public policies shaping African Americans children and adolescents' lives are formulated and how they sometimes serve to replicate various inequalities.

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ELIGIBLE GRADES: GEC1: A-F, REQUISITE: Soph or Jr or Sr

**COURSE DESC:** Focusing on the history of ideas and approaches that have shaped and defined our understanding of Black families. This course offers an interdisciplinary approach to the study of African American social and family life. You will be introduced to historical and socio-cultural circumstances that affect the Black family and the diverse nature of Black culture. Specifically, the course will provide a sociological perspective for understanding and analyzing topics and challenges that impact the Black family. The discussion is also designed to encourage and stimulate critical thinking beyond “common sense” interpretations of the Black family.

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**COURSE DESC:** Legal Policy and Disparities in the American Health Care System

Intended to examine the disparities in health care experienced by women, children, the elderly, Blacks, Latinos, Native Americans, Appalachians, and the poor in the American health care system, in the spirit of open, scholarly inquiry. Dr. Martin Luther King, Jr. once said, Of all the forms of inequality, injustice in health care is the most inhumane. He worked to raise awareness about public health concerns, particularly relating to issues that disproportionately affect minorities, people of color, and low-income communities.

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**COURSE DESC:** Special Topics in African American Studies

Specific course content will vary with offering.

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**COURSE DESC:** Independent Study

Primarily for students interested in concentrated study in specific area in cooperation with advisor.

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**COURSE DESC:** The Black Child

Specific course content will vary with offering.
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COURSE DESC:

A&S AAS 6900 Special Topics in African American Studies
ELIGIBLE GRADES:
GEC4: A-F, CR, PR

Specific course content will vary with offering.
COURSE DESC:

A&S AAS 6930 Independent Research
ELIGIBLE GRADES:
GEC2: A-F, PR

For students desiring to pursue independent research projects under supervision of a faculty member and resulting in term paper or equivalent. Usually a sequel to previous subject-matter course.

A&S AAS 4691 U.S. Constitutional Law: Post-Civil Rights Movements
ELIGIBLE GRADES:
GEC1: A-F

By studying key decisions of the Supreme Court of the United States, students taking this course will learn how said Court applied the Constitution to uphold the Civil Rights Acts of 1964 and other laws passed to secure for African Americans the Constitutional rights they had been denied for nearly two centuries. Students will also examine Supreme Court cases that helped to foster further desegregation of America’s public schools. Finally, students will learn how other Americans have benefited from the legal paths forged by African Americans in their struggle to obtain the Constitutional rights to which all Americans are entitled.
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<td>REQUISE: For nonmajors. Laboratory introduction to the functional human anatomy. Emphasis is on the musculoskeletal and other major organ systems: nervous, circulatory, respiratory, and gastrointestinal. Students will explore the major patterns of the musculoskeletal and other organ systems through practical exercises with joint-muscle and tissue organ relationships by using articulated skeletons, surface anatomy, and dissection.</td>
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<td>Humans have always been interested in animal behavior. During our early history, much of that interest was based on practical need. Today studies of animal behavior help us understand our own behavior as well as our interactions with all other animals. Explore both how and why some animals migrate, live in groups, fight, have mating preferences, provide parental care, and communicate. Lectures will address some controversial issues in animal behavior, such as &quot;Do animals have emotions?&quot; Provides you with a new way of thinking about, observing, and interacting with the animals.</td>
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Office of the University Registrar
June 1, 2023

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<td>For nonmajors. Introduces the student to the modern field of conservation biology and the role of genetics, ecology, life history, and biogeography in the preservation and maintenance of biodiversity. Case studies of endangered animal and plant species will be highlighted.</td>
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<td>For nonmajors. A good introduction to microbiology for allied health fields. Introduction to the history and life of microorganisms with an emphasis on bacteria and viruses. Discussion of the interaction between humans and microbes including vaccines, antibiotics, biotechnology, immunology, disease transmission, and food spoilage. Overview of infectious diseases affecting human organ systems. Application of concepts through reading on current topics.</td>
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<td>Microbes and Humans lab focuses on growth, metabolic, and structural characteristics of bacteria and other microbes. Students learn and perform aseptic technique and other standard lab skills that have relevance to controlling microbes, observing and quantifying bacteria in food and water, and demonstrating the presence and role of bacteria in the environment. Special topics also include basics of epidemiology and immunology.</td>
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<td>Introduces nonmajors to fundamental concepts of biology by using insects as examples. Students will gain an appreciation of how insects have shaped human culture and history for thousands of years and how the scientific understanding of insect behavior, physiology, evolution, and ecology is applied to solve real world problems. Contemporary issues, ranging from mosquito-born diseases, genetically modified crops and insecticide resistance, to killer bees, the silk industry and insects in forensic investigations will be used to focus discussions and improve scientific literacy.</td>
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<td>From DNA to fossils billions of years old, the evidence for evolution is all around us. This course is an introduction to the science of evolutionary biology for those not majoring in the life sciences. Topics covered include the mechanisms of evolution, such as natural selection, adaptation, and the formation of species; the patterns of evolution, such as mass extinction and the chronic of life on earth; and applications of evolutionary principles to human society, such as medicine, agriculture, and biodiversity conservation. The overriding aim of the course is to educate students on evolutionary biology as a science.</td>
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<td>Introductory study of the natural environment and relations of organisms to one another and their surroundings. Individual, population, and community and global dynamics are considered in natural and human-influenced environments to improve ecological literacy about how the natural world works.</td>
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<td>GECC1: A-F REQUISITE:</td>
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<td>Structure and general function of all body systems with emphasis on human musculoskeletal system, and human structure/function relations.</td>
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<td>OHIO Honors curricular experience in Human Anatomy Lecture</td>
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<td>GECC1: A-F REQUISITE:</td>
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<td>Hands-on experience through working with human anatomy at the level of tissues, organs, and body systems. Emphasizes a basic knowledge of anatomical terminology and the structural basis of body functions. Lab and small-group exercises are organized around human prosected/plastinated specimens, regional-surface anatomy, and musculoskeletal modeling and sketching assignments. To gain an appreciation of basic tissue properties and relationships, labs include direct experience with dissection.</td>
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<td>Comparative study of the anatomy of vertebrates. Structure, function, and evolution of the vertebrate body forms and organ systems are compared. Extensive lab work covers each of the major classes of vertebrates and includes dissection.</td>
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<td>Comparative study of the anatomy of vertebrates. Structure, function, and evolution of the vertebrate body forms and organ systems are compared. Extensive lab work covers each of the major classes of vertebrates and includes dissection.</td>
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<td>GECC1: A-F REQUISITE:</td>
<td>C- or better in (BIOS 1710 and 1715) or PBIO 1150</td>
<td>Principles and concepts of genetics as revealed by classical and modern investigation.</td>
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<td>GECC1: A-F REQUISITE:</td>
<td>BIOS 3100</td>
<td>Experiments in basic bacterial, yeast, and Drosophila molecular genetics. Experiments include site-directed mutagenesis, yeast 2-hybrid analysis, and transposon mutagenesis in Drosophila. Recombinant DNA techniques designed to familiarize the student with current laboratory procedures in molecular genetics.</td>
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<td>GECC1: A-F REQUISITE:</td>
<td>(BIOS 1715 or GEOG 1100) and WARNING: not GEOG 3160</td>
<td>An examination of historical, environmental, and biotic influences that shape spatial patterns of plant and animal distributions and community structure in the contemporary landscape. The course also explores the role of disturbance as a shaper of biological communities, and students will be introduced to field, laboratory and statistical means of analyzing ecological data. The role of human activities in altering biogeographic patterns is informed by our understanding how and why biological diversity varies over the surface of the earth.</td>
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<td>GECC1: A-F REQUISITE:</td>
<td>C- or better in BIOS 3100</td>
<td>Comprehensive introduction to the structure and function of animal cells, emphasizing fundamental principles and concepts of modern cell biology and the dynamic nature of cells and their components.</td>
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<td>BIOS</td>
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<td>GECC1: A-F REQUISITE:</td>
<td>BIOS 3200 or concurrent</td>
<td>Laboratory exercises designed to illustrate basic techniques in molecular and cell biology, including electrophoresis and immunohistology.</td>
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<td>GECC1: A-F REQUISITE:</td>
<td>BIOS 3100 or concurrent or (BIOS1700 and BIOS2250) or PBIO 3300</td>
<td>Overview of bacteria, archea, fungi, and viruses, and their relationship to humans and the environment.</td>
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<td>GECC1: A-F REQUISITE:</td>
<td>BIOS 3220 or concurrent and WARNING: no credit BIOS 3210</td>
<td>Overview of bacteria, protoza, viruses, and their relationship to us and our environment. Lab training in common microbiological methods.</td>
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<td>OHIO Honors curricular experience in Microbiology Lab.</td>
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Principles of Evolution
Component: Lecture
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: (C- or better in BIOS 1710 and (BIOS 3100 or concurrent)
Course Desc: Study of the microevolutionary and macroevolutionary processes and patterns that explain and characterize the history and diversity of life on Earth.

Neutral Basis of Behavior
Component: Lecture
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: C- or better in BIOS 1710
Course Desc: Overview of how animal nervous systems generate behavior. The first half introduces brain and neuronal physiology and anatomy, sensory and motor systems, sensory-motor integration, and motivational states. The second half uses exemplar neuroethological case studies to integrate this information.

Principles of Physiology
Component: Laboratory
Cred Hours: 2
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: BIOS 3430 or concurrent
Course Desc: Lab experiences designed to complement material covered in BIOS 3430/5430. Lab introduces students to physiology related skills and techniques used in research settings. This course satisfies half of the Tier I Junior Composition Equivalency requirement via a series of lab reports throughout the semester. Lab reports strengthen understanding of formal writing in Biological Sciences, including the ability to synthesize primary literature, report results of experiments, and edit and revise reports.

Human Physiology
Component: Lecture
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: C- or better in ((BIOS 2030 and 2035) or (3010 and 3015))
Course Desc: Covers basic cell physiology through most organ systems, particularly those of humans. Emphasis on physiological regulation and physiological responses to various stresses.

Human Physiology Laboratory
Component: Laboratory
Cred Hours: 2
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: BIOS 3450 or concurrent
Course Desc: Lab experiences designed to complement material covered in 3450. Lab introduces students to physiology related skills and techniques used in both research and clinical settings.

Forensic Biology
Component: Laboratory
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: C- or better in (ANTH 4470 or BIOS 3100 or GEOL 4730 or PBIO 3300) and (Jr or Sr)
Course Desc: Provides experience in microscopic techniques; identification of hair, fibers, and bones; identification and grouping of blood; entomological and anthropological technologies in forensics; and identification of semen.

Forensic Biology
Component: Lecture
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: C- or better in (ANTH 4470 or BIOS 3100 or GEOL 4730 or PBIO 3300) and (Jr or Sr)
Course Desc: Provides experience in microscopic techniques; identification of hair, fibers, and bones; identification and grouping of blood; entomological and anthropological technologies in forensics; and identification of semen.

Wildlife Habitat Management
Component: Laboratory
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: C- or Better in BIOS 1710 and 1715
Course Desc: A course covering theoretical and practical aspects of management of wildlife and their habitats; it examines ecological, social, economic and regulatory (policy) perspectives of managing wildlife population and wildlife habitat management aimed towards sustainable use of wildlife. After completing this course, students have a better understanding of the ecological principles for managing and restoring wildlife populations and their habitats in line with local, state and federal policy mandates.

Wildlife Habitat Management
Component: Lecture
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: C- or Better in BIOS 1710 and 1715
Course Desc: A course covering theoretical and practical aspects of management of wildlife and their habitats; it examines ecological, social, economic and regulatory (policy) perspectives of managing wildlife population and wildlife habitat management aimed towards sustainable use of wildlife. After completing this course, students have a better understanding of the ecological principles for managing and restoring wildlife populations and their habitats in line with local, state and federal policy mandates.

Animal Ecology
Component: Lecture
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: (C- or better in BIOS 1710 and 1715) or (PBIO 1150) and (MATH 2301 or 266A or 263A or concurrent)
Course Desc: An exploration of empirical and theoretical aspects of how animals interact with their environment. This mechanism-oriented class will evaluate ecological processes at the individual, population, community, and ecosystem levels.

Field Ecology
Component: Laboratory
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: C- or better in (BIOS 1710 and 1715)
Course Desc: Quantitative analysis of field problems in ecology; consisting of design of field experiments and hypothesis testing, graphic and statistical analysis of data; interpretation of results and report writing.

Field Ecology
Component: Lecture
Cred Hours: 3
Repeat: 0
ELIGIBLE GRADES: A-F
REQUISITE: C- or better in (BIOS 1710 and 1715)
Course Desc: Quantitative analysis of field problems in ecology; consisting of design of field experiments and hypothesis testing, graphic and statistical analysis of data; interpretation of results and report writing.
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<td>Bioethics: Bioethical Problems in Biology and Medicine</td>
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<td>Topics in Biological Sciences for Nonmajors</td>
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<td>1 to 3</td>
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**Course Descriptions:**

- **Bioethics: Bioethical Problems in Biology and Medicine**
  - **ELIGIBLE GRADES:** CEC, CORRESPOND
  - **COURSE DESC:** Ethical problems arising from rapid advances in biological and biomedical research. Topics can include human experimentation, fetal research, informed consent, euthanasia, reproductive advances, fetal sex determination, public policy and bioethics, health care delivery, mental health, and genetic screening.

- **Biology and the Future of Man**
  - **ELIGIBLE GRADES:**
  - **COURSE DESC:** Covers human sexuality, physiological effects of environmental pollutants, drugs of abuse, and introduction to advances in biological technology that influence future of humans.

- **Undergraduate Research Inquiry & Analysis in Ecology and Evolutionary Biology**
  - **ELIGIBLE GRADES:**
  - **COURSE DESC:** Uses a weekly research seminar series as the basis for research lectures and directed discussions of current research topics, research methods, and experimental design in ecology and evolutionary sciences.

- **Clinical Laboratory Observation**
  - **ELIGIBLE GRADES:**
  - **COURSE DESC:** Gives students the opportunity to observe activities characteristic of clinical lab. Observations made in hospital setting so that, along with other background information provided, students may be better able to evaluate lab work as career choice.

- **Teaching Vertebrate Anatomy**
  - **ELIGIBLE GRADES:**
  - **COURSE DESC:** Students receive advanced training in vertebrate anatomy via lectures and dissections and give presentations while assisting in teaching vertebrate anatomy courses.

- **Developmental Biology**
  - **ELIGIBLE GRADES:**
  - **COURSE DESC:** Students receive advanced training in vertebrate anatomy via lectures and dissections and give presentations while assisting in teaching vertebrate anatomy courses.

- **Biological Pharmacology**
  - **ELIGIBLE GRADES:**
  - **COURSE DESC:** An over-arching synthesis of concepts already learned in cell biology, genetics, physiology and chemistry are applied to the biological principles of drug action. Designed as a capstone experience for students in the sciences, especially the biological sciences. Covers the pathophysiology and therapeutic uses of drugs, for certain human diseases (e.g., heart failure, diabetes, Parkinson’s disease, and infectious diseases). A select group of the most commonly prescribed drugs are discussed in terms of their cellular mechanisms of action and how drug actions alter disease states. After successfully completing the learning activities students are better prepared for biomedical careers after graduation. Toxicology and medicinal chemistry of various drug classes are not discussed.

- **Neuroscience**
  - **ELIGIBLE GRADES:**
  - **COURSE DESC:** This course is an overview of the structure and function of the human nervous system. It provides students with a basic understanding of the molecular and cellular basis of neural communication, the development of the nervous system, the brain systems underlying human behavior (e.g., sensation and perception, movement, memory, sleep and arousal, and emotion) and the consequences of neurological damage to these systems.
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**Course Description:** The purpose of this laboratory course is to provide the student with an opportunity to obtain hands on experiences in the methodologies and techniques used in studying exercise physiology and to learn skills and to practice many of the techniques used by exercise physiologists.
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**COURSE DESC:**

- **Senior Honors Thesis:** Independent departmental honors research thesis under supervision of staff member. Student should enroll semester he or she expects to complete thesis. Registration with director of departmental honors program is required.
- **Tutorial Senior Thesis:** Special course offered to students in Honors Tutorial program.
- **Human Anatomy:** Provides basic and advanced training in body structure/function relations for students who have only limited undergraduate exposure to Human Anatomy. Beyond the basic course requirements, graduate students will be assigned an additional, in-depth survey or research paper on an advanced topic in functional human anatomy.
- **Comparative Vertebrate Anatomy:** Extensive lab work covers each of the major classes of vertebrates and includes dissection.
- **Developmental Biology:** Integrates genetics, cell biology, and molecular biology.
- **Molecular and Cellular Neurosciences:** An over-arching synthesis of concepts already learned in cell biology, genetics, physiology and chemistry are applied to the biological principles of drug action. Designed as a capstone experience for students in the sciences, especially the biological sciences. Covers the pathophysiology and therapeutic uses of drugs, for certain human diseases (e.g., heart failure, diabetes, Parkinson's disease, and infectious diseases). A select group of the most commonly prescribed drugs are discussed in terms of their cellular mechanisms of action and how drug actions alter disease states. After successfully completing the learning activities students are better prepared for biomedical careers after graduation. Toxicology and medicinal chemistry of various drug classes are not discussed.
- **Neuroscience:** This course is an overview of the structure and function of the human nervous system. It provides students with a basic understanding of the molecular and cellular basis of neural communication, the development of the nervous system, the brain systems underlying human behavior (e.g., sensation and perception, movement, memory, sleep and arousal, and emotion) and the consequences of neurological damage to these systems.
- **Human Neuroscience Laboratory:** Students will learn human brain anatomy and consequences of neurological damage by completing a human brain dissection, studying cross-sectional anatomy of normal and diseased brains (e.g., via magnetic resonance images), and analysis of clinical cases.
- **Introduction to Molecular and Cellular Neurosciences:** Topics include morphology, excitable properties of neurons, mathematical modeling, synaptic function, molecular biology, signal transduction, gene expression, and neuronal development.
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**COURSE DESC:**
- **A&S BIOS 5150**: Systems and Cognitive Neuroscience
  - Lecture 3 0 N G50 0
  - Component: Lecture
  - Cred Hours: 3
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "Neutral mechanisms of sensation (vision, hearing, touch, etc.), movement control (balance, locomotion, orienting, reaching, etc.), and cognitive processes (memory, emotion, decision making, etc.). In each class, students hear a lecture and discuss assigned articles from the research literature. A major goal is to train students in critical analysis of primary journal articles."

- **A&S BIOS 5160**: Biogeography
  - Lecture 3 0 N G50 0
  - Component: Lecture
  - Cred Hours: 3
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "An examination of historical, environmental, and biotic influences that shape spatial patterns of plant and animal distributions and community structure in the contemporary landscape."

- **A&S BIOS 5180**: Methods in Computational Neuroscience
  - Lecture 3 0 N G50 0
  - Component: Lecture
  - Cred Hours: 3
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "Lecture, discussion, and computer lab. Introduction to mathematical and computational techniques for modeling single neurons and networks of neurons. Cable theory; Rall's model; compartmental models; introduction to available software for simulating neurons and networks of neurons; modeling of action potentials, Hodgkin-Huxley equations, synaptic conductances, and voltage-dependent conductances; Hebbian synapses; synaptic modification rules; quantal analysis; neural networks. Students are expected to complete a simulation project using one of the available software packages."

- **A&S BIOS 5210**: General Microbiology
  - Laboratory 4 0 N G50 0
  - Component: Laboratory
  - Cred Hours: 4
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "Overview of bacteria, protista, viruses, and their relationship to us and our environment. Lab training in common microbiological methods."

- **A&S BIOS 5220**: Pathogenic Bacteriology
  - Lecture 3 0 N G50 0
  - Component: Lecture
  - Cred Hours: 3
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "An molecular approach is used to discuss bacterial pathogenesis and disease manifestations. Topics include aspects of immunity and pathogen control."

- **A&S BIOS 5230**: Pathogenic Bacteriology
  - Lecture 3 0 N G50 0
  - Component: Lecture
  - Cred Hours: 3
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "A molecular approach is used to discuss bacterial pathogenesis and disease manifestations. Topics include aspects of immunity and pathogen control."

- **A&S BIOS 5240**: Virology
  - Lecture 3 0 N G50 0
  - Component: Lecture
  - Cred Hours: 3
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "Intended to familiarize students with the principles of virology and focuses on human and animal viruses. Emphasis is placed on the molecular events following virus-cell interaction, which are critical to viral replication and pathology. Topics also include viral evolution, novel infectious agents, use of viruses for gene therapy, and modern methods of studying viruses."

- **A&S BIOS 5250**: Evolutionary Genetics
  - Lecture 3 0 N G50 0
  - Component: Lecture
  - Cred Hours: 3
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "Basic concepts of population genetics (mutation, gene flow, natural selection, genetic drift). Rates, patterns, and processes of molecular evolution at the population and species level."

- **A&S BIOS 5260**: Molecular Genetics
  - Lecture 3 0 N G50 0
  - Component: Lecture
  - Cred Hours: 3
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "Topics will emphasize the interaction of microbial genetics with molecular biology and biotechnology. Genetics of selected bacteria, their bacteriophages, and yeast are covered. Topics include the genetic elements of bacteria, bacteriophage, and yeast; mutations and mutagenesis, mitochondrial genetics and prions, mechanisms of gene transfer and recombination, regulation of gene expression, and recombinant DNA. Students are recommended to take BIOS 3210."

- **A&S BIOS 5270**: Mechanisms of Gene Regulation
  - Lecture 3 0 N G50 0
  - Component: Lecture
  - Cred Hours: 3
  - Repeat Hours: 0
  - General Education: N
  - Perm: G50
  - Subsidy Level: 0
  - eLearn Options: 
  - Majors Set Aside: 

  "Class is intended for upper-level undergraduates and graduate students. An in-depth discussion of the molecular events that regulate eukaryotic gene expression. Topics also include gene regulation during differentiation and development, aberrant transcription and disease, generation and utility of transgenic animals, and genomics-based analysis of gene expression."
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<td>Biological processes in marine and estuarine habitats, and adaptations for life at sea; emphasis on environmental variables affecting distribution, abundance, and dynamics of marine plants and animals. Includes optional four day field trip to marine environment.</td>
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<td>Introduces students to insect taxonomy and field sampling methods. Emphasis on equipment and protocols for collecting/monitoring insects in their natural habitats, and laboratory procedures for identifying and preserving specimens. Students will become familiar with common insect families and the use of taxonomic keys to identify them. Grades based on field projects, laboratory practicals, and a final project (insect collection).</td>
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<td>Etiology of human parasites, their transmission, diagnosis, and prevention.</td>
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Office of the University Registrar  
June 1, 2023  
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**COURSE DESC:**
- **Clinical Anatomy III:** Consists of lectures and laboratories focusing on the physician-oriented gross anatomy of the head and neck. Prepares the student for the application of anatomy to the clinical sciences. The primary resource is the human cadaver dissection; additionally, imaging studies, models, cross-sections, plastinated specimens will be used as study guides. Clinical correlations and case studies will be used to enhance the understanding of human anatomy.
- **Microanatomy I: Architecture of Cells and Tissues:**
  - The purpose is to train Master's and Ph.D. level graduate students in molecular and cellular aspects of human tissue structure and function. This course is also intended to train graduate students to teach in the microanatomy laboratories offered in a standard medical curriculum. Complements graduate courses in clinical gross anatomy and provides credit for students pursuing a Master's or Ph.D. in Biological Sciences. A formal and structured approach to teaching students in microanatomy of human tissues and will be taught in conjunction with anatomy-based courses in the Department of Biological Sciences, including Clinical Gross Anatomy I (Back and Extremeties), Clinical Gross Anatomy 2 (Thorax, Abdomen, Pelvis, and Perineum), and Clinical Gross Anatomy 3 (Head and Neck).
  - Lectures and laboratory exercises will involve examination of prepared slides and discussion of molecular and cellular composition of the basic tissue types and organs of the human body, as well as an introduction to pathology. Each laboratory will address a specific area and associated clinical questions and correlates that will require discussion among students.

In addition to weekly quizzes and practical examinations covering the course material on cell and tissue architecture and introductory pathology, students will be required to formally develop and present detailed audio-visual demonstrations of selected histopathological specimens to graduate students and graduate faculty within Biological Sciences.

- **Microanatomy II: Organ Systems:**
  - The purpose is to train Master's and Ph.D. level graduate students in the Department of Biological Sciences in microanatomical structure of human organ systems and how this relates to their physiological functions. Also intended to train graduate students to teach in the microanatomy laboratories offered in a standard medical curriculum. Complements graduate courses in clinical gross anatomy and provides credit for students pursuing a Master's or Ph.D. in Biological Sciences. A formal and structured approach to teaching students in microanatomy of human tissues and will be taught in conjunction with anatomy-based courses in the Department of Biological Sciences, including Clinical Gross Anatomy I (Back and Extremeties), Clinical Gross Anatomy 2 (Thorax, Abdomen, Pelvis, and Perineum), and Clinical Gross Anatomy 3 (Head and Neck).
  - Lectures and laboratory exercises will involve examination of prepared slides and discussion of molecular and cellular composition of organ systems of the human body, their interrelationships, and selected pathologies. Each laboratory will address a specific area and associated clinical questions and correlates that will require discussion among students.

In addition to weekly quizzes and practical examinations covering the course material on structure and function of organ systems and selected pathologies, students will be required to formally develop and present detailed audio-visual demonstrations of selected histopathological specimens to graduate students and graduate faculty within Biological Sciences.
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<td>The purpose is to train Master's and Ph.D. level graduate students in the Department of Biological Sciences in microanatomical structure of human organ systems and how this relates to their physiological functions. Also intended to train graduate students to teach in the microanatomy laboratories offered in a standard medical curriculum. Complements graduate courses in clinical gross anatomy and provides credit for students pursuing a Master’s or Ph.D. in Biological Sciences. A formal and structured approach to training students in microanatomy of human tissues and will be taught in conjunction with anatomy-based courses in the Department of Biological Sciences, including Clinical Gross Anatomy I (Back and Extremeties), Clinical Gross Anatomy 2 (Thorax, Abdomen, Pelvis, and Perineum), and Clinical Gross Anatomy 3 (Head and Neck). Lectures and laboratory exercises will involve examination of prepared slides and discussion of molecular and cellular composition of organs of the human body, their interrelationships, and selected pathologies. Each laboratory will address a specific area and associated clinical questions and correlates that will require discussion among students.</td>
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<td>Application of univariate statistics to biology. Descriptive statistics, distributions, hypothesis testing, analysis of variance, linear regression, correlation, and analysis of frequencies.</td>
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<td>CR; PR; Specific course content will vary with offering.</td>
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<td>CR; PR; Research directly applicable to thesis.</td>
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<td>CR; EEB graduate student; Student and faculty presentations of ecologically and evolutionarily focused research.</td>
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<td>CR; Forum for presentation of original research, literature reviews, and discussions of contemporary issues in neuroscience. Annual participation is required of all graduate students enrolled in the Neuroscience section. Presentation and discussion.</td>
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<td>CR; Topics in muscle structure, function, development, disease, and relationship with nervous system. Different aspects of muscle biology covered each term, and topics chosen on basis of need or requests of interested students.</td>
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<td>CR; Application of multivariate statistics to biology; multiple regression and correlation, principal components, canonical correlation, discriminant function, and factor analysis. Project in experimental design and analysis of data.</td>
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ELIGIBLE GRADES:
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GEC5: CR, PR, F
GEC3: A-F, CR
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GEC1: A-F, REQUISITE: HTC
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GEC1: A-F, REQUISITE: HTC
GEC3: A-F, CR
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GEC1: A-F, REQUISITE: HTC
GEC1: A-F, REQUISITE: HTC

COURSE DESC:
Application of multivariate statistics to biology; multiple regression and correlation, principal components, canonical correlation, discriminant function, and factor analysis. Project in experimental design and analysis of data.
Specific course content will vary with offering.
Research directed toward doctoral degree.
Specific course content will vary with offering.
Introduction to Neuroscience. An examination of the history of ideas about the mind, the biological basis of behavior, and the origins of Neuroscience, from the convergence of biology, philosophy, and psychology. Exact course materials will be updated on a regular basis, but will typically be based on reading books such as "Neurophilosophy" by Patricia Churchland.
Fall semester tutorial on neuroscience topics for sophomore HTC students in the neuroscience program.
Theory and Experiment in Neuroscience. An examination of the logic and adequacy of various experimental approaches used in neuroscience and the problem of placing mind, brain, and behavior in a common empirical framework. Exact course materials will be updated on a regular basis, but will typically be based on reading books such as "Theoretical Neuroscience", by Peter Dayan and Larry Abbott.
Spring semester tutorial for sophomore HTC students in the Neuroscience Program
Fall semester tutorial on neuroscience topics for junior HTC students in the Neuroscience program.
Spring semester tutorial on neuroscience topics for junior HTC students in the Neuroscience program.
Specific course content will vary with offering.
Senior thesis for HTC students in the neuroscience program.
Senior thesis for HTC students in the neuroscience program.
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<td>Provides a broad overview of the archaeology of the Mediterranean world from the time of the Old Kingdom in Egypt (3rd millennium BC) to the early Byzantine period (6th century AD). Organized around iconic structures from the main cultures and time periods covered. Each site will be used individually as a vehicle for studying broader aspects of the society that produced it. Explores why it is particularly significant and representative of that society. Questions include: Why were lists of &quot;wonders&quot; made in the first place? What was the political significance of creating a &quot;wonder&quot;? What effect did the original Seven Wonders have on the monuments that came later? What effect did the wonders have on the modern imagination and the archaeologists devoted to rediscovering them?</td>
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<td>This course provides an introduction to Greek society and culture through investigation of its material culture and the archaeological contexts in which they are found. It explores the history of Greek archaeology and different approaches to investigating particular kinds of material evidence. The course examines the growth and collapse of complex civilization in Bronze Age Greece, the reemergence and growth of city-states from the Early Iron Age, and the development and spread of Hellenic cultural institutions to the Near East and Italy.</td>
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<td>Explores the material remains from the Roman world and of the information they provide about Roman society. Among other things, examines sculpture, painting, coinage, and architecture to learn how Romans at various levels of society used objects, images, and built structures to make statements about themselves. Examines how these messages differed from one part of the empire to another. Teaches how to look at and <code>read</code> objects and images. Special emphasis placed on methodologies used to interpret them.</td>
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<td>This course surveys the major developments in the material culture of the region known to scholars as the ancient Near East, including the eastern Mediterranean, Mesopotamia, Anatolia, and Persia, from the emergence of complex societies through the arrival of Alexander the Great (ca. 8000 BCE - 300 BCE). It also introduces students to the main archaeological methods used in discovery and documentation of the material cultures of this period and region.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: WARNING: No credit if CLAR 2130</td>
<td>The course introduces students to the main archaeological sites, methods and types of material specific to each period and region of Egypt. We investigate the components of Egyptian civilization in each period from the first settlements in the 10th millennium to the period of foreign domination in the 1st millennium, in terms of conservation of social and religious hierarchy and innovation in adapting and transforming new ideas.</td>
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<td>Archaeology and the Bible</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>This course focuses on the intersection of material culture and the writings of the Judeo-Christian Bible within the broader framework of interpreting texts and the material record. The course introduces students to archaeological methods as well as to the critical study of texts. This approach involves the examination of coherence and divergence between historical documents and material culture, and it also involves the examination of advantages and limitations of both types of data. The regional and chronological focus is the eastern Mediterranean of the first half of the first millennium BCE, although reference will be made to the second millennium BCE and to the turn of the Christian Era. In addition to major political developments, course also includes what the material and textual evidence report about the lifeways of Iron Age people in the Eastern Mediterranean. Finally, the course reflects comparatively on cases and issues in Historical Archaeology outside the main regional and chronological focus of the course.</td>
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<td>Classical Athens</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>Focuses on the people of the Greek city of Athens during an extraordinarily creative period of history—the century and a half from 480 B.C to 323 B.C—when the Athenians undertook the world's first democratic experiment. Examines textual sources (literature, philosophy, history, speeches and public documents) and archaeological sources (architecture, sculpture, painting) for the light which they shed on the ancient Athenians' political, intellectual, and artistic problems, concerns, and achievements. Explores how the Athenians dealt with those fundamental questions about life that face all thinking humans in a democracy.</td>
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<td>Rome Under the Caesars</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>In this course we look at life and thought in ancient Rome from Augustus through Marcus Aurelius (30 BC - AD 180) based on material, documentary, and literary sources. We investigate humanistic questions across cultural boundaries. The primary focus is on how the inhabitants of Rome lived and what they thought about fundamental issues such as: How did elites and the common people function in a hierarchical society? Was it the role of religion or education of an art? How did Romans deal with death? What ultimately made life worth living for an ancient Roman? We will study the political lives of Roman elites, the rituals of daily life, and the art and architecture that made up the environment in which these people lived. These issues are then compared with our own attitudes in modern America in an attempt to understand differences and commonalities shared by human beings in different cultures.</td>
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<td>Ancient Jerusalem: From Solomon to Suleiman</td>
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<td>REQUISITE:</td>
<td>Attempts to approach the city of Jerusalem and the complex interaction of political, social, and above all religious realities that continue to define the city. The course focuses on Jerusalem as a mythic as well as a historical entity; attempts to disentangle some of the threads that make Jerusalem the rich tapestry of meaning it has become. It does this by a careful reading of textual material from Jewish, Christian, and Islamic sources, as well as of archaeological and art-historical data. The course focuses especially on the Temple Mount as a site of religious practice, transformation, myth, and conflict because of the long shadow it casts over the traditional landscape of Jerusalem.</td>
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<td>Alexander the Great and the Hellenistic World</td>
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<td>Focuses first on Alexander himself, a man who became a myth even before his death. Next examines the Hellenistic world, the world that Alexander created out of his conquests. Alexander's conquests helped spread Greek civilization over the whole of the eastern Mediterranean. Many of the issues that people living in this world confronted are still relevant today: the nature of celebrity, for Alexander was arguably the first celebrity; the challenges of emigration, of living in a society that was culturally and ethnically diverse, of assimilating a foreign culture, and living under an autocracy.</td>
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<td>Human Aspirations Among the Greeks and Romans</td>
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<td>Is it enough to merely live? This course introduces students to how ancient authors and thinkers explored deep questions about life and the human condition, exploring their views of what it means not only to live, but to live well. Studying famous classical works of drama, literature, history, philosophy, and religion, the course explores what it means to be human, and how great thinkers have described the human experience and the goals to which humans aspire. These writers believed that the world does not get better through random chance, but by deliberate action that grows out of carefully reasoned beliefs about how life should be. This course explores how these aspirations arose in the ancient Greek and Roman worlds, how they developed over time, and how they still shape much of modern thought about humanity and the human condition. The course has no prerequisites.</td>
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<td>Democracy and Republicanism in the Ancient World</td>
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<td>This course examines the rise and fall of the Athenian Democracy and the Roman Republic, placing particular emphasis on understanding the social, political, and cultural attitudes and developments that contributed to the development and collapse of these types of government. Because both types of government conveyed substantial political power and responsibility to the citizenry as a whole, the course takes a broad interdisciplinary approach to understand the views and experiences of the people who lived under these governments. Focusing on ancient sources, the course seeks to understand how ancient Greeks and Romans described and conceived of their types of government, and how they understood the erosion and collapse of those governments. The course uses a wide range of evidence, including architecture, art, drama, history, literature, and philosophy.</td>
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<td>This course studies the nature and development of war and warfare in the ancient Greek and Roman worlds. With a primary focus on the analysis of ancient texts, this course seeks to understand how the ancient Greeks and Romans thought and wrote about war, how their thinking and practice of war changed over time, and how these themes reveal important underlying changes in Greco-Roman society.</td>
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<td>Food, Drink and Identity in the Ancient World</td>
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<td>Through myth, literature, religion, art and archaeology, this course investigates different kinds of evidence for the food cultures of the ancient Near East, the Greek world and the Roman Empire. Specific types of food and drink and occasions at which they were shared formed the social and religious ties at the heart of these civilizations, and helped shape modern Western values concerning food production and consumption. Food security, human fertility, sense of community, relation to the gods and proper social order are all themes that reappear in the myths, literature and art of these major civilizations.</td>
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<td>This course surveys the visual and architectural material culture of the ancient Middle East, defined loosely as the geographic region stretching from Anatolia to Iran--including Mesopotamia and the Eastern Mediterranean. It spans the time period ranging from the emergence of civilization in the fourth millennium BCE to the arrival of Alexander the Great in the 4th century BCE. After an orientation to history, geography, and chronological trends in content and style, definitions of and relationships between &quot;art&quot; and architecture, scholarly approaches to text-image relationships, and the role of archaeology and the understanding of provenance and provenience in the study of visual material culture in these periods and places. We conclude with a look at the role of this material in the creation and development of modern national narratives and identities.</td>
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<td>This course studies original Greek and Roman stories in English translation and compares them with modern films on the same subject, asking how aspects of the human experience have remained the same, and how they have changed. The role of creativity in the interpretation and reinterpretation of these stories is also an important focus, exploring how retellings of ancient stories creates new meanings for modern audiences. Students are introduced to several schools of literary theory, including Aristotelian, feminist and queer theory, historicist, and postcolonial.</td>
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<td>Heroes in Classical Literature</td>
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<td>The best-known works of ancient Greco-Roman literature focus on the outstanding individuals whom we conventionally call &quot;heroes.&quot; This course introduces significant works of Greco-Roman literature in English translation. It focuses on their impact on Western culture. Readings may be drawn from ancient epic, tragedy, biography, and historiography. No prior knowledge of classical culture or classical languages required.</td>
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Office of the University Registrar
June 1, 2023
Page 32 of 1005
CARS 2530 Difficult Dialogues: Science and Religion
A&S CARS

CARS 2510 Difficult Dialogues: Religion, Gender and Intimate Relationships
A&S CARS

CARS 2500 Difficult Dialogues: Religious Beliefs
A&S CARS

CARS 2410 The Global Occult: Ghosts, Demonology, and the Paranormal in World Religions
A&S CARS

CARS 2400 Introduction to the Study of Religion
A&S CARS

CARS 2310 Classical Mythology
A&S CARS

CARS 2430 The History of Yoga: From Ancient Discipline to Modern Movement
A&S CARS

CARS 2440 Pagan to Christian in Late Antiquity
A&S CARS

CARS 2500 Difficult Dialogues: Religious Beliefs
A&S CARS

CARS 2510 Difficult Dialogues: Religion, Gender and Intimate Relationships
A&S CARS

CARS 2520 What is Evil?
A&S CARS

CARS 2530 Difficult Dialogues: Science and Religion
A&S CARS
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<td>The Hebrew Bible (Christian Old Testament, Jewish Tanakh)</td>
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<td>Explores the writings of the Hebrew Bible (Christian Old Testament), their relationship to the history and culture in which they were produced, and their relevance to more recent issues in modern religious discourse. Covers a range of topics, including divine encounters, worship practices, sacred space, political religion, archaeology, ethics, gender, and memory. Applies several modern approaches as well as survey at various points the ‘afterlife’ of the Hebrew scriptural traditions in Judaism, Christianity, and Islam.</td>
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<td>Surveys the writings of the New Testament in their historical, political, social, and religious context of the Jewish and Greco-Roman worlds in the first century. Discussions to gain familiarity with questions of authorship, genre, historical setting, historical accuracy, use of the Hebrew Bible/Old Testament, etc. Explores modern academic approaches to the New Testament and its relation to such issues as gender, ethics, identity, body, politics, ritual, and sacred space, among others. While the course does not adopt a faith-based perspective on the New Testament, we will note the importance of selected texts to modern religious communities.</td>
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<td>Introduces Islam as a religious and cultural system. Topics include pre-Islamic Arabia, the Prophet Muhammad and the first Muslims, the Qur'an and shar'a, basic ritual practices, mysticism, theology and philosophy, Shi'ism, the visual and musical arts, women, modernism, fundamentalism, and Islam in the USA. Draws on historical, sociological, anthropological, and literary-critical approaches and utilizes a range of primary and secondary material to examine the development of Islamic religious practices and ideals as they interact with larger social and cultural processes. While we will be concerned to understand how practitioners of Islam interpret their beliefs and actions, we will also place ‘insider’ perspectives in a broader social and historical context. Religion is a segment of culture, and thus we undertake our inquiry into Islam in the spirit of the Quranic injunction that ‘humanity consider from what it is created’.</td>
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<td>Some Muslims have turned to religion as a source for political identity in the modern world. How should we describe this phenomenon? Which groups have embraced the religio-political renewal? Why have they done so? What forms have the movements taken? How have they developed? What role, in particular, have modernizing states played in the instrumentalizing of Islamic institutions for purposes of control and legitimacy? How have non-state actors—the ‘ulama’, lay activists, social movements—responded to the conditions created by modernizing states? Addresses these questions by exploring a range of case studies in different national/cultural context—Africa (Morocco, Sudan, Somalia), Southeast Asia (Indonesia), Western Europe (France, Germany, the Netherlands), and North America (US and Canada). Through these case studies, probes what we mean by ‘political Islam’—but also the politics of Islam, and what the implications are for a wider globalized modernity.</td>
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<td>This course introduces the ‘mystical’ dimension of Islam, known as Sufism. It begins by probing key terms such as ‘Sufism,’ ‘asceticism,’ and ‘mysticism.’ Then it traces the emergence of Sufism during the formative period of the Islamic political and religious systems. The bulk of the course explores modern Sufi movements from South/Southeast Asia and Central Asia to Africa, the Middle East, Europe, and the United States.</td>
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<td>How can a book that seeks to justify extreme violence inspire a man whose name is synonymous with peaceful protest? To answer this question, we will examine the life and thought of M. K. Gandhi through the lens of religion, focusing on the text that served as one of his chief inspirations, the Bhagavad Gita. The Gita is an ancient philosophical poem in which the god Krishna convinces the reluctant warrior Arjuna to initiate a war that will annihilate most of the human race. But to Gandhi, this text was the blueprint for the most successful nonviolent resistance movement in history, the campaign to free India from British control. By reading the Gita and works by and about Gandhi, students will examine the confluence of religion and politics that gave rise to Gandhi and to modern India.</td>
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<td>Students engage India’s two great Sanskrit epics, the Mahabharata and the Ramayana. They analyze the epics on two levels: first, as historically situated and ideologically interested texts that reflect the social and political upheavals that occurred in South Asia between 500 BCE and 500 CE, and, second, as part of a living oral and scriptural tradition whose influence extends to contemporary Indian religion, ethics, and national consciousness.</td>
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<td>Examination of asceticism—the rejection of physical pleasure and material wealth—as philosophical and religious ideal in pagan and Christian communities in the world. Focus is on reading ancient texts in translation.</td>
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<td>Examines religious violence by studying historical case studies from different religious traditions. Themes include divine punishments against humans, martyrdom, forced conversions, persecutions, holy wars, and the importance of religion in contemporary conflicts.</td>
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<td>GEC1: A-F, REQUISITE: 3 hrs from any CARS course between 2000-2599 and 3 hrs from any CARS course between 2600-3799 (or their CLAR, CLAS, CLWR equivalents, if taken before Spring 2022)</td>
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<td>COURSE DESC: This course is intended for all CARS majors as a capstone covering the topics of magic, witchcraft, and sorcery in classical civilizations as well as in the world's religious traditions, past and present. Engaging with primary and secondary sources, archaeological data, historical narratives, and comparative studies, students develop an inclusive humanistic view of the range of subjects taught in the department by looking at them all through the prism of magic. Magical beliefs, objects, and practices covered in the course may include the Salem Witch Trials, Greek curse tablets, Sanskrit mantras, Egyptian amulets, Islamic alchemy, Jewish Kabbalah, and sex magic. This course also emphasizes the development of oral presentation skills.</td>
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<td>COURSE DESC: This course is designed to give students firsthand experience in an active archaeological excavation of an ancient Mediterranean site. Students learn field techniques and methodologies, including survey, excavation, recording and measurement, plan drawing, onsite ceramic analysis, stratigraphic analysis, among others. Students are required also to connect the excavation activities to the broader context of the site and region through directed readings, onsite lectures by specialists (e.g., zooarchaeologists, paleobotanists, geologists), and to draw this knowledge and experience together in a final paper.</td>
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<td>COURSE DESC: Directed individual reading and research for students who wish to study an area of world religions not covered by a regular course.</td>
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<td>COURSE DESC: Some Muslims have turned to religion as a source for political identity in the modern world. How should we describe this phenomenon? Which groups have embraced the religio-political renewal? Why have they done so? What forms have the movements taken? How have they developed? What role, in particular, have modernizing states played in the instrumentalizing of Islamic institutions for purposes of control and legitimacy? How have non-state actors--the ‘ulama’, lay activists, social movements--responded to the conditions created by modernizing states? Addresses these questions by exploring a range of case studies in different national/cultural context--Africa (Morocco, Sudan, Somalia), Southeast Asia (Indonesia), Western Europe (France, Germany, the Netherlands), and North America (US and Canada). Through these case studies, probes what we mean by ‘political Islam’--but also the politics of Islam, and what the implications are for a wider globalized modernity.</td>
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<td>COURSE DESC: Introduces the 'mystical' dimension of Islam, known as Sufism. Begins by probing key terms such as 'Sufism,' 'asceticism,' and 'mysticism.' Then traces the emergence of Sufism during the formative period of the Islamic political and religious systems. Bulk of course explores contemporary manifestations of Sufism in diverse locations ranging from South/Southeast Asia and Central Asia to Africa, the Middle East, Europe, and the United States.</td>
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<td>COURSE DESC:</td>
<td>Introduces Buddhist doctrines, practices and institutions. Focuses on the spread and development of Buddhism across Asia and beyond, with an eye toward examining how foundational Buddhist ideas and practices have taken shape in specific places and in particular historical contexts. Selectively surveys the foundational teachings, history and diversity of Buddhism, from the lifetime of the Buddha in fifth century BCE India to contemporary Buddhist communities in Southeast Asia, East Asia, and North America. Along the way, considers some important questions raised and addressed in the critical study of religion.</td>
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<td>Thinking About Death: Belief and Practice</td>
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<td>COURSE DESC:</td>
<td>Survey of belief systems regarding death rituals, burial practices and the intersection of the dead and the living, through textual and archaeological evidence.</td>
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<td>Contemporary Religious Thought</td>
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<td>COURSE DESC:</td>
<td>Since the end of World War II new movements have arisen in every major religious tradition. This resurgence of religion as a political and social force responds to a widespread and profound concern at the failure of modernity and secular nationalism to bring prosperity and provide meaning for life. Looks at the New Age Movements and Liberation Theology in the 1960s, movements generally called fundamentalist that arose in the 1970s, and militant movements that justify the use of violence that have emerged in the last two decades. Research paper on a major thinker or contemporary movement in one of the great world religious traditions--Hinduism, Buddhism, Judaism, Christianity, and Islam required.</td>
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<td>Myth, Ritual and Symbolism</td>
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<td>COURSE DESC:</td>
<td>This course aims to explore the overlapping categories of myth, ritual and symbol and understand their role in creating systems of meaning, both local and cross-cultural. We ask questions about the ways these categories function to integrate or disintegrate individual personalities, authorize and undermine social hierarchies, and shape the way we think and act in ways that are often hidden. Above all, we seek to comprehend the ways in which myth, ritual and symbol do not belong solely to ancient or non-industrial cultures but are present and active in almost every aspect of our world today.</td>
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<td>Sex and the Bible</td>
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<td>COURSE DESC:</td>
<td>This course looks carefully and critically at how concepts of sex, gender, and sexuality are used in the Bible and later biblical interpretation as a fundamental means of shaping and reshaping the interpreter's world. Students encounter and examine such topics as gender construction, sexual orientation, taboos, sex work, idolatry, family relations, abortion, cross-cultural marriage, slavery and trafficking, erotic literature, and sexual violence, among others. The course also engages modern writing about the construction of sex and sexuality in our look at biblical texts.</td>
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<td>A&amp;S</td>
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<td>COURSE DESC:</td>
<td>This course is designed to give students firsthand experience in an active archaeological excavation of an ancient Mediterranean site. Students learn field techniques and methodologies, including survey, excavation, recording and measurement, plan drawing, onsite ceramic analysis, stratigraphic analysis, among others. Students are required also to connect the excavation activities to the broader context of the site and region through directed readings, onsite lectures by specialists (e.g., zooarchaeologists, paleobotanists, geologists), and to draw this knowledge and experience together in a final paper.</td>
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<td>Intensive individual reading, research, and written analysis on topics selected by the student in negotiation with a faculty member and supervised by that faculty member.</td>
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<td>For students who have not had high school chemistry or have had inadequate preparation to enter regular chemistry sequence. Material presented includes metric system, atomic and molecular structure, formulas, equations, states of matter, and problem solving. Will not satisfy any part of natural sciences requirement of College of Arts and Sciences.</td>
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<td>Designed for non-science majors with little or no previous experience with chemistry. Applications of basic principles of chemistry to real-world situations. Instruction will include multimedia and small-group activities.</td>
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<td>A one-semester survey of general, organic, and biological chemistry course for non-chemistry majors. Recommended for majors within health sciences. Emphasis is placed on learning foundational chemistry concepts with a focus on the chemistry of life.</td>
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<td>A one-semester survey of general, organic, and biological chemistry course for non-chemistry majors. Recommended for majors within health sciences. Emphasis is placed on learning foundational chemistry concepts with a focus on the chemistry of life.</td>
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<td>This course provides the laboratory component to accompany CHEM 1205 (Survey of Chemistry for Health Sciences) in examining the fundamentals of general, organic, and biological chemistry concepts with a focus on the chemistry of life.</td>
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<td>Introduction to chemistry through study of atomic and molecular structure, periodic table, states of matter, solutions, energy changes, acids, bases, equilibrium, and nuclear chemistry.</td>
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<td>Introduction to chemistry through study of atomic and molecular structure, periodic table, states of matter, solutions, energy changes, acids, bases, equilibrium, and nuclear chemistry.</td>
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<td>Designed to survey organic chemistry and biochemistry and their impact upon daily existence.</td>
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COURSE DESC: Designed to survey organic chemistry and biochemistry and their impact upon daily existence.

COURSE DESC: General course in fundamental chemical principles. Atomic structure, periodic classification, bonding, mole concept, stoichiometry with problem solving, thermochemistry, equilibrium, and gases. Recommended for majors in chemistry, engineering, biological sciences, plant biology, clinical laboratory science, geological sciences, secondary education (B.S.Ed. in biological sciences, chemistry, physics, and integrated science), and preprofessional (biological science) areas.

COURSE DESC: General course in fundamental chemical principles. Intermolecular forces and phase changes, solutions and colligative properties, chemical kinetics, chemical equilibrium, acid-base equilibria, thermodynamics (entropy and free energy), electrochemistry, descriptive chemistry, and nuclear chemistry. Recommended for majors in chemistry, engineering, biological sciences, plant biology, clinical laboratory science, geological sciences, secondary education (B.S.Ed. in biological sciences, chemistry, physics, and integrated science), and preprofessional (biological science) areas. Credit not allowed for both 1220 and 1520.

COURSE DESC: This course introduces quantitative techniques including volumetric and gravimetric methods of analysis and data processing, and analysis and modeling using mathematical tools, as well as modern electrochemical techniques and instrumentation with an emphasis on their applications in analytical chemistry. Topics include potentiometry, ion selective electrodes, amperometry, cyclic voltammetry, hydrodynamic voltammetry, pulse voltammetry, and stripping voltammetry.

COURSE DESC: Laboratory work to accompany 2410.
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Office of the University Registrar
June 1, 2023
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**COURSE DESC:** The overall goal of this course is to integrate basic scientific principles across multiple disciplines with small business ownership and entrepreneurship through the practice of craft beer brewing. Through a series of lectures, students learn the science behind craft beer brewing. Hands-on lab activities, special guest lecturers, and field trips help reinforce and supplement the concepts invoked in lecture. This course exploits a general public interest in craft beer and its production to demonstrate fundamental scientific concepts using a hands-on approach. As such, this course outfits students with a wide range of key scientific concepts, coupled with basic business and entrepreneurial skills that can be broadly applied to one's career.
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**COURSE DESC:** This course focuses on the chemical principles involved in small molecule drug discovery, design and development. The organic chemistry of drug design and drug action is studied in detail. Starting from strategies for finding a lead compound through optimizing target interactions and drug efficacy, to ultimately bringing the drug to market, the impact of each step on the drug design process is discussed. Drug design tools and approaches such as combinatorial chemistry, molecular modeling, structure-activity-relationships and other strategies are analyzed in detail along with selected topics in the medicinal chemistry of both classic therapeutic agents and newer therapeutic breakthroughs.
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<td>Survey topics, which are not included in CHEM 4870 or law enforcement technology (LET) courses, relevant to the modern crime lab. These topics will be focused on arson and explosives analysis and DNA analysis. The DNA section will survey the techniques and instrumentation used in the identification, extraction, and analysis of DNA obtained from forensic evidence with an emphasis on electrophoretic methods of analysis. Topics include the identification and extraction of blood stains, DNA analysis by restriction fragment length polymorphisms, PCR amplified length and sequence polymorphisms, STR systems, Amelogenin markers, Y-chromosome markers and mitochondrial DNA sequencing. Electrophoretic techniques and statistical interpretation of data will also be covered. Other topics may also be included.</td>
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<td>Introduction to chemical, clinical, environmental, and forensic aspects of toxicology, types of poisons, how poisons act, treatment of acute poisoning, and control of poisonous materials.</td>
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<td>Surveys chemical problems most frequently encountered in crime labs and their currently acceptable solutions, as well as special techniques not covered in other analytical chemistry courses.</td>
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<td>Laboratory course using modern biochemical and molecular biology techniques, including electrophoresis, protein cloning, chromatography, and enzyme kinetics.</td>
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**COURSE DESC:**
- **Fundamentals of Brewing Science:** Lecture 3, 0, 1, 0
- **Physical Chemistry:** Lecture 4, 0, N, G50
- **Physical Chemistry I:** Lecture 4, 0, N, G50
- **Fundamentals of Brewing Science:** Continuation of 5530. Kinetics, Quantum theory with applications to simple systems which model the electronic structure of atoms and molecules.
- **Spectroscopic Methods in Organic Chemistry:** Lecture 4, 0, N, G50
- **Nuclear Magnetic Resonance Spectroscopy Training:** Seminar 2, 0, N, G50
- **Graduate chemistry research training:** Laboratory 2, 0, N, G50
- **Graduate chemistry research training:** Lecture 2, 0, N, G50
- **Modern Inorganic Chemistry:** Lecture 4, 0, N, G50
- **Advanced Organic Chemistry:** Lecture 4, 0, N, G50
- **Advanced Organic Synthesis: Reactions and Mechanisms:** Lecture 4, 0, N, G50
- **Medicinal Chemistry and Drug Discovery:** Lecture 4, 0, N, G50

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**
- A-F for chemical engineering students;
- B or better in CHEM 5800 or 5805 for non-chemistry students.

**Semester:** Spring 2023

**Credit Hours:**
- 1 N 0 G50 0

**Notes:**
- Students carry out research activities in the three host laboratories, and attend their respective group meetings.
- Students are introduced to proper work practices related to literature searches, lab work, lab safety, lab report writing, and presentation of data to peers and faculty. Students carry out research activities in the three host laboratories, and attend their respective group meetings.
- This course is designed for the advanced undergraduate or beginning graduate student who desires a deeper understanding of organic synthesis as initially presented in the typical undergraduate organic course.
- This course focuses on the chemical principles involved in small molecule drug discovery, design and development. The organic chemistry of drug design and drug action is studied in detail. Starting from strategies for finding a lead compound through optimizing target interactions and drug efficacy, to ultimately bringing the drug to market, the impact of each step on the drug design process is discussed. Design strategies for each critical step, including molecular modeling, structure-activity-relationships and other strategies are analyzed in detail along with selected topics in the medicinal chemistry of both classic therapeutic agents and newer therapeutic breakthroughs.
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<td>GEC1: A-F REQUISITE: Survey topics, which are not included in CHEM 4870 or law enforcement technology (LET) courses, relevant to the modern crime lab. These topics will be focused on arson and explosives analysis and DNA analysis. The DNA section will survey the techniques and instrumentation used in the identification, extraction, and analysis of DNA obtained from forensic evidence with an emphasis on electrophoretic methods of analysis. Topics include the identification and extraction of blood stains, DNA analysis by restriction fragment length polymorphisms, PCR amplified length and sequence polymorphisms, STR systems, Amelogenin markers, Y-chromosome markers and mitochondrial DNA sequencing. Electrophoretic techniques and statistical interpretation of data will also be covered. Other topics may also be included.</td>
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<td>GEC1: A-F REQUISITE: Introduction to chemical, clinical, environmental, and forensic aspects of toxicology, types of poisons, how poisons act, treatment of acute poisoning, and control of poisonous materials.</td>
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<td>GEC1: A-F REQUISITE: Graduate Status Survey of electrochemical, spectroscopic and chromatographic methods of analysis. Topics may include voltammetry, ion-selective electrodes, molecular absorption, molecular emission, atomic spectroscopy, partition chromatography, gas chromatography and high-performance liquid chromatography.</td>
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Chemistry Internship: Students perform supervised work in an approved scientific lab or industry equivalent to gain practical experience. Students are responsible for identifying and arranging internship opportunities that include a faculty advisor and an industry supervisor. Written and/or oral evaluations are administered by an internship committee.

Chemistry Teaching Practicum: This class is a mentored teaching experience for graduate student teaching assistants in the Department of Chemistry & Biochemistry.

Science Engagement Practicum: In this course, students gain practical experience in applying evidence-based strategies for effective science communication and public engagement in informal learning environments. Particular emphasis is placed on an interdisciplinary approach incorporating the arts and humanities with science topics. Practicum experience site is as arranged by the instructor or as arranged by student with prior approval from instructor.

Special Topics in Chemistry: Specific course content will vary with offering.

Research and Thesis: Specific course content will vary with offering.

Advanced Organic Chemistry I: Organic methodology and syntheses.


Physical Organic Chemistry: Application of modern concepts to structure and reactivity in organic reactions of various mechanistic classes.

Modern Heterocyclic Chemistry: Theoretical and synthetic aspects of heterocyclic chemistry.

Organometallic Chemistry: Structure and reactivity of organometallic compounds.

Natural Products Chemistry: Terpenes, steroids, alkaloids, and other natural products.

Protein Chemistry: Examination of seminal discoveries in the fields of protein and carbohydrate chemistry. Includes detailed study of the work of Nobelists like Fred Sanger, Gunter Blobel, and others.

Advanced Special Topics in Biochemistry: Seminar contents vary.

Enzymology: A study of the subjects and techniques relevant to the structure and function of enzymes. Topics include enzyme kinetics, purification, characterization, and active site chemistry. Current research directions such as the construction of catalytic RNA molecules (ribozymes) and catalytic antibodies are emphasized, along with the recent role molecular biology techniques have played in the enzymology field.
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**Course Descriptions:**

- **Chemical Biology:**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUIREITE: CHEM 5902 or permission.
  - COURSE DESC: A study of the concepts and methods of applying chemical tools to study problems in cell and molecular biology. Specific topics include chemical genetics, directed evolution, diversity oriented synthesis, microarray-based protein profiling, photoaffinity labeling, and native chemical ligation. Emphasis is placed on current research objectives in chemical biology such as modulating biomolecular interactions using chemical tools, developing bioorthogonal fluorescent reporters, and applications of small molecules in developmental biology.

- **Electroanalytical Chemistry:**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUIREITE: CHEM 5860
  - COURSE DESC: Fundamentals and applications of potentiometry, conductometry, coulometry, voltammetry, amperometry, cyclic voltammetry, chronocoulometry, and spectroelectrochemistry.

- **Spectrochemical Analysis:**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUIREITE: CHEM 5310 or 5860
  - COURSE DESC: Modern instrumental methods of molecular spectroscopy including Raman, FT-IR and NMR, circular dichroism, and mass spectrometry; recent methods of atomic spectroscopy including plasma sources and X-ray methods of analysis.

- **Chemical Applications of Group Theory:**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUIREITE: CHEM 5760
  - COURSE DESC: Develops foundations for application of elementary group theory to organize or simplify problems in quantum chemistry. Applications include molecular orbitals, molecular vibrations, and ligand field environments.

- **Chemical Kinetics:**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUIREITE: CHEM 5510
  - COURSE DESC: Experimental methods of obtaining reaction rates, interpretation of rate data, and relationships between mechanism of reactions and rate equations of reactions.

- **Solid State Chemistry:**
  - ELIGIBLE GRADES: GEC2: A-F
  - REQUIREITE: CHEM 5510
  - COURSE DESC: Develops foundation of basic surface science concepts and techniques. These concepts include structure of clean and adsorbate covered surfaces, chemical bonding of adsorbates, energy transfer mechanisms on surfaces, and catalyzed surface reactions.
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Office of the University Registrar
June 1, 2023
Page 51 of 1005
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**COURSE DESC:**

- **Craft and Technology in the Roman World**: Examines the relationship between the development of technology and political/economic factors that affected changing attitudes and desires of the Roman people in different parts of the Roman Empire. Explores the tools and processes used for making objects, building structures, and supplying water and food to urban masses as well as the organization of labor that makes such accomplishments possible. Various types of modern analysis are discussed to show how advances in technology affect our understanding of the ancient world. Counterpoints made with Classical Greek and Hellenistic cultures since many technologies were borrowed by the Romans. Modern parallels also discussed.

- **Archaeology and Art: Contexts and Controversies**: The course focuses on the archaeological context of selected objects usually described as examples of Greek art. It examines where they were found, what significance they had in the culture that produced them, how they were excavated, how they have been conserved, and what ethical issues surround the modern conservation and acquisition of them. Each object has its own story yet also fits into a larger context. Above all, this is a course that emphasizes the importance of establishing clear methodologies and its purpose is to provide students with tools to explore the contexts of objects, ultimately on their own. What questions do they need to ask? To what types of sources can they reliably turn for information? How might they interpret the ethical arguments raised by the excavation and acquisition of some objects? The core material for the course will comprise twenty objects. Chronology will provide the organizational principle for the study of the objects. The focus of each class will be a single object; readings will discuss some aspects of its context and part of the in-class presentation will provide comparative material/objects.

- **Religious Experience**: Introduces Islam as a religious and cultural system. Topics include pre-Islamic Arabia, the Prophet Muhammad and the first Muslims, the Qur'an and shari'a, basic ritual practices, mysticism, theology and philosophy, Shi'ism, the visual and musical arts, women, modernism, fundamentalism, and Islam in the USA. Draws on historical, sociological, anthropological, and literary-critical approaches and utilizes a range of primary and secondary material to examine the development of Islamic religious practices and ideals as they interact with larger social and cultural processes. While we will be concerned to understand how practitioners of Islam interpret their beliefs and actions, we will also put ‘insider’ perspectives in a broader social and historical context. Religion is a segment of culture, and thus we undertake our inquiry into Islam in the spirit of the Quranic injunction that ‘humanity consider from what it is created’.

- **Hinduism**: Explores Hindu concepts and practices through readings, films, and slide presentations. Traces the origin and development of Hinduism from its roots in Vedic ritual and the indigenous civilizations of Mohenjo Daro and Harrapa. Introduces the Upanishads (perhaps the earliest philosophical texts), the great Hindu Epics, Mahabharata and Ramayana, the Sastras (manuals on Hindu life dating from the early centuries of the current era), the Puranas (medieval compositions telling the stories of the gods), Tantra (an esoteric form of Hinduism), the artistic traditions of Hinduism, and modern Hindu political movements. Special emphasis placed on the Gandhi’s interpretation of Hindu teachings of non-violence, Hinduism, the artistic traditions of Hinduism, and modern Hindu political movements. Graduate students write a research paper on a topic of their choosing with approval from the professor.

- **Beginning Greek I**: Introduction to reading classical Greek. Focus on Greek grammar and reading Greek texts adapted from classical originals.

- **Beginning Greek II**: Introduction to reading classical Greek, continued. Conclusion of study of elementary grammar and reading classical texts that are increasingly complex and less adapted. At completion, ready to begin reading Homer, Plato, the New Testament, or other Greek classics.

Office of the University Registrar
June 1, 2023
Page 52 of 1005
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<td>Reading of one or two complete Attic plays, by Aeschylus, Sophocles, Euripides, Aristophanes and/or Menander. Emphasis on the cultural and social place of tragedy and comedy in the Athenian democracy. Secondary readings.</td>
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<td>Intensive individual reading, research, and written analysis on topics in Latin literature selected by the student in negotiation with a faculty member and supervised by that faculty member.</td>
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<td>What was it like to be a slave in the Roman world? No first hand account describing slavery which was written by a slave has survived. To understand what a slave's life was like we are forced to reconstruct slavery from the materials that do survive. These include: descriptions of slavery and slaves by the slave owners; literature which features characters who are slaves; archaeological remains which illustrate the conditions of slavery. An important concern will be the special demands made in the reading and interpretation of texts that are over two-thousand years old. Finally, the experience of African-American slaves in the 18th and 19th centuries, a period more richly documented than the Roman, helps us to imagine much more about the Roman institution than what we could infer from the ancient sources alone.</td>
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

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**A&S ECON**

**ECON 1000**  
**ELIGIBLE GRADES:**  
**COURSE DESC:** A survey of economics class that covers both microeconomics and macroeconomics. Intended for students who seek to fulfill the Tier II Social Science requirement and do not intend to take any other economics course. Students study an overview of important economic topics, from microeconomics and macroeconomics, using online course materials and assignments.

**ECON 1030**  
**ELIGIBLE GRADES:**  
**COURSE DESC:** Basic theory of national income analysis. Causes of unemployment and inflation. Monetary and fiscal policies of the federal government.

**ECON 1040**  
**ELIGIBLE GRADES:**  
**COURSE DESC:** Basic theory and economic analysis of prices, markets, production, wages, interest, rent, and profits. Analysis of how the capitalist system determines what, how, and for whom to produce.

**ECON 2020**  
**ELIGIBLE GRADES:**  
**COURSE DESC:** This course introduces students to basic economic theories and applies theory to current economic problems with emphasis on public policy implications.

**ECON 2130**  
**ELIGIBLE GRADES:**  
**COURSE DESC:** This course introduces programming and statistics to students from different majors and teaches techniques that apply across many disciplines. No prior programming or statistics experience is necessary. The course introduces students to Python programming language to develop the ability to apply economic analysis and prediction techniques to real-world scenarios through working with real-world data sets. Topics covered include data types, tables, sequences, visualization, causality and experiments, testing hypotheses, estimation, prediction, and inference for regression.

**ECON 2150**  
**ELIGIBLE GRADES:**  
**COURSE DESC:** This course is an in-depth exploration of novel policy issues confronting economists today. It considers cutting-edge issues in economics that are relevant to public policy. It explores divergent thought on the issue and considers strengths and weaknesses of differing policy objectives and related proposals. There is a special emphasis on the role innovation can play in addressing these issues. While topics and analysis stem from economics, the course also provides a setting for students to engage in critical thinking by identifying innovative solutions to cutting-edge problems.

**ECON 2200**  
**ELIGIBLE GRADES:**  
**COURSE DESC:** This course examines the basic principles that govern international trade and their current applications. The emphasis is on the empirical evidence of world trade patterns and trade policies of both developed and developing nations. Topics include: the principle of comparative advantage; tariffs and non-tariff trade barriers; industrial policies; World Trade Organization (WTO); regional trade agreements; multinational enterprises.

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Office of the University Registrar  
June 1, 2023  
Page 57 of 1005
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**Course Description:**

- **ECON 2510 Global and Local Food Economies:**
  - This is an introductory course on the global and local food economy. The class includes an overview of global food production and agriculture with particular focus on the developing regions of the world. Topics range from an examination of the inter-relatedness of economic growth, population growth, and environmental degradation to analyses of food security, agricultural policies, and innovations relevant to the food economy. Introductory economic theory provides the backdrop used to analyze these complex, multidisciplinary issues. The class includes a field component with visits to local farms and food distribution networks.

- **ECON 2500 Economics of Health Disparities:**
  - This course explores health disparities from an economic point of view. The term health disparities in health economics refers to differences in health across two groups of people. The course applies economic theory to analyzing public policy issues regarding differences in health outcomes. We explore why health disparities occur and how economic policy could be used (or could not be used) to correct for these disparities. Topics include social and economic determinants of health and discrimination in health care.

- **ECON 2650 Fundamental Health Economics:**
  - This course introduces students to the economic perspective on health and the provision and use of health care. Basic economic principles are introduced and applied to topics relating to health. Topics include the effect of insurance on health and innovation in the market for pharmaceuticals.

- **ECON 2700 Economics of Conflict:**
  - This course applies basic economic toolkits to study conflicts. Topics include but are not limited to economic causes and consequences of conflicts, conflict types and resource allocation decisions, economic choices in anarchic environments, economic incentives and bargaining failures.

- **ECON 2900 Economic Data Analysis with Excel and SAS:**
  - The course teaches students how to use Excel and SAS software packages to analyze economic data. Students learn how to locate real-world data from various online sources. They also learn how to use statistical software to analyze the data using basic statistical and econometric methods. Students also work on empirical projects in Excel and SAS to investigate important policy issues that face societies.

- **ECON 2970T Economics Tutorial:**
  - Tutorial on topics in microeconomics.

- **ECON 2971T Economics Tutorial:**
  - Tutorial on topics in advanced microeconomics.

- **ECON 2980T Economics Tutorial:**
  - Tutorial on topics in macroeconomics.

- **ECON 2981T Economics Tutorial:**
  - Tutorial on topics in advanced macroeconomics.

- **ECON 3000 Mathematics for Economists:**
  - Mathematical analysis is commonly used in economics. This course covers calculus and matrix algebra techniques that are used in economic literature. Students learn these techniques and how to apply them to selected problems in economics.

- **ECON 3010C Economics of Altruism:**
  - This course is an introduction into behavioral economic theory and methods as they pertain to concepts of altruism, generosity, and giving. The course will contrast economic theories that predict selfish behavior to those that attempt to explain kindness and generosity. Recent research in behavioral economics shows a plethora of surprising and often, conflicting evidence on the existence of altruism. Students will become familiar with the altruism literature and related economic experiments and games. The role of humanitarianism in society will be explored as students perform service learning projects with local non-profit organizations. Students will learn project evaluation techniques to give insight into effective philanthropy.
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Office of the University Registrar  
June 1, 2023  
Page 60 of 1005
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Office of the University Registrar
June 1, 2023
Page 61 of 1005
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<td>Economics of Latin American countries, prospects for economic development of the region, nature and origin of institutional obstacles to economic change. Economic heritage of colonial period and subsequent evolution of economic institutions, resources of the area and utilization, and trends in economic activity and policy in post-WWII period.</td>
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<td>This course examines the history and development of the Chinese economy. The emphasis is given to the transformation of the Chinese economy into a market economy with its special characteristics.</td>
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<td>Study the economic characteristics, current economic problems, and future growth prospects for these economies.</td>
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<td>ECON 3040 and (3030 or 3050) and (3810 or QBA 2720)</td>
<td>In this course, students engage in independent research using real-world data. It utilizes statistical testing of economic hypotheses using research methods of economic analysis. The economic models tested are those commonly employed in the microeconomic and macroeconomic literature.</td>
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<td>Basic linear regression models are explored within an econometric context. Simple and multiple linear regression models are introduced under classical assumptions and developed in relation to heteroskedasticity, autocorrelation, multicollinearity, and specification errors. Models with binary regressors, models with qualitative dependent variables, and the simultaneous equations model are introduced. Computer assignments provide experience in empirical social science research.</td>
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<td>ECON 1030 and 3810</td>
<td>Use statistical and econometric techniques in SAS to study selected topics of current interest in the area of economics.</td>
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<td>This course enables students to work as an intern using economic principles, research skills, critical thought, and/or quantitative/qualitative analysis. After an internship is identified, students submit an application to the Department of Economics in the semester preceding the internship. Once the internship is approved and completed, students write a paper that reflects on their experience and get 1-3 credit hours in the semester during or following the internship.</td>
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<td>Readings in selected fields of economics. Topics selected by student in consultation with faculty member.</td>
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<td>Methodology, analysis of data, and preparation of research findings.</td>
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<td>Economic analysis of such environmental matters as air, water, and noise pollution, population growth, and land use. Emphasis placed on use of economic theory and empirical research in evaluating environmental policies.</td>
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<td>Explores the economic aspects involved in the extraction and utilization of both renewable and nonrenewable natural resources. Topics include the economics of oil and mineral extraction, groundwater use, agricultural practices, forestry, and fisheries. Allocation of property rights and economic benefits and costs of natural resource use also are examined.</td>
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<td>The main topics include: Private versus social health insurance. Economics of HIV/AIDS. Rational and bounded rational addiction models. Economics of smoking, drinking, obesity. Exams involve solving numerical problems and writing short essays on health policy issues.</td>
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<td>Demand for labor, supply of labor, household production, compensating wage differentials, education and training, discrimination, unions, and unemployment.</td>
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<td>Investigation of the decisions individuals and families make regarding education, marriage, fertility, labor supply, and child care, as well as the effects of public policy on these decisions.</td>
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<td>Survey of economic approach to analyzing public policy issues. Uses concepts of welfare economics and public choice economics, as applied to sample of policy subjects.</td>
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<td>Role played by government as user of economic resources and redistributor of incomes. Some questions explored: need for government's entry into economy, optimal size of government, selection of tax and expenditures schemes, and effects of government economic activity on private sector.</td>
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<td>Market structures, market conduct, and social performance of industries. Emphasis upon firms' strategic behavior in price and nonprice competition. Topics include oligopolistic pricing, strategic entry deterrence, location strategies, product quality, advertising, and research and development. Economic welfare implications of firms' behavior examined.</td>
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<td>Explores the economic behavior of the firm subject to antitrust laws. Topics include collusion, price discrimination, vertical restraints, and other behavior where the intent may be to monoploidize a market. Also examines institutional incentives and economic benefits and costs of antitrust laws.</td>
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<td>Applies economic theory to analyzing public policy issues regarding energy production and use—including such topics as price controls, import dependency, conservation, supply outlook, and industry concentration.</td>
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<td>This course examines the theory and practice of economic, health, safety, and environmental regulations.</td>
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June 1, 2023  
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<td>This course examines the history and development of the Chinese economy. The emphasis is given to the transformation of the Chinese economy into a market economy with its special characteristics.</td>
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<td>Study the economic characteristics, current economic problems, and future growth prospects for these economies.</td>
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<td>Statistical methods are developed within an economic context. Fundamental statistical topics include descriptive statistics, basic probability theory, random variables, sampling, estimation, and hypothesis testing.</td>
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<td>In this course, students engage in independent research using real-world data. It utilizes statistical testing of economic hypotheses using research methods of economic analysis. The economic models tested are those commonly employed in the microeconomic and macroeconomic literature.</td>
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<td>Use statistical and econometric techniques in SAS to study selected topics of current interest in the area of economics.</td>
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- **A&S ECON ECON 6960 Master’s Paper**
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- **A&S ECON ECON 6980 Colloquium**
  - Seminar component
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  - Repeat Hours: 2
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  - Lecture component
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- **A&S ECON MFE 6010 Macroeconomics and Business Fluctuations**
  - Lecture component
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- **A&S ECON MFE 6050 Managerial Economics**
  - Lecture component
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- **A&S ECON MFE 6100 Managerial Accounting**
  - Lecture component
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- **A&S ECON MFE 6110 Financial Statement Analysis**
  - Lecture component
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- **A&S ECON MFE 6200 Corporate Finance**
  - Lecture component
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- **A&S ECON MFE 6210 Financial Management II**
  - Lecture component
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- **A&S ECON MFE 6220 Quantitative Analysis in Equity Markets**
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- **A&S ECON MFE 6230 Portfolio Theory**
  - Lecture component
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June 1, 2023

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<td>GEC1: A-F, REQUISITE: This course presents tools and theories used by investors to identify and evaluate equities and examines in depth the relationship between investment risks and returns. It has two modules. The first module is based on financial management. It covers finance and investment decisions from the profit-maximizing firm's perspective. The second module is based on equity valuation. It covers the principles of valuation for common stock (equities) and the principles of portfolio management for equity portfolios.</td>
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<td>GEC4: A-F, CR, PR: Classical linear regression and various diagnostic tests and remedies for violations of classical assumptions, and various forecasting models.</td>
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<td>GEC1: A-F: This course is built on the Classical and Keynesian views of the economy. It focuses on international macroeconomics and financial markets. In particular, it analyzes the benefits of international trade and examines the role of trade policies such as tariffs and quotas. The course also examines exchange rates and interest rates and how equilibrium is reached in the foreign exchange markets. It takes a closer look at the structure of international capital markets and discusses international banking and the difficulties associated with regulating international banking.</td>
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<td>Futures, Options, and Other Derivatives</td>
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<td>GEC1: A-F: This course is a risk management course dealing with contract specifications. It takes an in-depth look at the characteristics of options and futures trading procedures. It also looks at the pricing mechanism that joins the commodity, options, futures, and futures options markets together.</td>
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<td>GEC4: A-F, CR, PR: The role of fixed income investments and other alternative investments in financial markets and the analysis of these financial instruments in investment portfolios.</td>
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<td>Special Topics in Master Financial Economics</td>
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<td>GEC4: A-F, CR, PR: Specific course content will vary with offering.</td>
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<td>GEC5: CR, PR: Complete an internship and write a paper on topic in financial economics.</td>
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<td>GEC4: A-F, CR, PR: Readings in selected fields in economics under direction of staff member.</td>
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<td>GEC4: A-F, CR, PR: Research in selected fields of financial economics under supervision of staff member.</td>
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<td>GEC5: CR, PR: Writing of scholarly papers in areas of financial economics. A thesis must follow the format of the Graduate College.</td>
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Course descriptions and eligibility notes:

Developmental Writing Skills: Introduces students to different forms of poetry and drama. Students acquire and deploy a critical vocabulary in learning to read and analyze these texts.

Fundamental English Usage Skills: Intended to assist non-native English speaking students in becoming more skilled writers in their undergraduate coursework. Students practice their ability to organize, develop, and write up their ideas; use sources in their writing without plagiarizing; revise and proofread their own writing; and become more aware of their own strengths and opportunities for development in writing. Helping students use correct grammar and vocabulary is also very important in this course.

Crossing Cultures with Text: Provides foundation for writing through attention to coherence, mechanics, syntax, and writing conventions and is taken concurrently with ENG 1510. Does not satisfy Tier I or Arts and Sciences Humanities requirements, but rather offers instructional support for students enrolled in ENG 1510.

Writing and Rhetoric I: Practice in composing and revising expository essays that are well organized, logically coherent, and effective for their purpose and audience. Topics from personal experience, nonfiction reading, and research material.

Introduction to Shakespeare in Film: Through close reading of Shakespeare's plays and through viewing films in class, students will gain an understanding of Shakespeare's artistry and ideas.

Freshman Composition: Writing and Rhetoric: For non-native English speaking undergraduate students is designed to instruct such students in higher-level writing skills. Practice in composing and revising expository essays that are well organized, logically coherent, and effective for their purpose and audience. Topics from reading, research, and academic content. Fulfills the requirements for a freshman composition course (ENG 1510). Native English speakers should take ENG 1510.

Introduction to Prose Fiction and Nonfiction: Introduces students to different forms of fiction and non-fiction prose (novels, short stories, essays, life-writing). Students acquire and deploy a critical vocabulary in learning to read and analyze these texts.

Introduction to Poetry and Drama: Introduces students to different forms of poetry and drama. Students acquire and deploy a critical vocabulary in learning to read and analyze these texts.

Critical Approaches to Popular Literature: Introduction to genres of popular literature (romance, science fiction, detective novel, etc.) as well as to relation between film and popular literature.

Honors Experience: Critical Approaches to Reading, Writing, and Playing Fantasy: NJ

Introduction to Literature and Health: Introduces students to analyzing how literary texts, including poetry, drama, fiction and non-fiction prose, and film, construct normative understandings of the human body through representations of medicine, wellness, illness, disability, and death.

Office of the University Registrar
June 1, 2023
Page 71 of 1005
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COURSE DESC: Our readings, film screenings, discussions (oral and online), research and composing will be focused on relations between people and the environment, primarily but not exclusively, in our regional environment. We will explore mountaintop removal coal mining in Appalachia, the natural history of the region's forests, industrial food systems and "locavore" (agri)culture. Our approach will be "ecological" in the sense of attempting to understand our complex interrelationships with the natural and artificial systems we rely on and of which we are a part. We will take a similar approach to environmental rhetoric and use rhetorical analysis as the main means of mapping connections among informative, persuasive, and creative discourse on these topics.
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<td>Authors, works, and genres of American literature from the end of the Civil War to the end of World War I.</td>
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<td>Studies in Jewish American literature from arrival in the 17th-century to the present; analysis of how Jewish American literature influences and is influenced by the classical canon of Jewish American literature and how Jewish American writers respond to the Jewish mandate - tikkum olam (to heal the world) - to place, environment, and the diaspora.</td>
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<td>Introduces students to a variety of literary genres and works written by women. Emphasis is on exploring ways that women authors, including those from international and historically marginalized communities, negotiate diverse cultural expectations and/or their own identity positions. Students practice critical reading and literary analysis in light of cultural, historical, and intersectional perspectives.</td>
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<td>Surveys lesbian, gay, bisexual, transgender, and queer (LGBTQ) literature with an emphasis on the representation of LGBTQ identities and experiences across genres and historical periods. Students practice critical reading and analysis in light of differing cultural, historical, and intersectional perspectives.</td>
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<td>Attention will be paid to rhetorical (intent, purpose, and audience) and composing contexts of queer writings including social and political issues facing queer writers. The term queer will be considered as a term that emerges both in opposition to and in support of gay identities. Readings for discussion and analysis might include a variety of texts such as narrative, memoir, graphic novels, and academic research and theory.</td>
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<td>Surveys persuasive writing by women in every historical epoch from B.C.E. to the present. Although the focus is on Western rhetorics, attention will be paid to rhetorics beyond the Western canon. We will address how and why women's rhetorics have been excluded from the rhetorical canon until recently, when revisionist histories have redefined rhetoric to include them.</td>
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A&S ENG

ENG 3290

Title: Rhetoric and Law

COURSE DESC: Rhetic and law were interdependent in Ancient Greece. This course introduces students to rhetorical concepts and appeals that remain critical to the practice of American law as they arise out of western rhetorical history. Legal concepts from other cultures will provide further context. The course will also introduce rhetorical analytical methods for understanding the textual features of law and policy through concepts such as stasis theory, audience, appeals, and common ground. Assignments might include rhetorical analyses of legal documents, presentation of legal cases, analyzing an important legal decision, analyzing the impact of particular laws on issues of race, class, gender, orientation or disability. Students will study written rhetorical and textual features of legal genres.

ENG 3300

Title: Ecological Discourses in English Studies

COURSE DESC: Explores the discourses, theories and practices of ecologically-oriented movements, genres, and intellectual areas that are influencing English Studies. Examines a range of ecological positions, including mainstream environmentalism, deep ecology, ecofeminism, and social ecology. Our method will be to discuss and practice criticism of literary and cultural texts, including rhetorical studies of ecological texts, rhetoric, and popular culture expression. Course study will employ rhetorical theories as a productive tool for identifying recurring motifs, conflicts, concepts, and material realities at stake in artistic and rhetorical expressions about the ecology and human relations within it, and how writers and film makers make strategic appeals to specific audiences. Topics may include issues of representing nature, the separation of nature and culture, relationships between place and identity, issues of development, technology, indigenous cultures, and environmental justice. Our readings will include book excerpts, environmental writing, and rhetorical, fiction, poetry, visual, and online texts.

ENG 3340

Title: Israeli Literature

COURSE DESC: Israeli Literature is a young country whose writers have inherited an old, complex history. We will study the role of memory, ethics, the diaspora, and aesthetics in Israeli literature.

ENG 3350

Title: Irish Literature

COURSE DESC: The course focuses on the rich literary tradition of Ireland. For such a small country, Ireland boasts some of the biggest names in literary history, including four Nobel Prize winners: George Bernard Shaw, W.B. Yeats, Samuel Beckett and Seamus Heaney. This class focuses on introducing students to the rich literary tradition of Ireland beginning with an examination of Irish myths and legends as well as examining texts from the Irish Literary Renaissance through the twentieth century. Irish literature is haunted by its political, linguistic and cultural history as well as the geography of Ireland itself, and therefore, this course explores the shaping influences of politics, language, culture and geography alongside the exploration of examples of Irish literature. Readings include early Irish legends and myths as well as texts from the eighteenth through the twentieth century. Some of the authors explored in this course include W.B. Yeats, Lady Gregory, Edna O'Brien and Seamus Heaney.

ENG 3370

Title: Black Literature from 1930 to the Present

COURSE DESC: Explores authors, works, genres, and topics in Black literature in the Americas up to 1930.

ENG 3380

Title: Ethnic American Literature

COURSE DESC: Focuses on ethnicity and/or race in American literature. Through reading works by writers from historically marginalized communities, students explore ways in which literary representation and self-representation reflect, construct, and challenge ethnic and national identity.

ENG 3390

Title: Black Literature from 1930 to the Present

COURSE DESC: Explores authors, works, genres, and topics in Black literature from 1930 to the present.

ENG 3400

Title: Introduction to Analysis of Moving Image

COURSE DESC: Introduction to analysis of moving image texts including film, television, and video.

ENG 3450

Title: Intercultural Adaptations: Answering the Anglo-American Literary Canon

COURSE DESC: Students read texts from the Anglo-American literary canon and examine adaptations of or "answers" to those texts created within the context of entirely different cultures, some of which were the objects of English/European cultural influence or dominance. Discussion and written assignments focus on the revision, transformation, or decentering of the primary literary works when "read" or revised by creative artists from outside of the Anglo-English cultural tradition. The culturally-diverse adaptations of canonical texts might take the form of literature, film, or any other creative artifact (such as a graphic novel); students analyze the connections between paired texts in order to identify the contradictions within their foundational assumptions and value systems and develop strategies to interpret and appreciate the creative achievements of distinct cultures.

ENG 3490

Title: History of Books and Printing

COURSE DESC: Introduction to history of the book and its place in development of Western culture from ancient world to present. Approach is primarily historical, cultural, and aesthetic.
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

**MAJOR:**

- Grammar, Mechanics, and Usage: Lecture 3, Cred Hours: 0
- The History of the English Language: Lecture 3, Cred Hours: 0
- Global Literature: Lecture 3, Cred Hours: 0
- Young Adult Literature: Lecture 3, Cred Hours: 0
- Law and Literature: Lecture 3, Cred Hours: 0
- Honors Experience: Law and Literature: Ind Study 0, Cred Hours: 0
- Creative Writing: Fiction: Lecture 3, Cred Hours: 0
- Creative Writing: Poetry: Lecture 3, Cred Hours: 0
- Creative Writing: Nonfiction: Lecture 3, Cred Hours: 0
- Introduction to Literary Editing and Publishing: Seminar 3, Cred Hours: 0
- Writing About Genre: Seminar 3, Cred Hours: 0
- Politics and Literacy: Issues of Race, Class and Gender: Lecture 3, Cred Hours: 0

**Course Description:** Designed to explore political, social, historical, and educational perspectives of literacy. Students will read about how historians and theorists have defined the impact of literacy on cultures and individuals. They will read and discuss how literacy has been used as a tool for empowerment and for oppression. An important focus of the class entails examining how a student's experiences with literacy are often shaped by race, social class, and gender. The collection of readings on literacy also covers broad themes, including technologies and literacy, histories of literacy in the U.S., power, privilege, and discourse, and literacy in the workplace.
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<th>Subsidy Level</th>
<th>eLearn Options</th>
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<td>How does writing work to create and shape cultures? How do cultures represent and preserve themselves through writing and other composing practices? In this course on the rhetorics of marginalized cultures, students read, analyze, and write about the cultures and rhetorical practices of marginalized groups with a focus on the culture of one or more groups historically underrepresented or misrepresented in popular and academic cultures. Writing assignments comprise the majority of the grade in this dedicated writing course.</td>
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<td>Explores the expansion of written communication through emerging technologies called new media. Students develop a theoretical framework for relationships among new media, rhetoric, literacy, and textual genres as well as a rhetorical and practical skillset. The course culminates in a capstone creative project requiring student-led design, composition, and reflection and incorporating feedback from peers and the instructor along the way.</td>
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<td>In this service learning course, students develop as composers of print and/or multimodal projects to support community organizations. Students learn about the history, services, and needs of community organizations and create materials (e.g. brochures, posters, handbooks, websites, social media posts) based on the organization's needs.</td>
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<td>In this service learning course, students develop as composers of print and/or multimodal projects to support community organizations. Students learn about the history, services, and needs of community organizations and create materials (e.g. brochures, posters, handbooks, websites, social media posts) based on the organization's needs.</td>
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<td>Students organize and run the Ohio University chapter of the national English Honor Society, Sigma Tau Delta.</td>
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<td>Students edit and produce the campus literary magazine for public distribution. Course may be taken with permission of the magazine faculty advisor.</td>
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<td>Upper-division instruction and practice in nonfiction writing, with attention to the work of contemporary and canonical writers and a focus on craft. Students create and revise original works of nonfiction with an eye toward publication beyond the classroom.</td>
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<td>Upper-division instruction and practice in fiction writing, with attention to the work of contemporary and canonical writers and a focus on craft. Students create and revise original works of fiction with an eye toward publication beyond the classroom.</td>
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<td>Upper-division instruction and practice in poetry writing, with attention to the work of contemporary and canonical poets and a focus on craft. Students create and revise original works of fiction with an eye toward publication beyond the classroom.</td>
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<td>Focus is on a specialized area of study, leading toward the production of a thesis, with any Group I, II, or IV faculty member in the English Department. Focus may be in literature (American, British, Cross-cultural or Multi-ethnic), creative writing (poetry, fiction, non-fiction), rhetoric/composition, or English education. Topic of study and reading list are created jointly by student and tutor and approved by DOS.</td>
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<td>Examines theoretical texts and contexts in order to explore issues of power and inequality embedded in various modes of cultural representation. Students will develop a working understanding of multiple theoretical approaches to the intersections among race, ethnicity, class, gender, sexuality, nationality, transnationalism, immigration, and colonialism-postcolonialism-neocolonialism.</td>
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<td>Focus is on a specialized area of study, leading toward production of thesis, with any Group I, II, or IV faculty member in the English Department. Focus may be in literature (American, British, Cross-cultural or Multi-ethnic), creative writing (poetry, fiction, non-fiction), rhetoric/composition, or English education.</td>
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### Field Experience in Secondary English/Language and Composition
- **Course Code:** ENG 4911
- **Title:** Field Experience in Secondary English/Language and Composition
- **Component:** Laboratory
- **Cred Hours:** 1
- **Repeat Hours:** 0
- **General Education:** N
- **Permit:** U30
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC1: A-F
REQUISITE: ENG 4510 concurrent
COURSE DESC: Field experience to provide practical applications of materials, methods, and techniques of language and composition instruction as appropriate in various secondary school settings. Students will observe classroom teachers and carry out various instructional tasks as the cooperating teachers deem appropriate.*

### Field Experience in Secondary English/Literature
- **Course Code:** ENG 4912
- **Title:** Field Experience in Secondary English/Literature
- **Component:** Laboratory
- **Cred Hours:** 1
- **Repeat Hours:** 0
- **General Education:** N
- **Permit:** U30
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC1: A-F
REQUISITE: ENG 4520 concurrent
COURSE DESC: Field experience to provide practical application of materials, methods, and techniques of literature instruction as appropriate in various secondary school settings. Students will observe classroom teachers and carry out various instructional tasks as the cooperating teachers deem appropriate.*

### Independent Reading
- **Course Code:** ENG 4930
- **Title:** Independent Reading
- **Component:** Ind Study
- **Cred Hours:** 3
- **Repeat Hours:** 9
- **General Education:** I
- **Permit:** U30
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC4: A-F, CR, PR
REQUISITE: Permission required
CR, PR
COURSE DESC: Directed individual reading and research.*

### Research Apprenticeship in English Studies
- **Course Code:** ENG 4940
- **Title:** Research Apprenticeship in English Studies
- **Component:** Research
- **Cred Hours:** 1 to 9
- **Repeat Hours:** 9
- **General Education:** BLD
- **Permit:** U30
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC6: CR, PR, F
REQUISITE: ENG 3070J and (jr or sr) and permission required
PR, F
COURSE DESC: Provides qualified students the opportunity to learn and practice skills needed for advanced research in English studies through participation in a faculty member's ongoing scholarly work; may involve either skilled research assistance or collaborative authorship.*

### Thesis Tutorial I
- **Course Code:** ENG 4970T
- **Title:** Thesis Tutorial I
- **Component:** Tutorial
- **Cred Hours:** 1 to 12
- **Repeat Hours:** 13
- **General Education:** N
- **Permit:** U30
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC1: A-F
REQUISITE: ENG 2970T and HTC
COURSE DESC: First semester of year-long project of producing a major scholarly or creative work of high quality reflecting the student's special interests. The focus is on research, theoretical grounding, creative productivity, and organization of materials. Weekly meetings with tutor, including presentation of drafts of in-progress material.*

### Thesis Tutorial II
- **Course Code:** ENG 4980T
- **Title:** Thesis Tutorial II
- **Component:** Tutorial
- **Cred Hours:** 1 to 12
- **Repeat Hours:** 13
- **General Education:** N
- **Permit:** U30
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC2: A-F
REQUISITE: ENG 2970T and HTC
PR
COURSE DESC: Second semester of year-long project of producing a major scholarly or creative work of high quality reflecting the student's special interests. In this tutorial, focus is on completing and revising the thesis. Weekly meetings with tutor, including presentation of work in progress and revisions.*

### English Departmental Honors
- **Course Code:** ENG 4990H
- **Title:** English Departmental Honors
- **Component:** Tutorial
- **Cred Hours:** 3
- **Repeat Hours:** 9
- **General Education:** BLD
- **Permit:** I
- **Subsidy:** U30
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC2: A-F
REQUISITE: Permission required and Sr only
PR
COURSE DESC: Completion of individual thesis or creative writing project for B.A. with Honors in English.*

### Anglo-Saxon
- **Course Code:** ENG 5010
- **Title:** Anglo-Saxon
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Permit:** G50
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC4: A-F
REQUISITE: CR, PR
COURSE DESC: A reading course in Anglo-Saxon language and literature.*

### Old English Poetry
- **Course Code:** ENG 5020
- **Title:** Old English Poetry
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Permit:** G50
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC4: A-F
REQUISITE: ENG 5010
CR, PR
COURSE DESC: An introduction to the poetry written in England between 650 and 1100.*

### English Language
- **Course Code:** ENG 5030
- **Title:** English Language
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Permit:** G50
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC4: A-F
REQUISITE: CR, PR
COURSE DESC: Sounds, inflections, syntax, and vocabulary of English from 1000 to present.*

### American English
- **Course Code:** ENG 5040
- **Title:** American English
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Permit:** G50
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC4: A-F
REQUISITE: CR, PR
COURSE DESC: An overview of the origins and development of American English.*

### Old Norse Language and Literature
- **Course Code:** ENG 5050
- **Title:** Old Norse Language and Literature
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Permit:** G50
- **Subsidy:** 0
- **Level:**
- **E-Learn Options:**
- **Majors Set Aside:**

*ELIGIBLE GRADES: GEC4: A-F
REQUISITE: CR, PR
COURSE DESC: An introduction to Old Norse and to the Icelandic Sagas in the original language.*
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<td>This course is intended for secondary school English teachers, focusing on classroom approaches to literature in English.</td>
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<td>Genres and authors of literature written during the English Renaissance, 1500-1700.</td>
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<td>Intended for secondary school English teachers. It explores the varieties of spoken English present in the secondary school classroom and pedagogical strategies that acknowledge those varieties and focuses on Appalachian English and African American English.</td>
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<td>Teaching of drama intended for secondary school teachers of language arts.</td>
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<td>An introduction to the origins, sources, language, and themes of Geoffrey Chaucer's works (1342-1400).</td>
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<td>Intensive study in specific critical and historical problems connected with the works of William Shakespeare.</td>
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<td>Selected topics in the literature of Victorian England.</td>
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<td>Selected topics in American literature through the Civil War with an emphasis on works by American Indians.</td>
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<td>Selected topics in Renaissance Drama. Student will explore writers other than Shakespeare who impacted the period.</td>
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<td>GEC1: A-F REQUISITE: Field experience to provide practical applications of materials, methods, and techniques of language and composition instruction as appropriate in various secondary school settings. Students will observe classroom teachers and carry out various instructional tasks as the cooperating teachers deem appropriate.</td>
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<td>GEC1: A-F REQUISITE: Field experience to provide practical application of materials, methods, and techniques of literature instruction as appropriate in various secondary school settings. Students will observe classroom teachers and carry out various instructional tasks as the cooperating teachers deem appropriate.</td>
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<td>GEC6: CR, PR, F REQUISITE: On the job experience in Ohio University offices and elsewhere. Coordinated and evaluated by graduate chair and director of office in which student is placed.</td>
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Office of the University Registrar
June 1, 2023
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**A&S ENG HUM 2170**
**ELIGIBLE GRADES:**
**COURSE DESC:**
Explores the cultures of India, China, and Japan through literature and relevant philosophies; major texts of other Asian countries may be added or substituted as well.

**A&S ENG HUM 2900**
**ELIGIBLE GRADES:**
**COURSE DESC:**
Specific course content will vary with offering.

**A&S ENG T3 4071**
**ELIGIBLE GRADES:**
**COURSE DESC:**
What is the literacy crisis? Our environment bombards us with increasing amounts of information: images, words, text. Those who speak of a literacy crisis assert that a large portion of the United States' population is overwhelmed by rising demands made on them and handicapped by inadequate literacy skills.

This problem can be demonstrated by the poor performance of students on international tests of reading and writing, and employers' charges their workers cause accidents and decrease production because of limitations in their reading and writing skills.

To assess the validity of these claims, this course reviews the historical development of literacy: the personal and professional applications of literacy; the power of literacy to effect change within the developing world; the educational strategies employed by U.S. schools to foster literacy skills; and the performance of students and workers on reading and writing tasks. The course also addresses the tensions that complicate efforts to establish a definitive standard for writing and reading skills. Some of these tensions arise from the evolving nature of reading and writing skills and from the demands made by various activities and professions on these same skills. Beyond the tensions produced by changes within literacy itself, other changes might arise from employers' efforts to acquire the most highly skilled workers at the lowest possible wage.

Students critique the arguments for and against the existence of this crisis and suggest responses based on their views. Students also study literacy practices within their areas of study and propose solutions to literacy problems that arise within their disciplines.

**A&S ENG T3 4110**
**ELIGIBLE GRADES:**
**COURSE DESC:**
This course explores American detective fiction and film noir, a term that refers to certain "black" or darkly-lit American films of the 1940s and 1950s. It will examine classic examples of detective fiction and film noir as well as more contemporary examples of neo-noir. Although the emphasis will be on the aesthetic character of the texts under discussion, we will also investigate their historical and socio-cultural conditions of possibility as well as related issues of race and class, gender and sexuality, nation and ethnicity.
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### Course Listing

**A&S GEOG**

#### GEOG 3050: Physical Meteorology
- **Title:** Physical Meteorology
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **Permit:** N
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEC7: CR, F

**COURSE DESC:** This course is a survey of atmospheric physics, with a focus on radiation balances, radiative transfer, cloud microphysics, and boundary layer meteorology.

**REQUISITE:** GEOG 3010 and MATH 2301 and PHYS 2051

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#### GEOG 3150: Biogeography
- **Title:** Biogeography
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **Permit:** N
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEC7: CR, F

**COURSE DESC:** An examination of historical, environmental, and biotic influences that shape spatial patterns of plant and animal distributions and community structure in the contemporary landscape. The course also explores the role of disturbance as a shaper of biological communities, and students will be introduced to field, laboratory and statistical means of analyzing ecological data. The role of human activities in altering biogeographic patterns is informed by our understanding of how and why biological diversity varies over the surface of the earth.

**REQUISITE:** (BIOG 1700 or GEOG 1100 or PBIO 2090) and WARNING: not BIOS 3160

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#### GEOG 3160: Population Geography
- **Title:** Population Geography
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **Permit:** BDP
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEC1: A-F

**COURSE DESC:** Survey of global population concerns emphasizing contemporary patterns of population change, fertility, international migration, and the impact of these on the environment and economic resources. Examines critiques (feminist/equity) of population change as a development problem and explores development consequences and human experiences of migration. Examines the political nature of population change by exploring multiple perspectives on population change and socio-environmental change. Teaches students to confront their own preconceived notions of fertility, migration, and consumption, and develop greater curiosity about the causes and consequences of demographic change.

**REQUISITE:** GEOG 1200 and Jr or Sr

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#### GEOG 3200: Urban Geography
- **Title:** Urban Geography
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **Permit:** N
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEC7: CR, F

**COURSE DESC:** Geographical survey of the processes and forms of urban settlements. Examines urban origin, urban system, urban spatial structure, suburbanization, urban planning, (de)industrialization, inner-city decline, gentrification, entrepreneurial politics, cultural economy and globalization. This course includes significant writing and revision.

**REQUISITE:** Ohio Honors student and GEOG 3260 concurrently

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#### GEOG 3210: Geography of Religious Space and Place
- **Title:** Geography of Religious Space and Place
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **Permit:** N
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEC1: A-F

**COURSE DESC:** Systematic and regional survey of religious cultural landscapes of the world in comparative perspective. Emphasis on religion as a cornerstone of culture and its manifestations in the cultural landscape. Focus on sacred space and place, pilgrimage, and holy sites in selected religious belief systems.

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#### GEOG 3220: Honors Experience in Urban Geography
- **Title:** Honors Experience in Urban Geography
- **Component:** Ind Study
- **Cred Hours:** 0
- **Repeat Hours:** 0
- **Permit:** N
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEOG 3260 concurrently

**COURSE DESC:** OHIO Honors Curricular Experience in Urban Geography

**REQUISITE:** CR, F

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#### GEOG 3250: Political Geography
- **Title:** Political Geography
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **Permit:** N
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEC1: A-F

**COURSE DESC:** Political Geography is a critical examination of the spatial expression of geopolitics. Topics covered include formation of the state as a sovereign space, nationalism in discourse and practice in both current and historical contexts, the relationship of neoliberalism to globalization and devolution in both developed and developing-world contexts, and the linkages between global and local scale political processes, especially regarding electoral politics.

**REQUISITE:** GEOG 1200

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#### GEOG 3260: World Economic Geography
- **Title:** World Economic Geography
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **Permit:** N
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEC7: CR, F

**COURSE DESC:** Geographic survey of the capitalist world economy. Examines the rise and fall of great economic powers, (under)development in the periphery, global economic restructuring, regional blocs, multinational firms and national governments.

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#### GEOG 3270: Geographies of Social Justice
- **Title:** Geographies of Social Justice
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **Permit:** BER
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEC1: A-F

**COURSE DESC:** This class provides a geographic analysis of social relations, social identities, and social inequalities. The course examines the geographies of social justice from the perspective of distinct identity groups (including race, gender, class, sexuality, ability, and nationality). We discuss the way that place plays a role in constructing and giving meaning to these identity groups. We explore the role of social justice as it relates to various geographic themes, particularly focusing on: the constitution of public and private space; housing, homelessness, and the meaning of home; memorialization; urban structure and design; gentrification; the use of public space; mobility; geographies of fear; and resistance.

**REQUISITE:** GEOG 1200 or WSSS 1000

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#### GEOG 3290: Honors Experience: World Economic Geography
- **Title:** Honors Experience: World Economic Geography
- **Component:** Ind Study
- **Cred Hours:** 0
- **Repeat Hours:** 0
- **Permit:** N
- **Subsidy Level:** U30
- **Elearn Options:** 0

**ELIGIBLE GRADES:** GEOG 3290 concurrent and student in the OHIO Honors program

**COURSE DESC:** OHIO Honors curricular experience in World Economic Geography.

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### Office of the University Registrar

June 1, 2023

Page 90 of 1005
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**COURSE DESC:** This course focuses on the political, economic, and social drivers of water access in a globalized world. These factors are examined using case studies in developed and developing contexts in relation to uncertainties of climate change. Course topics include water privatization, scarcity, pollution, urbanism, indigeneity, the state, habitat, and human displacement. Social and environmental justice dimensions of these themes are explored and analyzed.
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<td>GEC1: A-F, REQUISITE: GEOG 1200 or 1400</td>
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<td>Legal aspects of both individual environmental and societal environmental rights and duties with respect to constitution, private property, nuisance, negligence, statutes, regulatory agencies, and court decisions. Emphasis on case study of federal, state, and local laws that shaped existing law and those that are likely to shape future legislative and administrative action.</td>
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<td>A&amp;S GEOG</td>
<td>GEOG</td>
<td>3500</td>
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<td>Land Use Planning</td>
<td>Lecture</td>
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<td>Fundamentals of land use planning are explored. Examines traditional and innovative approaches to land use planning and its influence on the physical forms of our cities and environment, community development, human health, growth management, and sustainability. Reviews land-use planning tools and techniques utilized at the local, regional, and state level of government including plan-making processes, zoning, subdivision regulations, environmental management, smart growth, urban design, and land-use suitability.</td>
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<td>A&amp;S GEOG</td>
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<td>3580</td>
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<td>Environmental Hazards</td>
<td>Lecture</td>
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<td>Systematic introduction to the concepts, problems, and methods that guide the identification and assessment of environmental risk with emphasis on natural hazards and their geophysical dimensions.</td>
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<td>Cartography I</td>
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<td>Introduction to digital cartographic design and cartographic visualization. Theory and practice of map design developed in weekly lectures and lab.</td>
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<td>Cartography II</td>
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<td>Introduction to dynamic digital cartographic design. Theory and practice of geovisualization through animated and interactive maps developed in weekly readings, discussion, exercises, and final project.</td>
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<td>Air Photo Interpretation</td>
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<td>Principles, techniques, and practice in visual interpretation of, and making measurements from, aerial photographs. For geographers, geologists, military, community planners, resource managers, engineers.</td>
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<td>Air Photo Interpretation</td>
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<td>Principles, techniques, and practice in visual interpretation of, and making measurements from, aerial photographs. For geographers, geologists, military, community planners, resource managers, engineers.</td>
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<td>A&amp;S GEOG</td>
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<td>Geographic Field Methods</td>
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<td>GEC1: A-F, REQUISITE: 1 2000+ level course in GEOG/GEOL/ANTH/PBIO/BIOS/ES</td>
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<td>Introduction to geographic field methods and techniques. Field mapping, data collection, spatial sampling, data analysis, synthesis, and reporting.</td>
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<td>Geographic Field Methods</td>
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<td>A&amp;S GEOG</td>
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<td>3970T</td>
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<td>Geography Tutorial</td>
<td>Tutorial</td>
<td>1 to 12</td>
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<td>GEC4: A-F, REQUISITE: GEOG 3981T and HTC CR, PR</td>
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<td>Third-year non-thesis tutorial for students in the Honors Tutorial College</td>
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<td>A&amp;S</td>
<td>GEOG</td>
<td>4035</td>
<td>Introduction to Meteorological Radar Systems, Observations, and Techniques</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 2301 and (GEOG 3040 or GEOG 4660)</td>
<td>This course will provide an introduction to standard and dual-polarization weather radar systems, interpretation of data collected from such systems, and application techniques utilized for various meteorological purposes. Topics covered will include: 1) basic components of a radar system, atmospheric electromagnetic wave propagation, 2) conditions leading to abnormal wave propagation, 3) retrieval of radar reflectivity and Doppler velocity measurements, 4) observational properties of meteorological targets including clouds, rain, hail, snow, and tornadoes, 5) discrimination between meteorological and non-meteorological returns, and 6) applications of radar data including velocity azimuth displays, dual-Doppler wind retrievals, hydrometeor classification, and rainfall measurements.</td>
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<td>A&amp;S</td>
<td>GEOG</td>
<td>4060</td>
<td>Synoptic Meteorology</td>
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<td>GEC2: A-F,</td>
<td>REQUISITE: GEOG 3040</td>
<td>An examination of the construction and analysis of models used in the prediction of meteorological phenomena, the development and maintenance of mid-latitude cyclones, and satellite meteorology.</td>
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<td>GEOG</td>
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<td>Mesoscale Meteorology</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: GEOG 4060</td>
<td>An examination of severe and unusual weather, mesoscale meteorology, atmospheric stability, and radar meteorology.</td>
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<td>A&amp;S</td>
<td>GEOG</td>
<td>4080</td>
<td>Dynamic Meteorology I</td>
<td>Lecture</td>
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<td>GEC2: A-F,</td>
<td>REQUISITE: GEOG 3010 and MATH 3400 and PHYS 2051</td>
<td>Exploration of the physical forces responsible for atmospheric motions. Topics covered include the wind vector; fundamental and apparent forces; the geostrophic wind; the thermal, mechanical and thermodynamic energy equations; balanced flow; vertical motion and the thermal wind; vorticity; and the vorticity and divergence theorems.</td>
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<td>A&amp;S</td>
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<td>Dynamic Meteorology II</td>
<td>Lecture</td>
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<td>GEC2-A-F,</td>
<td>REQUISITE: GEOG 4080</td>
<td>Continuation of Dynamic Meteorology I, with a focus on mid-latitude atmospheric dynamics. Examines the process of a developing mid-latitude cyclone from genesis to lysis, and the interplay between vertical motion, horizontal advection, temperature, and (to some extent) moisture. An investigation of atmospheric dynamics in the planetary boundary layer, where friction must be considered, concludes the course.</td>
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<td>A&amp;S</td>
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<td>Advanced Physical Geography</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: GEOG 1100 and (Jr or Sr)</td>
<td>A topics course of focused study on a specific physical geographic theme.</td>
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<td>A&amp;S</td>
<td>GEOG</td>
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<td>Arid Lands Physical Geography</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: (GEOG 1100 or GEOG 1010) and (Jr or Sr)</td>
<td>Integrated approach to the physical geographic processes that combine to create the distinctive landscapes of arid regions with an emphasis on their landforms and landforming processes.</td>
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<td>Landscape Ecology</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: (Jr or Sr) and (GEOG 1100 or PBIO 2090 or BIOS 2760 or BIOS 375)</td>
<td>Landscape Ecology is an applied science that focuses on the development, consequences, and management of environmental pattern - the spatial distributions of species and the environment resources upon which they depend.This course explores the reciprocal relationship between pattern and process: how pattern is created on the landscape, its implications for populations, communities, and ecosystems, and how spatial pattern changes through time. The specific role of humans in creating and altering landscape pattern is examined.</td>
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<td>Community Geography</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: 4 hours in GEOG and (Jr or Sr)</td>
<td>This course offers a unique combination of collaborative mapping, spatial understanding of community issues, and interaction with and participation in the community from the bottom up, as engaged members of the Athens community. Students will be introduced to real-world problems and best practices, and encouraged to explore creative solutions. Community geography helps students better understand the spatial nature of these issues, how to evaluate both local and global forces which transform communities, and assists them with evaluating actionable solutions which promote sustainability at the local level. This course is designed to engage students with the Athens area, to build collaboration between students, residents and community groups, and to develop marketable skills and expand student awareness of community issues.</td>
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**COURSE DESC:** This course provides an introduction to research design and methodology in geography. The course emphasizes the development of a research project from its earliest stages through the identification of emerging research foci within geography's sub-fields. Students interact independently with faculty to define a research focus for the capstone project, which they undertake the semester following the completion of this course in GEOG 4800: Capstone Experience in Geography.
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<td>This course requires qualified Geography seniors to write an honors thesis, which involves a substantial amount of reading, research and writing, a synthesis of various fields of geographical knowledge, and a mixed use of research tools and methods, including maps, spatial statistics, GIScience, field research, and personal interviews.</td>
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<td>Lab experience in acquisition, measurement, and interpretation of meteorological parameters.</td>
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<td>This course will provide an introduction to standard and dual-polarization weather radar systems, interpretation of data collected from such systems, and application techniques utilized for various meteorological purposes. Topics covered will include: 1) basic components of a radar system, atmospheric electromagnetic wave propagation, 2) conditions leading to abnormal wave propagation, 3) retrieval of radar reflectivity and Doppler velocity measurements, 4) observational properties of meteorological targets including clouds, rain, hail, snow, and tornadoes, 5) discrimination between meteorological and non-meteorological returns, and 6) applications of radar data including velocity azimuth displays, dual-Doppler wind retrievals, hydrometeor classification, and rainfall measurements.</td>
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<td>Exploration of the physical forces responsible for atmospheric motions. Topics covered include the wind vector; fundamental and apparent forces; the geostrophic wind; the thermal, mechanical and thermodynamic energy equations; balanced flow; vertical motion and the thermal wind; vorticity; and the vorticity and divergence theorems.</td>
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<td>Continuation of GEOG 5080. Topics covered include Boussinesq approximations; Reynold's averaging; turbulent kinetic energy; primary and secondary circulations; baroclinic development; geopotential tendency; quasigeostrophic motions; omega equation; and wave motions in the atmosphere.</td>
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**COURSE DESC:** Knowing the geography of one's community, from the distribution of parks and schools to the location of healthcare and social services providers to the assessment of walkable downtowns and neighborhoods, is a hallmark of an engaged citizenry. Community Geography examines a variety of place-based challenges and opportunities that are found within and between communities through the lens of geo-spatial analysis. It engages students in real ways through documenting, evaluating, and mapping the community they live in and care about. University-community partnerships are built from the bottom up around social issues such as income inequalities, food insecurity, educational disparities, limited access to transportation and healthcare, and more.

This course offers a unique combination of collaborative mapping, spatial understanding of community issues, and interaction with and participation in the community from the bottom up, as engaged members of the Athens community. Students will be introduced to real-world problems and best practices, and encouraged to explore creative solutions. Community geography helps students better understand the spatial nature of these issues, how to evaluate both local and global forces which transform communities, and assists them with evaluating actionable solutions which promote sustainability at the local level. This course is designed to engage students with the Athens area, to build collaboration between students, residents and community groups, and to develop marketable skills and expand student awareness of community issues.

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**Office of the University Registrar**

**June 1, 2023**

**Page 100 of 1005**
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COURSE DESC: Examines the Asian region with emphasis on intra-regional economic integration through trade, investment and labor migration flows and on inter-regional relations with other parts of the world through colonialism, political engagement, and globalization. Studies issues of economic development, regional bloc, Cold War conflicts, nationalism, and urbanization in Asia. Examines and dispels stereotypes about the geographical, cultural, and economic characteristics of Asia and Asians by educating students about the many ideologies and worldviews that shape the nations and international relations of Asian countries within and beyond Asia. Prepares students to respect and have meaningful interactions with people of Asian origin. Conduct in-depth research on an Asian country of choice.
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**Office of the University Registrar**

**June 1, 2023**

**Page 105 of 1005**
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June 1, 2023
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Office of the University Registrar
June 1, 2023
Page 109 of 1005
A&S GEOG GEOG 6380 Seminar in Regional Geography: Asia  Seminar 4 8 N G40 0
ELIGIBLE GRADES: GEC2: A-F, PR
COURSE DESC: This seminar course critically examines both the changing geography of contemporary Asia and the history of Asian Studies as an academic discipline. Specific topics will include the geographical conception of Asia, the making of modern Asia, Cold War conflicts, economic development in contemporary Asia, and international trade, investment and migration within and beyond Asia. Particular attention will be paid to how the peoples and countries of Asia have changed geographically and how their changes have been understood in the study of Asia.

A&S GEOG GEOG 6410 Seminar in Development: Environment and Development Research 4 8 N G40 0
ELIGIBLE GRADES: GEC2: A-F, PR
COURSE DESC: The seminar examines the myriad interactions between development processes and environmental change in the developing world. Theoretical developments in political ecology provide a foundation for examining case studies. Topics include: indigenous knowledge, environmental discourses, environmental degradation, people and protected areas, environmental governance, and environmental social movements.

A&S GEOG GEOG 6420 Seminar in Development: Theories of Development Research 4 8 N G40 0
ELIGIBLE GRADES: GEC2: A-F, PR
COURSE DESC: Examines how different concepts and theories of (under)development have been produced, maintained and contested in different regions of the world and in different times.

A&S GEOG GEOG 6430 Seminar in Development: Gender and Development Research 4 8 N G40 0
ELIGIBLE GRADES: GEC2: A-F, PR
COURSE DESC: Advanced topics and readings in gender and development.

A&S GEOG GEOG 6470 Seminar in Resource Management Research 4 8 N G40 0
ELIGIBLE GRADES: GEC2: A-F, PR
COURSE DESC: Seminar contents vary.

A&S GEOG GEOG 6470 Seminar in Resource Management Research 4 8 N G40 0
ELIGIBLE GRADES: GEC2: A-F, PR
COURSE DESC: Seminar contents vary.

A&S GEOG GEOG 6500 Seminar in Environmental Justice Research 4 8 N G40 0
ELIGIBLE GRADES: GEC2: A-F, PR
COURSE DESC: In this seminar environmental justice will be examined in both theory and praxis. Our discussions will range from contested ideas and discourses about environmental justice, to more grounded examples of political movements that seek to contest (in)justice in both urban and rural environments. Specific topics will likely include the conceptual genesis of environmental/social justice movements, distributional inequity of toxics proximity in poor/minority communities, overcoming procedural inequities of white privilege, negotiating urban amenities like forests and parks, overcoming urban food deserts through enhanced food security, the rights of nonhuman species to the city, among other topics.
| College | Dept | Subj | Cat # | Title | Component | Cred Hours | Repeat Hours | General Education | Perm | Subsidy Level | eLearn Options | Majors Set Aside |
|---------|------|------|-------|-------|-----------|------------|--------------|------------------|------|---------------|----------------|-----------------
| A&S     | GEOG | GEOG | 6500  | Seminar in Environmental Justice | Seminar | 4          | 8            | N                | G40  | 0             |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | GEOG | GEOG | 6600  | Seminar in Cartography | Research | 4          | 8            | N                | G40  | 0             |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | GEOG | GEOG | 6600  | Seminar in Cartography | Seminar | 4          | 8            | N                | G40  | 0             |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | GEOG | GEOG | 6730  | Seminar in GIScience | Seminar | 4          | 8            | N                | G40  | 0             |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | GEOG | GEOG | 6730  | Seminar in GIScience | Seminar | 4          | 8            | N                | G40  | 0             |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | GEOG | GEOG | 6900  | Special Topics in Geography | Research | 4          | 12           | N                | G40  | 0             |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | GEOG | GEOG | 6900  | Special Topics in Geography | Seminar | 4          | 12           | N                | G40  | 0             |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | GEOG | GEOG | 6930  | Independent Study | Ind Study | 1 to 12    | 15           | N                | G40  | 0             |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | GEOG | GEOG | 6950  | Thesis | Thesis | .5 to 18   | 54           | N                | G40  | 0             |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | T3   | GEOG | 4080  | Environmentalism in America | Lecture | 3          | 0            | 3                | N    | U30           |                |                  |
|         |      |      |       |       |          |            |              |                  |      |               |                |                  |
| A&S     | T3   | GEOG | 4081  | Landscape and Culture | Lecture | 3          | 0            | 3                | N    | U30           |                |                  |

**Office of the University Registrar**
June 1, 2023
Page 111 of 1005
### GEOL 1010 - How The Earth Works

**Course Description:** An introduction to the forces affecting our planet's surface and interior features. Topics include the origins of volcanoes, earthquakes, and mountain belts along with the ways they impact people's lives. Topics also include the roles of landslides and streams in shaping the Earth's surface, and the formation of earth materials and mineral resources. Intended for both science and nonscience majors seeking a nontechnical overview of the Earth's always changing and sometimes dramatic geology.

**Eligible Grades:** GEC1: A-F

**Prerequisite:** GEOL 2830

**Component:** Laboratory

**Credits:** 4

**Hours:** 0

**General Education:** 2NS, PNS

**Permit:** N

**Level:** U10

**Subsidy:** 0

**E-Learn Options:**

**Majors Set Aside:**

### GEOL 1200 - The Mobile Earth

**Course Description:** An examination of the Earth's dynamic systems including continental drift, sea floor spreading, mountain building, volcanic activity, and earthquakes, and their explanation in terms of plate tectonic theory. Intended for both science and nonscience majors seeking a nontechnical overview of plate-tectonics.

**Eligible Grades:** GEC1: A-F

**Prerequisite:** GEOL 1200 or 1300 or 1350 or 1400 or 1700 or 2080 or 2110 or 2150 or 2210 or 2310 or 2710

**Component:** Lecture

**Credits:** 3

**Hours:** 0

**General Education:** 2NS, PNS

**Permit:** N

**Level:** U30

**Subsidy:** 0

**E-Learn Options:**

**Majors Set Aside:**

### GEOL 1350 - Geology of the National Parks

**Course Description:** Survey of the geologic features of the national parks of the United States, emphasizing the history of their geologic development.

**Eligible Grades:** GEC1: A-F

**Prerequisite:** GEOL 1200 or 1300 or 1350 or 1400 or 1700 or 2080 or 2110 or 2150 or 2210 or 2310 or 2710

**Component:** Lecture

**Credits:** 3

**Hours:** 0

**General Education:** 2AS, PNS

**Permit:** N

**Level:** U10

**Subsidy:** 0

**E-Learn Options:**

**Majors Set Aside:**

### GEOL 1400 - Dinosaurs and the Mesozoic

**Course Description:** This course is an introduction to the systematics, anatomy, physiology, ecology, evolution, and extinction of dinosaurs and other Mesozoic life, as well as a review of the science of paleontology and basic Earth history during the Mesozoic including climate, geography, tectonics, mass extinctions, and other major geologic events. The course begins with an introduction to the sciences of paleontology and geology including an overview of the theories of plate tectonics and evolution, geologic time, relative and absolute age dating, and the fossil record. The history of the science of paleontology is explored as well as the different methods and techniques employed by modern paleontologists to ask and answer scientific questions about ancient life including dinosaurs. Additional topics focus on the physical, biological, and chemical conditions of the Mesozoic world and a general introduction to dinosaurs including their classification, anatomy, physiology, and behavior. The three major groups of dinosaurs, the Ornithischia, Sauropoda, and Theropoda, are discussed in detail in addition to other major components of Mesozoic ecosystems including marine reptiles, pterosaurs, mammals, insects, and plants. The course concludes with an overview of the evolution of terrestrial and marine ecosystems during the Mesozoic and the causes and effects of the end Cretaceous mass extinction.

**Eligible Grades:** GEC1: A-F

**Prerequisite:** GEOL 1200 or 1300 or 1350 or 1400 or 1700 or 2080 or 2110 or 2150 or 2210 or 2310 or 2710

**Component:** Lecture

**Credits:** 3

**Hours:** 0

**General Education:** 2NS, PNS

**Permit:** N

**Level:** U10

**Subsidy:** 0

**E-Learn Options:**

**Majors Set Aside:**

### GEOL 1700 - Metal, Stone, Energy, and Society

**Course Description:** Survey of a broad array of Earth resources with the goal of examining the impact of those resources on society. The influence of plate-tectonic processes and Earth's evolution on resource distribution are considered. The manner in which technological changes in mineral processing are changing recycling rates and are fostering closer connections between industries, the environment, and society will be explored.

**Eligible Grades:** GEC1: A-F

**Prerequisite:** GEOL 1200 or 1300 or 1350 or 1400 or 1700 or 2080 or 2110 or 2150 or 2210 or 2310 or 2710

**Component:** Laboratory

**Credits:** 1

**Hours:** 0

**General Education:** 0

**Permit:** N

**Level:** U10

**Subsidy:** 0

**E-Learn Options:**

**Majors Set Aside:**

### GEOL 2020 - Introductory Geology Lab

**Course Description:** Laboratory covering mineral and rock identification, topographic and geologic map reading, and geologic time for students planning to major or minor in the geological sciences.

**Eligible Grades:** GEC1: A-F

**Prerequisite:** GEOL 1200 or 1300 or 1350 or 1400 or 1700 or 2080 or 2110 or 2150 or 2210 or 2310 or 2710 and WARNING: No credit for this course if taken after the following: GEOL 1010 or 2830

**Component:** Laboratory

**Credits:** 1

**Hours:** 0

**General Education:** 0

**Permit:** N

**Level:** U10

**Subsidy:** 0

**E-Learn Options:**

**Majors Set Aside:**

### GEOL 2080 - Geology of the Solar System

**Course Description:** Students can experience the thrill of geologic exploration of solid planets and moons in the solar system through the study of samples and knowledge obtained by manned and robotic spacecraft missions. Focuses on changing perceptions and advancement of knowledge with each new mission and discovery.

**Eligible Grades:** GEC1: A-F

**Prerequisite:** GEOL 1200 or 1300 or 1350 or 1400 or 1700 or 2080 or 2110 or 2150 or 2210 or 2310 or 2710

**Component:** Lecture

**Credits:** 3

**Hours:** 0

**General Education:** 2NS

**Permit:** N

**Level:** U10

**Subsidy:** 0

**E-Learn Options:**

**Majors Set Aside:**

### GEOL 2090 - Gems, Jewels, and Crystals

**Course Description:** An exploration of the Earth's most valuable minerals, gems and jewels, with close study of how, where, and why they form. Topics also include how earth scientists discover, extract, and process the crystals on their way to their ultimate destination, the jewelry store. The course culminates in a close look at the geological and contextual origins of the world's most famous and valuable crystals.

**Eligible Grades:** GEC1: A-F

**Prerequisite:** GEOL 1200 or 1300 or 1350 or 1400 or 1700 or 2080 or 2110 or 2150 or 2210 or 2310 or 2710

**Component:** Lecture

**Credits:** 3

**Hours:** 0

**General Education:** 2NS, PNS

**Permit:** N

**Level:** U10

**Subsidy:** 0

**E-Learn Options:**

**Majors Set Aside:**

### GEOL 2110 - Introductory Oceanography

**Course Description:** Survey of physical, chemical, biological, and geological aspects of oceanography.

**Eligible Grades:** GEC1: A-F

**Prerequisite:** GEOL 2830

**Component:** Lecture

**Credits:** 3

**Hours:** 0

**General Education:** 2NS, PNS

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Office of the University Registrar  
June 1, 2023  
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<td>This course provides an introduction to principles of stratigraphy and sedimentation. Topics include the interpretation of depositional environments and their relation to plate tectonic setting. Students will engage in scientific writing to deepen their understanding of how professional writing in Geological Sciences is undertaken, strengthen their abilities to analyze, evaluate, and synthesize primary literature sources in sedimentary geology journals. Writing and editing drafts will strengthen student skills in construction of compelling and logical arguments as well as critical assessment of the written work of other scientists.</td>
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<td>Principles of rock deformation and interpretation of folding and faulting and related topics. Field-oriented structural problems, structural maps, and use of stereographic projections.</td>
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<td>Students examine current issues and questions regarding the geology of the solid inner planets, moons, and small bodies of our solar system. The laboratory component allows students to work with data from spacecraft missions and sample-based studies.</td>
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<td>Designed for students who want to discover aspects of the geologic, magmatic, surficial, and hydrologic evolution of the Red Planet. Students will read the latest research papers concerning Mars and discuss and debate their merits and relative contributions to the field of planetary geology.</td>
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<td>An introduction to the classification, distribution and characteristics of metallic and industrial ore deposits. The course emphasizes the geologic conditions and environments leading to the formation of various ores, and examines economics of ore deposits, mining methods, hazards, and remediation techniques. The tectonic settings of ore deposits are considered within the context of the plate tectonic paradigm, and we will discuss ore deposits with respect to geologic time and changes to the Earth system. Laboratory assignments focus on identifying common economic minerals, exploration practices, and ore characterization techniques.</td>
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<td>Radiogenic and stable nuclides are a critical tool for dating materials, understanding planetary differentiation, and tracing provenance and process in all spheres of the earth. This course examines the theory and application of isotope geochemistry to a broad range of geologic topics. Radiometric isotope techniques (dating and geochemical tracing) are introduced through a discussion of atoms, isotopes, and radioactive decay systems, followed by systematic discussion of a number of specific systems (e.g., uranium-lead). Applications of stable isotopes to investigating volcanism, and meteoric-hydrothermal systems are discussed. Concepts of mass-balance, mixing theory, and open and closed systems are introduced.</td>
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<td>This course addresses the magmatic and metamorphic evolution of the Earth using major element, trace element, and radiogenic and stable isotope geochemistry. Students learn how to generate, present and use geochemical data as tracers of geologic processes, with an emphasis on solid earth processes.</td>
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<td>Overview of geochemical behavior of fluids that interact with rocks. Emphasis on solutions, equilibria, and thermodynamics in dilute solutions such as surface water, groundwater, and seawater. Magmatic waters also considered. Geochemical aspects of diagenesis, metamorphism, and radiometric dating also discussed.</td>
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<td>Geochemical origin of major ions in natural waters and the role of fluid-mineral interactions in the evolution of sediments, the ocean, and the atmosphere. Major geochemical cycles. Introduction to thermodynamic equilibrium, kinetics, complexation, oxidation-reduction, and cation exchange. Case studies of important geochemical and environmental issues.</td>
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<td>Basic principles of physical chemistry for hydrogeologic, environmental, and geologic applications. Topics include adsorption and desorption reactions, chemistry of sulfur and iron, introduction to stable isotopes, transport mechanisms of chemical species, and origin, formation, and migration of oil.</td>
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<td>Provides students with knowledge of the chemical principles and processes involved in the generation and movement of contaminants. It will give students an understanding of the sources, fate, and chemical behavior of some of the most important classes of chemical pollutants.</td>
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Office of the University Registrar
June 1, 2023
Page 116 of 1005
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<td>Consideration of concept of soil and factors of soil formation, introduction to soil morphology and systems of soil classification, discussion of major soil groups of world and soils of Ohio.</td>
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<td>Study of stream processes and human interactions with rivers, including the qualitative and quantitative techniques used to study natural and disturbed streams. Emphasis is placed on processes, river mechanics, and fluvial hydrology.</td>
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<td>Examines the coevolution of the Earth’s biota with tectonic, climatic, and other types of environmental change. Examines both theoretical and practical aspects of paleobiogeographic analysis including implications for paleogeographic reconstruction. Incorporation of macroevolutionary theory, phylogenetic theory, and other advanced paleontologic methods are critical components.</td>
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<td>The study of trace fossils, including tracks, trails, burrows, borings, and nests, in marine and continental environments throughout geologic time. Topics include ichnologic theory, ichnotaxonomy, applications to paleoecologic and taphonomic problems, application to sedimentologic and stratigraphic problems, and application to oil and natural gas exploration.</td>
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<td>Synthesis of the coupled histories of the Earth's interior, surface, and life.</td>
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<td>Examination of concepts of the relationship of organisms with their environment that can be effectively studied within the fossil record. Topics include competition, predation, ecologic convergence, community paleoecology, and relationship to macroevolution. Will be divided between lectures and discussions of current paleoecologic literature.</td>
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<td>Critical view of diagenetic principles using numerous examples. Many topics are selected from recent journal articles. Students read, present, and discuss current literature, as well as writing a term paper.</td>
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<td>Advanced discussion of sedimentary processes and major sedimentary environments in the recent and through geologic time. Topics include the techniques of interpreting sedimentary successions using facies and facies models, analysis of different continental and marine sedimentary environments and their fundamental processes, and applications to energy, environmental, and mineral industries.</td>
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<td>Physical parameters and processes in lake environments, including temperature, light, heat, oxygen, alkalinity, and dissolved ions. Labs include outdoor sampling and measurements.</td>
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<td>Study of carbonate rocks in the modern and geologic record, including patterns and processes of sedimentation and diagenesis as well as depositional models.</td>
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<td>Field study of modern and Pleistocene carbonate rocks and depositional environments of the Bahamas. Involves a week long field trip during spring break and a post-field project.</td>
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<td>The study of paleosols (fossil soils) throughout geologic time. Topics include an overview of soil formation and major soil processes, field and laboratory techniques in Paleopedology, the use of paleosols as paleoenvironmental indicators and stratigraphic markers, as well their application in paleogeographic, paleoecologic, and paleoclimatic reconstructions.</td>
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<td>Designed for geology students at the senior undergraduate and graduate levels. It will provide students with an understanding of the basic concepts and processes that govern a) the generation, migration, and trapping of hydrocarbon resources, and b) the fundamentals of exploration for, and exploitation of, these resources.</td>
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<td>Provides students with an understanding of how to interpret the depositional environment of sedimentary rocks deposited by rivers and the large and small-scale forces that control the formation and preservation of these deposits.</td>
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<td>Students engage in field study of the geologic features of a particular region. Students make detailed observations of geologic features, solve geologic problems, and summarize their field data in professional reports. Region of study will vary between offerings.</td>
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<td>Global tectonics and structure of continental cratons and margins, mid-ocean ridges, island arcs, and major orogenic belts.</td>
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<td>Students apply a diverse suite of geologic methods incorporating both laboratory and field methods to collect and analyze data, develop and test explicit hypotheses, develop interpretations, and produce professional-quality reports.</td>
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

**Office of the University Registrar**

June 1, 2023

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<td>Radiogenic and stable nuclides are a critical tool for dating materials, understanding planetary differentiation, and tracing provenance and process in all spheres of the earth. This course examines the theory and application of isotope geochemistry to a broad range of geologic topics. Radiometric isotope techniques (dating and geochemical tracing) are introduced through a discussion of isotopes, isotopes, and radioactive decay systems, followed by systematic discussion of a number of specific systems (e.g., uranium-lead). Applications of stable isotopes to investigating volcanism, and meteoric-hydrothermal systems are discussed. Concepts of mass-balance, mixing theory, and open and closed systems are introduced.</td>
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<td>This course addresses the magmatic and metamorphic evolution of the Earth using major element, trace element, and radiogenic and stable isotope geochemistry. Students learn how to generate, present and use geochemical data as tracers of geologic processes, with an emphasis on solid earth processes.</td>
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<td>In second year geology, you are starting to build a breadth of knowledge in the geological sciences. More importantly, you are starting to learn the material which will make you a practicing geoscientist. All subjects are related and interconnected; you must now build on the knowledge learn in previous courses. An introduction to the basic concepts of rock-forming processes in igneous and metamorphic environments. This includes concepts related to identification, classification and origin of volcanic rocks, igneous intrusions, and metamorphic rocks associated with plate collisions, burial and intrusions. More importantly, you will gain an overview and understanding of the fundamental geologic processes that form these rocks. While what we (mostly) see at the Earth's surface is sedimentary units; the mantle and major portions of the Earth's crust have been formed and modified by igneous and metamorphic activity. Therefore, an understanding of these activities is essential as a starting point for understanding the Earth. Also, the processes that formed these rocks are exciting and fun to study!</td>
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<td>Overview of geochemical behavior of fluids that interact with rocks. Emphasis on solutions, equilibria, and thermodynamics in dilute solutions such as surface water, groundwater, and seawater. Magmatic waters also considered. Geochemical aspects of diagenesis, metamorphism, and radiometric dating also discussed.</td>
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<td>Basic principles of physical chemistry for hydrogeologic, environmental, and geologic applications. Topics include adsorption and desorption reactions, chemistry of sulfate and iron, introduction to stable isotopes, transport mechanisms of chemical species, and origin, formation, and migration of oil.</td>
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<td>Provides students with knowledge of the chemical principles and processes involved in the generation and movement of contaminants. It will give students an understanding of the sources, fate, and chemical behavior of some of the most important classes of chemical pollutants.</td>
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June 1, 2023
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<td>Study of stream processes and human interactions with rivers, including the qualitative and quantitative techniques used to study natural and disturbed streams. Emphasis is placed on processes, river mechanics, and fluvial hydrology.</td>
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<td>Examines the coevolution of the Earth's biota with tectonic, climatic, and other types of environmental change. Examines both theoretical and practical aspects of paleobiogeographic analysis including implications for paleogeographic reconstruction. Incorporation of macroevolutionary theory, phylogenetic theory, and other advanced paleontologic methods are critical components.</td>
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<td>Examines the coevolution of the Earth's biota with tectonic, climatic, and other types of environmental change. Examines both theoretical and practical aspects of paleobiogeographic analysis including implications for paleogeographic reconstruction. Incorporation of macroevolutionary theory, phylogenetic theory, and other advanced paleontologic methods are critical components.</td>
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<td>The study of trace fossils, including tracks, trails, burrows, borings, and nests, in marine and continental environments throughout geologic time. Topics include ichnologic theory, ichnotaxonomy, applications to paleoecologic and taphonomic problems, application to sedimentologic and stratigraphic problems, and application to oil and natural gas exploration.</td>
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<td>Examination of the relationship of organisms with their environment that can be effectively studied within the fossil record. Topics include competition, predation, ecologic convergence, community paleoecology, and relationship to macroevolution. Will be divided between lectures and discussions of current paleoecologic literature.</td>
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<td>GEOL 5500 Paleopedology</td>
<td>GEOL: A-F</td>
<td>REQUISITE:</td>
<td>This course provides an introduction to principles of stratigraphy and sedimentation. Topics include the interpretation of depositional environments and their relation to plate tectonic setting. Students will engage in scientific writing to deepen their understanding of how professional writing in Geological Sciences is undertaken, strengthen their abilities to analyze, evaluate, and synthesize primary literature sources in sedimentary geology journals. Writing and editing drafts will strengthen student skills in construction of compelling and logical arguments as well as critical assessment of the written work of other scientists.</td>
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<td>GEOL 5500 Limnogeology</td>
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<td>REQUISITE:</td>
<td>The study of paleosols (fossil soils) throughout geologic time. Topics include an overview of soil formation and major soil processes, field and laboratory techniques in Paleopedology, and use of paleosols as paleoenvironmental indicators and stratigraphic markers, as well as their application in paleogeographic, paleoecologic, and paleoclimatic reconstructions.</td>
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<td>GEOL 5500 Carbonate Depositional Systems II</td>
<td>GEOL: A-F</td>
<td>REQUISITE:</td>
<td>Study of carbonate rocks in the modern and geologic record, including patterns and processes of sedimentation, today. Topics include the techniques of interpreting sedimentary processes and major sedimentary environments in the recent and through geologic time. Topics include the techniques of interpreting sedimentary successions using facies and facies models, analysis of different continental and marine sedimentary environments and their fundamental processes, and applications to energy, environmental, and mineral industries.</td>
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<td>GEOL 5510 Carbonate Depositional Systems I</td>
<td>GEOL: A-F</td>
<td>REQUISITE:</td>
<td>Study of carbonate rocks in the modern and geologic record, including patterns and processes of sedimentation and diagenesis as well as depositional models.</td>
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<td>GEOL 5520 Physical Limnology</td>
<td>GEOL: A-F</td>
<td>REQUISITE:</td>
<td>Physical parameters and processes in lake environments, including temperature, light, heat, oxygen, alkalinity, and dissolved ions. Labs include outdoor sampling and measurements.</td>
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<td>Physical Limnology</td>
<td>GEOL: A-F</td>
<td>REQUISITE:</td>
<td>Physical parameters and processes in lake environments, including temperature, light, heat, oxygen, alkalinity, and dissolved ions. Labs include outdoor sampling and measurements.</td>
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<td>Geology of Ancient Lake Environments</td>
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<td>GEOL 5540 Carbonate Depositional Systems I</td>
<td>GEOL: A-F</td>
<td>REQUISITE:</td>
<td>Study of carbonate rocks in the modern and geologic record, including patterns and processes of sedimentation and diagenesis as well as depositional models.</td>
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<td>GEOL 5540 Limnogeology</td>
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<td>REQUISITE:</td>
<td>Field study of modern and Pleistocene carbonate rocks and depositional environments of the Bahamas. Involves a week long field trip during spring break and a post-field project.</td>
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<td>Limnogeology</td>
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<td>REQUISITE:</td>
<td>Geological aspects of ancient lake environments. Topics in lake models, geochemistry, sedimentology, and stratigraphy are selected from current literature for presentations and discussions.</td>
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<td>GEOL 5560 Paleopedology</td>
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<td>REQUISITE:</td>
<td>The study of paleosols (fossil soils) throughout geologic time. Topics include an overview of soil formation and major soil processes, field and laboratory techniques in Paleopedology, and use of paleosols as paleoenvironmental indicators and stratigraphic markers, as well their application in paleogeographic, paleoecologic, and paleoclimatic reconstructions.</td>
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<td>GEOL 5560 Petroleum Geology</td>
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<td>REQUISITE:</td>
<td>The study of paleosols (fossil soils) throughout geologic time. Topics include an overview of soil formation and major soil processes, field and laboratory techniques in Paleopedology, and use of paleosols as paleoenvironmental indicators and stratigraphic markers, as well their application in paleogeographic, paleoecologic, and paleoclimatic reconstructions.</td>
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<td>GEOL 5570 Petroleum Geology</td>
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<td>REQUISITE:</td>
<td>Designed for geology students at the senior undergraduate and graduate levels. It will provide students with an understanding of the basic concepts and processes that govern a) the generation, migration, and trapping of hydrocarbon resources, and b) the fundamentals of exploration for, and exploitation of, these resources.</td>
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**Description**

- **A&S GEOL 5960 Field Geology**: Laboratory component. Eligible grades: A-F. REQUISITE: GEOL 5960. COURSE DESC: Introduction to and application of geologic field mapping techniques. Satisfies the departmental field camp requirement.

- **A&S GEOL 6530 Sequence Stratigraphy**: Lecture component. Eligible grades: A-F. REQUISITE: GEOL 6530. COURSE DESC: Principles governing the use of relative changes in sea level to interpret sedimentary sequences with an emphasis on field and core examples.

- **A&S GEOL 6650 Basin Tectonics and Hydrocarbon Exploration**: Laboratory component. Eligible grades: A-F, CR, PR. COURSE DESC: Overview of sedimentary and structural basins in passive, convergent, and transform settings with application to their potential for hydrocarbon accumulation.

- **A&S GEOL 6900 Special Topics in Geological Sciences**: Lecture component. Eligible grades: A-F, CR, PR. COURSE DESC: Specific course content will vary with offering.

- **A&S GEOL 6901 Geologic Studies**: Seminar component. Eligible grades: A-F, CR. COURSE DESC: Individual or small group independent study arranged with faculty members.

- **A&S GEOL 6902 Advanced Seminar in Geology**: Seminar component. Eligible grades: CR. COURSE DESC: Permission required. Intensive study of selected geologic topics by special groups. (Several seminars may be held concurrently.)

- **A&S GEOL 6921 Colloquium in Geology**: Seminar component. Eligible grades: CR. COURSE DESC: Advanced seminar on current research in geology.

- **A&S GEOL 6940 Research in Geology**: Research component. Eligible grades: CR. COURSE DESC: Individual research projects arranged with faculty members.


- **A&S GEOL T3 4090 Geologic Resources**: Lecture component. Eligible grades: A-F. COURSE DESC: Examination of metals, industrial minerals, gems, and energy resources and their role in shaping the history of civilization, its current issues, and its future challenges.

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A&S HIST 1330 | ELIGIBLE GRADES: COURSE DESC: 
Introduction to World History Since 1750 
This course explores global issues related to the interaction of European empires with venerable and powerful civilizations in the Americas, Africa, and Asia in the early modern and modern world (1700s-present), the prevalence of wars throughout modern history, the evolution of the modern state, the rise of capitalism and its challengers, the importance of technology and innovation, the effects on ecology and the environment, and the significance of national, cultural, and religious identity for the peoples of the modern world. HIST 1330 challenges students to think about their lives in a wider world, to consider where the United States fits in a global narrative, and to ponder how interpretations of the past shape their understanding of the present and their expectations for the future.

A&S HIST 2000 | ELIGIBLE GRADES: COURSE DESC: 
Survey of United States History, 1600-1877 
A survey of American history from colonial origins through Reconstruction. The major political, social, cultural, and economic developments are discussed.

A&S HIST 2010 | ELIGIBLE GRADES: COURSE DESC: 
Survey of United States History, 1865-present 
A survey of American history from Reconstruction to the present. The major political, social, cultural, and economic developments are discussed.

A&S HIST 2200 | ELIGIBLE GRADES: COURSE DESC: 
A Global Military History from Antiquity to the Present 
This is a survey on war in world history from ancient kingdoms and empires to present-day conflicts. These themes are central: war and the state; war and society; war and culture; war and trade; and conflict resolution. In the twenty-first century, the definition of "war" has broadened from our modern understanding as an armed conflict between states. Today, war is better defined as an armed conflict between organized groups, which includes states, terrorist groups, militias and warlords, and crime syndicates. "World," too, has taken on broader meaning: it is not simply a geographic term, but connotes connections between states and people. Studying war in history allows students to consider how societies have responded to change under duress, how technology has spread across the globe, how empires were built and how they collapsed, how ancient empires became modern states, and how modern technology emerged from the rubble of wars.

A&S HIST 2220 | ELIGIBLE GRADES: COURSE DESC: 
Europe in the Twentieth Century 
This course presents a survey of the history of Europe (including Great Britain and Russia) in the "short twentieth century," from the start of World War I in 1914 to the end of the Cold War in 1989, as well as a survey of developments since 1989, with an emphasis on ideologies, state and national transformations, and political and social change.

A&S HIST 2270 | ELIGIBLE GRADES: COURSE DESC: 
The Middle East and the World 
This course offers students an opportunity to critically explore the historical connections between Middle East history and other parts of the world. Structured as a chronological survey spanning the period of 600-1990 AD, the course covers events and processes related to developments in politics, economics, social organization, religion, science and technology, and culture. It highlights key moments in which dynamics in the Middle East shaped other parts of the world. Equally important are those moments in which developments in other parts of the world helped shape the region. The survey draws on connections between the Middle East and multiple other regions: Africa, South Asia, Southeast Asia, Europe, and the Americas.
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<td>Capitalism and Its Critics: An Intellectual History</td>
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<td>This course traces the ideas and practices that created the capitalist system in early modern Europe, saw its eventual rise to dominance by the late nineteenth century, and in so doing generated and continues to generate considerable criticism and a vibrant debate. This course both engages contemporary concerns and provides an historical account of the ideas and patterns of practice that shaped western and world economic culture from the sixteenth to the end of the twentieth century. It challenges students to understand capitalism less as a hegemonic, clearly-defined force, but rather as a multi-faceted concept that has, throughout history and in our own time, informed the beliefs and actions of kings, philosophers, economists, producers, consumers, and citizens.</td>
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<td>Introductory survey of the history of Asia from the early modern era to the present day. Emphasis on the rise of modern nationalism, economic development, and social and cultural achievements.</td>
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<td>This course is an introduction to intercultural influences, conflicts, and stereotypes in medieval and contemporary societies. It includes the critical interpretation of historical texts and modern films dealing with major topics in medieval history, especially race and ethnicity, foreignness, religion, masculinity, sexuality, economic and social class, and violence. Students examine and discuss a wide variety of modern perceptions of the Middle Ages, including those of extremist groups, and look for better ways popular media might use the medieval past to communicate with different cultures about topics of historical and contemporary relevance.</td>
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<td>This course explores life in medieval Europe through the interpretation of contemporary sources, including saints' lives, chronicles written by conquerors and the conquered, first-hand murder accounts, and how-to guides composed for lovers, monks, knights, and architects. Lectures will also introduce evidence from archaeology and the visual arts to complement the literary record. This is a thematic course rather than a chronological survey. General topics include The World Around Them, Rules of Love, Culture of Violence, and Visions of the End.</td>
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<td>This course examines the history of food and drink production, consumption, and exchange in the pre-modern West. Religious practices and beliefs, social structures, infrastructure, climate and seasons in the pre-modern world all shaped foodways. The control of food and food practices, methods of preservation, the ritual and medical significance of products like alcohol and spice are explored, as well as the impact of colonialism (for example, the Romans in Britain) and exploration (the Portuguese in Goa).</td>
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COURSE DESC: Explores the diverse individuals and processes that brought about the U.S. Civil War, determined its course and outcome, and shaped a complicated and contested settlement. Themes will include military engagements, expansionism, increased sectionalism, race and slavery, political parties, society and institutions in the Union and Confederacy, attempts to restructure Southern society, and developments at the national level in the post-war period.
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This course examines the history of American radicalism, from the Populists and Socialists of late nineteenth century to Occupy Wall Street activism of the 2000s.
A&S HIST
HIST 3141A Honors Experience: History of American Radicalism
Component: Ind Study
Cred Hours: 0
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Student in the OHIO Honors program
OHIO Honors curricular experience in History of American Radicalism

A&S HIST
HIST 3144 US Social History in the 20th century
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Soph or Jr or Sr
Social life, work, and gender and family roles in 20th-century America. Special focus on everyday life in the 1920s and during the Depression, experiences and responses to World War II and the Vietnam War, families and mass culture of the 1950s and 60s, and the development of environmentalism.

A&S HIST
HIST 3146 American Ideas, 20th Century
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Soph or Jr or Sr
A study of big ideas in the American past. Moves chronologically from the Progressive Era up to the present while examining themes that include liberalism, conservatism, democracy, secularization, the role of religion in American life, theology, the threat of totalitarianism abroad, the rise of postmodernism and relativism, and other key issues. Ideas will be explored in historical context and related to key events and developments.

A&S HIST
HIST 3147 History of Now: America, 1989-Present
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Soph or Jr or Sr
Lecture 3 0 N U30 0
This course examines contemporary American history (politics, culture, and ideas) from the end of the Cold War to the election of Donald Trump and then analyzes current events through the lens of historical inquiry.

A&S HIST
HIST 3148 Cultural Rebels in the Modern U.S.
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Soph or Jr or Sr
GEC1: A-F
Examines the history of cultural rebellion (or radicalism) in the 20th-century. Surveys rebellion from Greenwich Village at the turn of the century to the punk rock explosion of the 1970s and '80s. Larger questions include: How do people rebel in a culture that often seems to embrace rebellion? How do cultural rebels communicate their anger to the wider society? What impact does cultural rebellion make in American history?

A&S HIST
HIST 3150 Survey of African American History
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Soph or Jr or Sr
GEC1: A-F
Survey of African American History from the middle passage to the present. The development of African society in the American diaspora. Different societies under slavery. The abolitionist movement with the role of Black abolitionists. The Civil War and its impact on slavery. Examines the interaction between the African American community and the larger society. Reconstruction and its impact; the wars of the 20th-century and their continuing effects on African Americans, migration to the North, the Civil Rights movement, and the problems of equality.

A&S HIST
HIST 3162 History of U.S. Involvement in World Affairs, 1898-1945
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Soph or Jr or Sr
GEC1: A-F
Examines United States involvement in world affairs from the Spanish-American War through the end of World War II, with particular emphasis on the emergence of the United States as a superpower. In addition to analyzing U.S. policies, it will also give attention to nongovernmental organizations and actors.

A&S HIST
HIST 3164 History of U.S. Involvement in World Affairs, 1945-Present
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Soph or Jr or Sr
GEC1: A-F
Examines United States involvement in the Cold War and the post-Cold War World, with emphasis on the causes and consequences of major wars and the use of major instruments of foreign policy, including foreign aid, covert intervention, and public diplomacy. In addition to analyzing U.S. government policies, it will also give attention to nongovernmental organizations and actors.

A&S HIST
HIST 3170 Survey of Ohio History
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Soph or Jr or Sr
GEC1: A-F
A survey of Ohio history, from the time of the Mound builders, through the conflicts between the British and French empires, to the creation of Ohio as a state. Much of the focus is on the events of the 19th-century, as Ohio was a central battleground in conflicts over slavery and abolition, and labor and industrial groups. Also examines the process of deindustrialization in the later half of the 20th-century.

A&S HIST
HIST 3200 Women in American History Before 1877
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0
Level: Majors
Set Aside: eLearn Options: Majors

ELIGIBLE GRADES: Soph or Jr or Sr
GEC1: A-F
American women's history from the colonial era through Reconstruction. Topics include the traditional life of Native American women, witchcraft in colonial New England, women in the American Revolution, African-American women in slavery, early American childbirth customs, the early women's rights crusade, women on the trans-Mississippi frontier, and women in the Civil War.
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<td>American women's history since Reconstruction. Topics include the experiences of immigrant women in the United States, prostitution in the Gilded Age, the Progressive Era birth-control movement, achievement of the right to vote, women in the two world wars, women in the civil rights movement, the feminist movement, the backlash against feminism, Roe v. Wade and the abortion debate.</td>
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<td>Examines, from the colonial era to the present, changes in the medical treatment of women and changes in the definition of women's health and illness. Topics to be explored include the history of women and domestic health; women and public health; pregnancy, prenatal care, and prenatal testing; birth; breastfeeding; birth control; abortion; menstruation; menopause; infertility and assisted reproductive technologies; sexually-transmitted infections; women and addiction; breast cancer; and the impact of the inadequacies and inequities of contemporary health policy on women.</td>
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<td>Military institutions and civil-military relations in American history; role of technology in warfare; innovations and reforms in military; war and its conduct; military and civilian society in war and peace.</td>
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<td>Explores the correlation of war, violence organized and controlled by the state or unbounded and uncontrolled, and modernity. It considers the relationship of state and society with regard to war and domestic order from the end of the Middle Ages (roughly the mid-15th-century) to the present. Geographic emphasis is on Europe and North America, but other parts of the world will be discussed where appropriate.</td>
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<td>HIST 3220</td>
<td>1960s in U.S.: Decade of Controversy</td>
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<td>Allows students to go beyond the popular stereotypes of the 1960s to understand the decade as a period of social, cultural and political confrontation that laid the groundwork for life in the present-day United States. Primary focus on social protest movements of the era; the Civil Rights movement, the student movement, the antiwar movement, the counterculture, and the women's movement.</td>
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<td>The 1980s in the U.S.: The Age of Reagan and Madonna</td>
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<td>Examines a pivotal decade, which has helped to shape the politics and culture of contemporary America. The focus will be on the presidency of Ronald Reagan and the growth of conservatism as well as liberal criticism of Reagan's social, economic, and international policies. Special attention will be given to the decade's &quot;culture wars&quot; as well as the ways that new technology and cable networks such as CNN and MTV created new celebrities such as Madonna and helped blur the lines between entertainment and politics. The course also examines the end of the Cold War and its effects on the U.S. world role.</td>
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<td>Latin American History: The Colonial Era</td>
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<td>Examines historical origins of Latin American society. Themes include internal nature of Iberian and pre-Columbian Indian societies, circa 1492; conquest and subordination of Amerindian civilizations by Spain and Portugal; distribution of power, land, and labor in post-conquest Latin America; order and instability in colonial society; and region's position in international economy.</td>
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<td>Latin American History: From Independence to the Present</td>
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<td>Examines Latin American history in the 19th- and 20th-centuries, focusing on causes and consequences of Independence; the political, social and economic challenges of nation-state formation; competing political/ideological responses to structural crisis in the 20th-century (social revolution, authoritarianism, democratic change); and ongoing search for viable formulas of economic development.</td>
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<td>Examines the history of Brazil from the colonial period to the late 20th-century, focusing on the role colonization; slavery; race and racism played in the social, political, and cultural formation; and development of the modern Brazilian nation.</td>
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<td>The History of Modern Mexico</td>
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<td>Examination of social, political, economic and political development in Mexico during the 19th- and 20th-centuries. Special attention given to indigenous peoples, nation-state formation, modernization, revolution, consolidation of a one-party state, and democratization.</td>
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<td>History of U.S.- Latin American Relations</td>
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<td>Survey of inter-American relations from the 19th-century. Focuses on evolving, and often conflicting, definitions of national interest that have shaped the United States and Latin American policy orientations toward each other.</td>
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<td>Examines the lives and experiences of slaves of African origin and descent as revealed by themselves in slave accounts and other documents. Explores, in a comparative perspective, African and Afro-American agency and identity in various New World societies.</td>
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<td>Jewish History Since 1492</td>
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<td>History of the Jewish people since 1492, covering developments in religion, culture and society in Europe, America and the Middle East, especially the themes of diaspora, emancipation, secularization, Reform and Conservative movements, Zionism, the impact of immigration, the World Wars, the Holocaust and the foundation of the State of Israel.</td>
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<td>Ancient Near East: Egypt, Mesopotamia, and the Levant</td>
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<td>Begins with the Neolithic Revolution and the origins of civilization in the Ancient Near East and Egypt, including the Sumerians, Babylonians, Egyptians, Hebrews, Philistines, Phoenicians and Persians. Assignments and lectures are based on both archaeological and literary sources.</td>
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<td>Begins with the emergence of the ancient Greeks of the Mycenaean Age and Homer's epics, moving on to the emergence of city-states with a focus on Athens and Sparta. Will also cover political and military history from the Persian wars to the conquests of Alexander the Great. Students will also learn about the society and culture of ancient Greece, including topics such as slavery, women's lives, religion and philosophy. Assigned reading includes histories, poems, philosophy, and dramatic works, as well as visual arts and archaeological evidence.</td>
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<td>Begins with the Etruscans and the origins of Rome, continuing through the Roman Republic and Empire. Topics include Rome's military success, civil wars and political transformations, as well as religion, culture and daily life. Assignments are based on primary sources, including historical, literary and documentary texts as well as archaeological discoveries.</td>
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<td>Beginning in the third century, the mighty Roman Empire began its slow but inevitable decline and fall, brought to a decisive end by the barbarian invasions of the late fourth and fifth century, epitomized by the sack of Rome by Goths in 410 and Vandals in 455, and terminated with the deposition of the last western emperor in 476. That is one vision of the period sometimes called Late Antiquity. The other vision is the transformation of classical culture, closely related to the emergence of Christianity, and diverse political and social changes that would live on long after the imperial political order disappeared in the west. This course will take account of both these visions, with a strong preference for continuity over decline. Readings and lectures will explore important aspects of political, intellectual, religious, and social change. Discussions and written assignments will depend on the interpretation of primary sources, including a wide variety of literary and material evidence. The course is a bridge between the courses on the Roman Empire and Barbarian West, but students are not expected to have taken either course.</td>
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<td>Explores transformations in the nature of African societies, cultures and economies in the 20th-century, particularly in the post-1960 period. Film is used as a medium for studying issues as they are understood by Africans themselves. African filmmakers seen as social historians, historians concerned with the everyday nature of the lives of common people.</td>
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<td>Middle East history from the rise of Islam to the contemporary period, with particular attention to changing practices and discourses regarding women, gender, and sexuality. A key topic of concern is the changing Islamic legal interpretations on seclusion, veiling, marriage, divorce, inheritance, and abortion. Also important will be the experience of free and enslaved women of ruling families and elite households. The course will conclude with the changing nature of gender identities, practices, and roles in the 19th-century transformations, colonial rule, nationalist and labor movements, literary genres, authoritarian state formation, various modes of economic development, political Islam, occupation, and war.</td>
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<td>Examines the international politics of oil from a historical perspective, emphasizing the importance of the Persian Gulf. Topics include the roots and guiding principles behind oil policy: oil in the two world wars; postwar changes in global oil production, culminating in the oil crisis of the 1970s; the pattern and end of the British dominance in the Gulf; the subsequent expansion of the United States commitments in the region since the 1970s; the role of local nation-states, in particular Iran, Iraq, and Saudi Arabia; oil today, and prospects for the future.</td>
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<td>Survey of the geographical setting, ethnic composition of the region; political, economic, and cultural developments from antiquity to the 19th-century; European colonization and African resistance; rise of nationalism; struggle for political independence; political, economic, and social problems in independent North Africa; North Africa in world affairs.</td>
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<td>Middle East history from the rise of Islam up to the emergence of the Gunpowder Empires of the Ottomans and Safavids. Topics include the establishment of the first Muslim community, the development and expansion of the Muslim state under various caliphs, the Islamic Golden Age, the Crusades, Mongol and Turkic invasions, developments in Islamic theologies and movements, and the nature of relations between Arab, Armenian, Kurdish, Persian, and Turkic communities.</td>
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<td>Middle East history from the consolidation of the Gunpowder Empires of the Ottomans and Safavids through the Arab uprisings. Topics include the Turk-Mongolian tradition of state building, the shifting balance of power with Europe, the 19th-century transformation, World War I and the emergence of the contemporary Middle East; colonial rule, nationalist, communist, labor, and Islamist mobilizations, the Israeli-Palestinian-Arab conflict, the Iranian Revolution, authoritarian rule, different modes of economic development, various wars, US policy, and the Arab uprisings.</td>
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<td>Protest, Rebellion, and Revolution in the Modern Middle East</td>
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<td>This course provides an exploration of the history of mass politics in the modern Middle East. It takes as its central concern the emergence of popular politics and mass mobilizations in the 19th century and subsequent attempts to organize and manage them. Topics include late 19th-century workers and peasant movements, early 20th-century constitutional revolutions, the introduction of electoral politics, the formation of labor unions, suffragist movements, political parties, and various struggles and strategies to shape state policies, take control of states, or contain the threat posed by rival movements. The course considers both secular and religiously-inspired movements, as well as those across the right and left. No prior historical or regional knowledge needed.</td>
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<td>Will examine the variety of women’s experiences and contributions to African history. Using examples from across the continent and different chronological periods, topics to be addressed include women’s social, economic, and political roles and opportunities and changes over time and place; women’s labor, including slavery; and debates concerning economic production vs. biological reproduction, the gendered division of labor, the control of women, and women’s exploitation of women.</td>
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<td>COURSE DESC: Provides an introductory overview of the peoples and states of Africa, and their developments over time. Focusing primarily on the sub-Saharan regions, will explore a variety of sources that historians of Africa use to examine issues such as state formation, trade and commerce, gender and society, and slavery.</td>
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<td>COURSE DESC: Establishment and transformation of African societies (Bantu migrations); coming of Europeans; evolution of Cape society (Black, White, Colored); conflicting nationalisms; Great Trek; rise of Zulu kingdom and the Mfecane; mineral revolution and subjection of African chiefdoms; British imperialism and coming of South African (Boer) War.</td>
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<td>COURSE DESC: Highlights of prehistory and proto-history and development of classical states. Emphasis on cultural synthesis (Hindu, Buddhist, Muslim, and animist influences) and theme of change and continuity in both great and little traditions of region.</td>
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<td>COURSE DESC: Indigenous change and widening effects of western penetration, with emphasis on social and cultural developments. Nature of western and Japanese colonialism in region, and response of the colonized seen in light of both traditional and modern influences.</td>
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<td>COURSE DESC: The great national revolutions of the 1940s. Social and cultural context of nationalism and revolt, search for new political forms, and struggle against disunity and poverty.</td>
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<td>COURSE DESC: Present-day Chinese political, intellectual, and cultural leaders frequently claim that China has the longest continuous history of any nation in the world. Implicit in this statement is the argument that an appreciation of the deep Chinese past is necessary for any considered understanding of contemporary China. This course provides a narrative of that past by tracing the history of pre-dynastic and dynastic China from antiquity to the early modern era. The continuities and discontinuities between different historical periods are emphasized. The course concludes with a re-evaluation of what the Chinese past reveals about the Chinese present.</td>
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<td>COURSE DESC: The extraordinary transformations in contemporary China are a focus of fascination, anxiety, and confusion both inside and outside of China. Though seemingly sudden, these changes have deep roots in Chinese history. This course presents a narrative of that past by tracing the history of the late imperial and the post-dynastic eras. The course concludes with an examination of present-day China.</td>
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<td>COURSE DESC: This course examines the relationship between the United States and China by tracing its history from the eighteenth century to the present. An exploration of the political, diplomatic, cultural, and economic history of the complex and consequential interactions between the two countries is balanced with a consideration of the impact of US-China ties on the lives of ordinary individuals.</td>
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<td>Investigates historical development and spread of Christianity from its origins to about A.D. 600. Content includes Greek and Hebraic backgrounds, early church fathers of East and West, ecumenical councils, early heresies, and development of church doctrine.</td>
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<td>Historical developments within Christian society between 5th- and 14th- centuries, with special focus on western Europe and the church of Rome. Includes the inner financial and legal workings of the church; monks as reformers and representatives of the papacy; heresy, mysticism, and the problem of uncovering popular devotion; the importance of gender in shaping religious theory and practice; cooperation and conflict between religious leaders and worldly rulers. Along with a textbook, students read, analyze, and discuss original source material in translation.</td>
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<td>Protestant, Catholic, and Counter-Reformations in Europe, showing their relationships to social, political, economic, and religious movements of 15th- and 16th- centuries. Roles of Luther, Zwingli, Calvin, Erasmus, Loyola, etc.; Protestant and Catholic churches and sects in western and eastern Europe.</td>
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<td>What is life, and where did it come from? This course presents a historical survey of how people have attempted to answer that question since 1800, by situating the revolutionary impact of Victorian British naturalist Charles Darwin and the theory of evolution in its age. Beginning with key moments in the development of evolutionary theory, the course then explores its reception in Britain, Europe, and Asia. Emphasis is on the social and historical context of ideas as well as controversies and religious disputes, the relationship between ideas and the public especially through popular media, and the various uses of evolutionary ideas in wider arguments about humanity and society. It concludes with a consideration of how historical debates on evolution resonate with debates in the present.</td>
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<td>Selected topics in the history of European women between 500 and 1500, including sexuality, motherhood, family, work, Christianity (beliefs and practices), Islam and Judaism, rulership and power, sanctity, literacy, and love. Students will explore primary sources and current scholarship.</td>
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<td>Explores Italian urban life and culture, the courtly world of political elites, education reform and Humanism, religious expression and the Papal court, scientific and medical discovery, art and expressions of power in Italy, 1350-1550. It also examines the darker side of Renaissance culture - violence, sexual deviance, and social repression.</td>
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<td>Covers the history of the Iberian peninsula from late antiquity to the Renaissance, focusing especially on the political cultural interactions of the Christians, Jews, and eventually Muslims under Visigothic Kings, the rise of the Cordoban Caliphate, and the process of Christian Reconquest. Particular attention is given to the internal state of &quot;convivencia&quot; - Living together of Christians, Jews and Muslims - as well as the relationship of Iberia to the wider European World.</td>
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<td>Explores major political, economic, social and religious developments in Europe from the Age of Discovery (the Americas) to the Thirty Years' War. Will explore this period as one of ideological change through emphasis on &quot;revolutions&quot; in world-view, religion, social structure, politics and science/medicine in Europe.</td>
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<td>Explores major political, economic, intellectual and social developments in Europe (particular attention given to France, Spain, Germany), 1650 to eve of French Revolution. Emphasis on absolutism &amp; despotism, diplomatic revolution, competition for empire, Enlightenment and emergence of a 'public' as agent of change.</td>
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<td>Explores the social, cultural, political, and economic roles of women in Europe from the 15th- through the 18th- centuries. Students will examine women as monarchs, nobles and peasants; as actresses, musicians, and playwrights; as mothers, wives, and daughters; as Christians, Jews, and Muslims; as scientists and scholars; and as witches, prostitutes, and criminals. Key issues will include women's political power and participation in politics; sexuality and the body; women's spiritual and religious roles; and women's interactions with men. The Early Modern period sets the stage for a changing history of women in Europe, and the class will thus underline the ways in which women's roles evolved and changed over the course of early modern Europe.</td>
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Office of the University Registrar
June 1, 2023
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COURSE DESC: Examination of selected topics in the United States, European, or Third World history through films and readings accompanied by lectures and discussion.
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June 1, 2023
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<td>Examines the history of popular and high culture, as well as their intersection, during the 20th century, with special emphasis on the post-war years (1945 onwards). Moves chronologically and focus on works that include painting (from realism to popism), music (the rise of jazz and rock n' roll), literature (both popular and highbrow), humor (including standup), and movies. Cultural developments will be studied in their historical context and related to politics and society.</td>
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<td>This course examines the history of American radicalism, from the Populists and Socialists of the late 19th century to Occupy Wall Street activism of the 2000s.</td>
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<td>Social life, work, and gender and family roles in 20th-century America. Special focus on everyday life in the 1920s and during the Depression, experiences and responses to World War II and the Vietnam War, families and mass culture of the 1950s and 60s, and the development of environmentalism.</td>
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<td>A study of big ideas in the American past. Moves chronologically from the Progressive Era up to the present while examining themes that include liberalism, conservatism, democracy, secularization, the role of religion in American life, theology, the threat of totalitarianism abroad, the rise of postmodernism and relativism, and other key issues. Ideas will be explored in historical context and related to key events and developments.</td>
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<td>This course examines contemporary American history (politics, culture, and ideas) from the end of the Cold War to the election of Donald Trump and then analyzes current events through the lens of historical inquiry.</td>
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<td>Examines the history of cultural rebellion (or radicalism) in the 20th century. Surveys rebellion from Greenwich Village at the turn of the century to the punk rock explosion of the 1970s and 80s. Larger questions include: How do people rebel in a culture that often seems to embrace rebellion? How do cultural rebels communicate their anger to the wider society? What impact does cultural rebellion make in American history?</td>
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<td>Survey of African American History from the middle passage to the present. The development of African society in the American diaspora. Different societies under slavery. The abolitionist movement with the role of Black abolitionists. The Civil War and its impact on slavery. Examines the interaction between the African American community and the larger society. Reconstruction and its impact; the wars of the 20th century and their continuing effects on African Americans, migration to the North, the Civil Rights movement, and the problems of equality.</td>
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<td>Examines United States involvement in world affairs from the Spanish-American War through the end of World War II, with particular emphasis on the emergence of the United States as a superpower. In addition to analyzing U.S. policies, it will also give attention to nongovernmental organizations and actors.</td>
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<td>Examines United States involvement in the Cold War and the post-Cold War World, with emphasis on the causes and consequences of major wars and the use of major instruments of foreign policy, including foreign aid, covert intervention, and public diplomacy. In addition to analyzing U.S. government policies, it will also give attention to nongovernmental organizations and actors.</td>
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<td>Examines historical origins of Latin American society. Themes include internal nature of Iberian and pre-Columbian Indian societies, circa 1492; conquest and subordination of Amerindian civilizations by Spain and Portugal; distribution of power, land, and labor in post-conquest Latin America; order and instability in colonial society; and region's position in international economy.</td>
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<td>Examines Latin American history in the 19th- and 20th- centuries, focusing on causes and consequences of Independence; the political, social and economic challenges of nation-state formation; competing political/ideological responses to structural crisis in the 20th- century (social revolution, authoritarianism, democratic change); and ongoing search for viable formulas of economic development.</td>
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<td>Examines the history of Brazil from the colonial period to the late 20th- century, focusing on the role colonization; slavery; race and racism played in the social, political, and cultural formation; and development of the modern Brazilian nation.</td>
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<td>Examination of social, political, economic and political development in Mexico during the 19th- and 20th- centuries. Special attention given to indigenous peoples, nation-state formation, modernization, revolution, consolidation of a one-party state, and democratization.</td>
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<td>Survey of inter-American relations from the 19th- century. Focuses on evolving, and often conflicting, definitions of national interest that have shaped the United States and Latin American policy orientations toward each other.</td>
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<td>Examines the lives and experiences of slaves of African origin and descent as revealed by themselves in slave accounts and other documents. Explores, in a comparative perspective, African and Afro-American agency and identity in various New World societies.</td>
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<td>Jewish History Since 1492</td>
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<td>History of the Jewish people since 1492, covering developments in religion, culture and society in Europe, America and the Middle East, especially the themes of diaspora, Emancipation, secularization, Reform and Conservative movements, Zionism, the impact of immigration, the World Wars, the Holocaust and the foundation of the State of Israel.</td>
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<td>Ancient Egypt and Mesopotamia</td>
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<td>Begins with the Neolithic Revolution and the origins of civilization in the Ancient Near East and Egypt, including the Sumerians, Babylonians, Egyptians, Hebrews, and Persians. Assignments and lectures are based on both archaeological and literary sources.</td>
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<td>Begins with the emergence of the ancient Greeks of the Mycenaean Age and Homer's epics, moving on to the emergence of city-states with a focus on Athens and Sparta. Will also cover political and military history from the Persian wars to the conquests of Alexander the Great. Students will also learn about the society and culture of ancient Greece, including topics such as slavery, women's lives, religion and philosophy. Assigned reading includes histories, poems, philosophy, and dramatic works, as well as visual arts and archaeological evidence.</td>
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HIST 5390 Women in African History

A&S HIST

ELIGIBLE GRADES: GEC2: A-F

COURSE DESC: Will examine the variety of women's experiences and contributions to African history. Using examples from across the continent and different chronological periods, topics to be

PR

historical or regional knowledge needed.

ELIGIBLE GRADES: GEC2: A-F

Lecture 4 0 N G50 0

HIST 5372 Protest, Rebellion, and Revolution in the Modern Middle East

A&S HIST

ELIGIBLE GRADES: GEC1: A-F

COURSE DESC: This course provides an exploration of the history of mass politics in the modern Middle East. It takes as its central concern the emergence of popular politics and mass mobilizations in

PR

Readings and lectures will explore important aspects of political, intellectual, religious, and social change. Discussions and written assignments will depend on the interpretation of primary sources, including a wide variety of literary and material evidence. The course is a bridge between the courses on the Roman Empire and Barbarian West, but students are not expected to have taken either course.

ELIGIBLE GRADES: GEC2: A-F

Lecture 4 0 N G50 0

HIST 5390 Women in African History

A&S HIST

ELIGIBLE GRADES: GEC2: A-F

COURSE DESC: Will examine the variety of women's social, economic, and political roles and opportunities and changes over time and place; women's labor, including slavery; and debates concerning economic production vs. biological reproduction, the gendered division of labor, the control of women, and women's exploitation of women.
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Office of the University Registrar
June 1, 2023
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<td>This course examines the relationship between the United States and China by tracing its history from the eighteenth century to the present. An exploration of the political, diplomatic, cultural, and economic history of the complex and consequential interactions between the two countries is balanced with a consideration of the impact of US-China ties on the lives of ordinary individuals.</td>
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<td>Traces major elements of Japanese culture and thought from their origins, through major Chinese influence, results of medieval civil warfare (including development of Samurai values), and up to premodern workings of Japan's sophisticated commercial economy.</td>
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<td>Political weakness of Tokugawa system leading to opening of Japan to Western trade and restoration of emperor; favorable economic and political base that allowed Japan to enter successfully into competition with European nations; Japan's ultranationalist era, the Pacific War and postwar reconstruction. Contemporary Japan and its new role in the world.</td>
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<td>Historical introduction to Roman law, interpretation of legal sources, and especially the role of law in Roman society and culture. Chronological focus is on the Empire through the age of Justinian. After a survey of the origins of Roman law, lectures and readings use legal sources to look in two directions: downwards to the way law affected social life; upwards to how politics and governance affected law. Attention will be given throughout to how the nature of different types of legal evidence affect our interpretation of the purpose and effectiveness of law. Specific topics of focus will include the bearing of law on marriage and family life, slavery and freedom, surveillance, and religion.</td>
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<td>Beginning with the end of the western Roman Empire in 476, this course surveys major legal systems emerging around the Mediterranean and western Europe over the next 500 years. The legacy of imperial Roman law affected all these systems, whose own legacies would endure for centuries. Featured in the survey are the reforms of Justinian and the Corpus Iuris Civilis, early Frankish law, the Visigothic Code, the formation of Islamic jurisprudence, Carolingian legal reforms, and Anglo-Saxon law before the Norman Conquest. Focal topics allow comparison between different legal systems and the societies they affected, e.g. sources of legal authority (human and divine, oral and written); status and rights of women; slavery and minority groups; vengeance and restitution. Students analyze these topics through case studies, based on primary sources in translation.</td>
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<td>Vikings - Saxons - Franks: Western Europe, 476-1066</td>
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<td>This course examines the formation of Germanic societies in the wake of the Roman Empire's collapse in western Europe. We begin by surveying major transformations in political and legal institutions, economy and trade, and religious conversion. Our focus then shifts in turn to Franks in modern France and Germany, Saxons in Britain, and Scandinavians (better known as the Vikings) at home and abroad. Along with lectures and a textbook, we read primary sources including contemporary chronicles, saints' lives, and sagas.</td>
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<td>History of the Crusades</td>
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<td>Surveys the major European crusades to the Middle East, with comparison to the Albigensian, Iberian, and Baltic crusades. Focuses on the interaction and perspective of the different Christian, Jewish, and Muslim communities, and the impact of crusading ideology on western history.</td>
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<td>Eternal Rome: Piety and Power</td>
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<td>This course is an interdisciplinary course on the political, religious, and topographical history of the city and its environs over a long time span. The focus is on periods of dramatic change, both political and physical, including the time around the reigns of the first Roman emperor, Augustus, and the first Christian emperor, Constantine; medieval and Renaissance Rome under papal Rome; and the Fascist excavation and recasting of the ancient city. This course is taught as part of a Spring Break study abroad program.</td>
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<td>History of Early Christianity</td>
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<td>Investigates historical development and spread of Christianity from its origins to about A.D. 600. Content includes Greek and Hebraic backgrounds, early church fathers of East and West, ecumenical councils, early heresies, and development of church doctrine.</td>
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<td>Will consider key themes in the history of postwar Europe. We will explore Europe's division and ethnic cleansing in 1945, efforts of pan-European State Socialist and Atlanticist integration, Europe's imperial/colonial struggles and cultural-religious transformations. We will also consider the impact of the collapse of the Soviet Empire in Europe and the emergence of newly independent states in former Soviet spaces as well as the wars of Yugoslav disintegration and European integration. We will conclude with a survey of current issues in European political, cultural, and social life.</td>
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<td>Cosmopolitanism and movement to create national German state; rise of capitalism and decline of handicraft; liberation of German peasantry; revolution of 1848 and reaction; blood-and-iron chancellor; Germany's rise to European predominance; rise of worker movement; German society at turn of century.</td>
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<td>Germany on eve of WWI; military fasico and creation of Weimar Republic; Weimar, Berlin, Munich, and Dresden; attempt to forge democracy; Third Reich and transformation of German society; WWII and Final Solution; Communist Germany and Federal Germany; two societies and two states since 1945; unified Germany since 1990.</td>
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<td>Rise of Hitler to 1933; Hitler takeover; totalitarianization of Germany; Nazi foreign policy; WWII: Hitler's war on Jews; Hitler's fall; meaning of fascism.</td>
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<td>This course situates Germany in European history, and focuses on the political, social, and cultural history of Germany since 1945. After a brief overview of the Nazi regime, World War II, and the Holocaust, the course explores the Allied occupation of Germany, denazification, the Cold War division into West and East Germany, and each state's political, social, and diplomatic development. Themes explored include ideological developments, gender relations, generational change, labor migration, and the public memory of the Nazi past. West and East Germany are also explored within the context of the Western and Soviet Blocs in the Cold War. The course concludes with the revolutions of 1989, German reunification, and political and social developments from 1990 to the present</td>
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<td>Explores sexuality, deviance and crime in early modern Europe, contrasting imaginary crimes, e.g. witchcraft, with &quot;real&quot; crimes such as highway robbery and infanticide. Examines impact of gender, sexual orientation, ethnicity, and class in process of criminalization in European history, 1200-1800. Traces long-term changes in the definition, incidence and prosecution of particular crimes to changes in economy, social structure, government, religion and culture.</td>
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<td>Focuses on the Balkans from the beginnings of the Ottoman Empire's collapse to the present. We will examine the political, military, social and cultural history of the Balkans paying special attention to how the region's people and states responded to the challenges of both World Wars, their brief interwar independence, their post-Second World War absorption into the United States and Soviet blocs. We will conclude by examining the collapse of Communism, the region's post-1989 transformation, and the sources and impact of Yugoslavia's collapse and division as well as the efforts of other countries in the Balkans to take part in European integration.</td>
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<td>since 1917 Revolution. Stalinism, WWII and expansion, Kruschev, Brezhnev. Emphasis on internal affairs.</td>
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<td>History of the Soviet Union during WWII. Topics include wartime diplomacy, espionage, social and political history of the USSR during the war, the creation of the communist states in Eastern Europe after the war, and the origins of the cold war.</td>
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<td>Explores developments in Poland from partition to independence; Polish struggles for sovereignty and imperial expansion in Eastern Europe; politics and culture in a multinational Poland, the tragedies of World War II, the Holocaust and subordination to the Soviet Union; the popular struggle to build a new, ethnically cleansed Poland and win autonomy with the eastern bloc; the vitality of religious life and nationalism; Poles' successful struggle to free their country from Soviet control and Poland's renewed independence after 1989. We will conclude by studying Poland's contemporary society and politics.</td>
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<td>Studies ethnic cleansing as a central issue in European history - including Europe's colonies. Ethnic cleansing (for much of the 20th century termed &quot;population transfer&quot; or &quot;expulsion&quot;) was a policy initiated by numerous great and minor powers from the beginning to the end of the 20th century and provides important perspective on the development of human rights law and state and nation building (or empire breaking) throughout this time. Also considers how the legacy of ethnic cleansing lives on in international relations, politics, the arts, and the popular attitudes and culture of the victims and perpetrators of ethnic cleansing, and their relations toward one another and in the broader international community.</td>
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<td>Surveys English history from the Wars of the Roses until the death of Queen Elizabeth I in 1603. During this period, England went from a country ravaged by internal war and depression to one characterized at home by peace, law and order, a rising prosperity, artistic and intellectual excellence, and abroad by war as its people and power spread beyond the shores of the British Isles. Major themes to be considered include the establishment of legal and social order in the wake of the Wars of the Roses; the Tudor revolution in government; the Henrician and Protestant Reformations and their effects on English political, social, and cultural life; the economic disaster of the mid sixteenth century; overseas exploration; the flowering of English culture and the arts; war with Spain; relations with Scotland and Ireland; and the ways in which England was governed.</td>
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<td>Surveys English history during the reign of the Stuarts. Major themes to be considered include the union of the crowns of England and Scotland and the problems of multiple monarchies; the nascent British empire; the nature of religious life in a post-Reformation world; the often fractious relationship between religion and politics; radicalism during the Civil War and Interregnum and its lasting effects on English political, religious, intellectual, and cultural life; and England's roles on the European and world stages.</td>
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<td>Surveys the social, political, religious, and constitutional history of England from its first settlement until the end of James II's reign. Major topics to be considered include the impact of the Roman, Christian, Viking, and Norman conquests of England; the demographic, social, and political crises of the late medieval period; religious reformation during the 16th-century; and England's relationship to Britain, Europe, and the world.</td>
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<td>Surveys Britain's history between the War of the Spanish Succession and the end of the Napoleonic Wars. Major themes to be considered include the development of a fiscal-military state; the birth of modern party politics; economic growth and the loss of its North American colonies; the place of religious beliefs and institutions in an increasingly polite and commercial society; the pressures for social and political reforms; and the &quot;Second Hundred Years War&quot; with France.</td>
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<td>COURSE DESC: Britain in the 20th-century, focusing on the country's decline from world power: Britain's modern constitution; the onset of trouble before 1914; the experience of two world wars; society and policy between the wars, especially appeasement and its background; postwar developments, including the welfare state, the &quot;special relationship&quot; with the United States, and European integration.</td>
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<td>COURSE DESC: Examines the history of strategic rivalry in Afghanistan and the borderlands of Central, South, and West Asia. Topics include the geopolitical setting and premodern precedents of contemporary policy; Britain's Afghan Wars and the Great Game of empire in Asia; the interests and influences of Pakistan, Iran, India, and China; the Soviet war of the 1980s and its consequences; and developments since 2001.</td>
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<td>COURSE DESC: Examines sources, strategies, ideologies, and impact of the British Empire in the 19th-century. Evaluation of British imperialism from regional as well as metropolitan perspectives, giving particular emphasis to the imperial roots of globalization; how the use of technology and information interlocked the British Empire as a worldwide network of trade, investment, migration, and military power.</td>
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<td>COURSE DESC: Evaluation of the fate of the British Empire in the 20th-century, focusing on the global impact as well as the process of decolonization. Topics include the question of imperial overstretch; development of the Commonwealth; India's independence; and Britain's withdrawal from its smaller dependencies in Africa, Asia, and the Middle East through the return of Hong Kong to China in 1997.</td>
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<td>COURSE DESC: Intellectual and cultural trends from the Enlightenment to the beginning of the 20th-century. Themes include economic liberalism, philosophical liberalism, revolution, romanticism, nationalism, philosophy of history, Marxism, Nietzsche, racism, Antisemitism, Social Darwinism, interpretive sociology, and comparative history.</td>
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<td>COURSE DESC: Intellectual and cultural currents in 20th-century Europe. Themes include radicalization of intellectual life, Freud and psychoanalysis, fascism, Nazism, Communism, capitalism, feminism, postwar conservatism, post-modernism, collapse of European communism, and fin-de-siecle liberalism.</td>
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Office of the University Registrar
June 1, 2023
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- **Title:** Art and History: 1950s and 1960s
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:**
- **eLearn Options:**
- **Majors Set Aside:** 0

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Completion of Tier II Humanities and Fine Arts and Sr only

An interdisciplinary examination of the years from the late 1940s to late 1960s that includes examinations of art (from Abstract Expressionism to Pop), film (from Film Noir to the influence of the counterculture), literature (from neo-realism to postmodern), and intellectual life (social criticism). Students will examine key documents and learn how to interpret them by placing them in historical context. They will write a synthetic paper on a key topic covered in the class.
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Office of the University Registrar
June 1, 2023
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<td>COURSE DESC: Designed to meet the needs and demands of students who have completed the third year Chinese language courses yet who still would like to continue with their studies on Chinese language and culture. Will significantly enhance students' Chinese proficiency level with authentic materials in different cultural settings.</td>
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Office of the University Registrar
June 1, 2023
Page 172 of 1005
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**Course Description:**

- **TELT Teaching Practicum:** This course provides students with supervised opportunities to develop teaching materials and to assist with online instruction for teacher training for international faculty. Students apply practices related to language teaching methods, materials design, and computer assisted language learning. They are also responsible for creating instructional materials and environments used in the practicum. Students have opportunities to focus on a variety of teaching methods and English language skills, including writing for academic purposes, English as a medium of instruction (EMI), pronunciation, and other foci as appropriate.

- **Research Experience in Linguistics:** In this research practicum, students work with faculty on the professor's research projects. By collaborating on the implementation of a research design, and the evaluation and presentation of the results, students have the opportunity to reflect on how this research capstone connects with everything they have studied in linguistics.

- **Directed Research in Linguistics:** Working under the direction of a faculty member, students will undertake their own research.

- **Special Studies in Linguistics:** Independent study of particular area of interest in linguistics.

- **Grammar in Language Learning and Teaching:** An online self-paced introduction to grammar.

- **Distributed Learning Courseware - Basics:** First course in a sequence designed to provide training in developing instructional courseware. Investigation into language teaching related to use of media, focusing on media integration and portability. Video, audio, and multimedia, including audio and video recording, editing, integration into web pages, animations, and other means of distribution, including synchronous and asynchronous audio, video-conferencing, streaming, and experimentation with audio and video related portable devices.

- **Distributed Learning Courseware - Interactive Design:** Second course in a sequence designed to provide training in developing instructional courseware. Investigation into language teaching related to interactive technologies, targeting each of the various language skills: listening, speaking, reading, writing, and grammar. Each of these skills will be addressed through use of CMC, such as weblogs, chat, virtual audio boards, textual discussion boards, as well as web-based materials, course management systems, video-conferencing, telephony, portable devices, and other related technologies as appropriate.

- **Forensic Linguistics:** This course is an overview of the field of Forensic Linguistics, or linguistic science applied in legal settings. The class covers various topics including the language of police and suspects, language crimes, and linguistics as evidence in speaker/author identification.

- **Introduction to Linguistics:** Technical introduction to linguistics, devices of language description, and methods of linguistic analysis.

- **Technology Enhanced Language Teaching I:** This course explores key terms and concepts related to computer-assisted language learning, a range of technology-assisted language learning tools, and practical considerations of how to use technology for teaching regarding various language skills.

- **Technology Enhanced Language Teaching II:** TELT II is a project-based course that emphasizes instructional design and user experience approaches to the development of online/hybrid courses and educational products/platforms that focus on student/user engagement, creativity, digital citizenship and digital age learning experiences from linguistics/applied linguistics perspectives.
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**Course Descriptions:**
- **Introduction to Phonetics**: Introduces the key concepts of Semantics and Pragmatics, explores their interface, and examines their application to second language teaching.
- **Introduction to Phonology and Morphology**: Introductory course in analysis of sound systems of natural languages.
- **Syntactic Description of English**: Focuses on the prominent structural patterns observed in various phrases and sentences in English. The approach is descriptive rather than explanatory. The students learn how to analyze syntactic patterns of English objectively and how to express them in grammatical terminology.
- **Grammar and Syntax**: This course familiarizes students with philosophical foundations and theoretical argumentation of Chomskyan generative grammar known as the Principles and Parameters Approach with some reference to its later development called the Minimalist Program. The approach is explanatory as well as descriptive. Students learn how to develop theoretical hypotheses to account for syntactic phenomena and how to improve the accounts by continuous testing and revision of the hypotheses. They are also introduced to seminal research papers written on first and second language acquisition in the theoretical framework of Chomsky's syntax.
- **Language Learning**: This course provides an introduction to some of the major theories, hypotheses, principles, and areas of empirical inquiry traditionally and currently being investigated in the field of second language acquisition (SLA) research. This course also provides a background regarding first language acquisition, but the primary focus is on second language acquisition. The course aims to develop student awareness of how SLA theories apply to second language learning situations and teaching practices.
- **Second Language Acquisition Research and Theory**: Research and theories of second language acquisition.
- **Introduction to Psycholinguistics**: Study of linguistic behavior and psychological mechanisms responsible for it.
- **Methods and Materials in TEFL**: Second language teaching theory and methodology, with emphasis on teaching English as foreign language and language materials and course design.
- **Introduction to English for Specific Purposes**: English for Specific Purposes (ESP) refers to the branch of language teaching and research in which course content and teaching approaches are derived from an analysis of language use in a specific context. In contrast to general purposes language courses, in which purpose is broadly defined, ESP courses are designed to prepare learners with the specific language requirements they need in order to participate appropriately in particular academic, occupational, and professional communities. This course surveys the literature that has contributed to the growth of the field of ESP and examines the key theories, principles, and ideas that form the basis of current approaches to ESP. Included in the course are more practical questions of needs analysis, curriculum design, materials development, and assessment.
- **Assessing Language Abilities: Proseminar in TEFL Testing**: Advanced research in special problems in testing English as a second or foreign language.
- **Historical Linguistics**: Study of genealogical and typological classification of languages, methods of historical analysis, and change in language systems.
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Office of the University Registrar
June 1, 2023
Page 176 of 1005
### A&S LING LING 6610 Second Language Listening and Speaking

**Component:** Lecture  
**Cred Hours:** 4  
**Repeat Hours:** 0  
**General Education:** N  
**Perm:** G40  

This course introduces students to the theoretical understanding of the nature of second language listening and the evidence-based principles underlying the development of effective and engaging pedagogical materials for the teaching of second language listening and speaking in ESL/EFL settings.

### A&S LING LING 6710 Grammar in Use

**Component:** Lecture  
**Cred Hours:** 4  
**Repeat Hours:** 0  
**General Education:** N  
**Perm:** G40  

This course allows students to develop their own understanding of English grammar as well as explore and practice techniques to help non-native English speakers (NNEs) develop their own grammar. This includes the form, meaning, and use of several of the major grammatical structures NNEs commonly study as well as best practices within teaching. Students of this class gain experience with explaining, teaching, coaching, and assessing various grammatical structures in addition to gaining insight into current theories in second language instruction. The role of World Englishes in grammar education and communicative competence is explored as well.

### A&S LING LING 6850 An Introduction to the Teaching of Second Language Reading and Writing

**Component:** Lecture  
**Cred Hours:** 4  
**Repeat Hours:** 0  
**General Education:** N  
**Perm:** G40  

This course introduces learners to Swahili vocabulary and grammar. These are used as the foundation for promoting the four skills of reading, writing, listening and speaking. Emphasis will be on reading tasks and lab work. Specific course content will vary with offering.

### A&S LING LING 6900 Special Topics in Linguistics

**Component:** Lecture  
**Cred Hours:** 1 to 15  
**Repeat Hours:** 999  
**General Education:** N  
**Perm:** G40  

Specific course content will vary with offering.

### A&S LING LING 6950 Linguistics Graduate Capstone: Culminating Experience Professional Portfolio Seminar

**Component:** Seminar  
**Cred Hours:** 1  
**Repeat Hours:** 0  
**General Education:** N  
**Perm:** G40  

As a culminating experience, this course provides students with the opportunity to reflect on and synthesize the knowledge and skills they have obtained throughout the graduate program in a way both meaningful and relevant to their professional goals. Students develop an electronic portfolio consisting of various documents and materials and learn strategies for effective presentations of their professional and scholarly expertise. Flexibility in the format is available depending on the student's degree goals.

### A&S LING SWAH 1110 Elementary Swahili I

**Component:** Lecture  
**Cred Hours:** 4  
**Repeat Hours:** 0  
**General Education:** 2CP  
**Perm:** N  
**Subsidy Level:** U10  

This is the second course of two-semester first-year sequence. A continuation of 1110 covering the different types of nouns in Swahili. By now, students will have covered all the noun classes and will begin to see their relevance to various aspects of Swahili grammar. It will become clear that once you know the class of noun in question, the grammar can easily be derived from a consistent pattern. Learners will also broaden their vocabulary and they will be able to engage in more complex dialogues. Although some dialogues will be tailored to accomplish grammatical ends, also do dialogues for the sake of it in order to promote confidence in oral communication. Learners are encouraged to pay attention to the way the sample dialogues are structured and try to model their dialogues along similar lines. Learners are encouraged to test your skills to the limit without focusing too much on grammatical mistakes. The best language learners are the adventurous people who are willing to test anything they have learned, even when they do not do it correctly. In addition, listening tasks and lab work will be assigned to ensure that students are increasing their knowledge of Swahili. Some time will be set aside to do pronunciation drills to ensure that learners get their pronunciation right. To promote reading skills, the instructor will introduce some basic Swahili booklets to be used as class readers. Attempts will also be made to invite classroom guests who will speak in Swahili in order to give learners a chance to listen to accents other than their instructor's. A lot of the classroom exercises will involve conversation with a colleague. Attempts will be made to ensure that students speak with different people in each speaking task. Finally, updating of portfolio will continue. Material from new topics must be integrated into the students' portfolio in a creative way.
**Intermediate Swahili**

EC1: A-F  
REQUISITE: SWAH 3110

First course of two-semester intermediate-level sequence. Although this course will rely on the basic knowledge learned in the previous year, it is designed to take the learner deeper into Swahili structure and grammar as well as deepen their understanding and appreciation of Swahili culture. The reading passages will be longer, the written compositions longer, and the concepts more abstract. Promoting communicative competence is the main goal of this course. Students will be expected to develop their abilities in debating and expressing abstract ideas and concepts. Students will also begin working on group or individual projects that demonstrate their understanding of East African cultural issues. Students will also be encouraged to make the connections or draw comparisons between East African and American culture. In addition, students will be expected to try to integrate their majors with what they are learning in class.

**Intermediate Swahili II**

EC1: A-F  
REQUISITE: SWAH 2110

Continuation of 2110. Second course of two-semester intermediate-level sequence. Although this course will rely on the knowledge gained in the fall semester, it is designed to take the learner deeper into Swahili structure and grammar as well as provide a deeper understanding of Swahili and East African culture in general. The reading passages will be longer, the written compositions longer and more abstract. Students will be expected to develop their abilities in debating and expressing abstract ideas and concepts. A lot of emphasis will be placed on communicative skills and comprehension of Swahili material both written and oral.

**Special Topics in Swahili**

EC1: A-F  
REQUISITE: SWAH 2120

Specific course content will vary with offering.

**Advanced Swahili I**

EC1: A-F  
REQUISITE: SWAH 2120

The first of a two-semester series course of advanced Swahili. Intended for students who have completed two years of Swahili or equivalent. Focuses on discourse Swahili and rhetorical devices as used in East Africa by Swahili speakers. In addition, learners are exposed to various elements of Swahili culture through authentic texts. Little attention is paid to grammar, but some aspects of grammar may be taught if the students identify problematic areas they would like to review with their instructors. Students study Swahili literary texts from East Africa and are able to engage in discussion on complex issues and topics. The background on Swahili culture is handled through the eyes of various authors as well as contemporary sources such as newspapers, movies and audio clips. In addition, different registers of Swahili are introduced with an aim of empowering students to be functional in a variety of communicative contexts. The course also emphasizes practical application of Swahili in the learner’s field of study. To accomplish this, vocabulary and terminologies of various disciplines are also introduced. At this level, students should begin using Swahili for academic purposes. In other words, they should be able to read literary texts (novellas, dramas, poetry and short stories), listen to Swahili news on the radio, make presentations in Swahili as well as write factual and fictional essays.

**Advanced Swahili II**

EC1: A-F  
REQUISITE: SWAH 3110

The second of a two-semester series of advanced Swahili. Intended for students who have completed two years of Swahili or equivalent. The class focuses on discourse Swahili and rhetorical devices as used in East Africa by Swahili speakers. Little attention is paid to grammar, but some aspects of grammar may be taught if the students identify problematic areas they would like to review with their instructor. Students study Swahili literary texts from East Africa and are able to engage in discussion on complex issues and topics. The background on Swahili culture is handled through the eyes of various authors as well as contemporary sources such as newspapers, movies and audio clips. In addition, different registers of Swahili are introduced with an aim of empowering students to be functional in a variety of communicative contexts. The course also emphasizes practical application of Swahili in the learner’s field of study. To accomplish this, vocabulary and terminologies of various disciplines are also introduced. At this level, students should begin using Swahili for academic purposes. In other words, they should be able to read literary texts (novellas, dramas, poetry and short stories), listen to Swahili news on the radio, make presentations in Swahili as well as write factual and fictional essays.

**Special Studies in Swahili**

EC1: A-F  
REQUISITE: Permission required

Intended for students who have completed Advanced Swahili and would like to expand their knowledge of a specific topic or area in the language. There might be circumstances where student who have only had two years of Swahili would be allowed to enroll in the course. Students with a previous background in Swahili are also eligible to enroll in this course. The student who wishes to enroll in this course must come up with a topic, plan, and goals. Students work on their own and only meet with the instructor once a week.

**Elementary Swahili I**

EC1: A-F  
REQUISITE: CR

This course introduces learners to Swahili vocabulary and grammar. These are used as the foundation for promoting the four skills of reading, writing, listening and speaking. Emphasis will be on promoting the learners’ ability to express themselves, describe their daily experiences and engage in basic conversations. Although East African texts (reading passages, music and poems) will be used to promote learners’ understanding and appreciation of Swahili language and culture, non East African texts in Swahili might be sparingly used to achieve certain objectives. While the main focus of the course will be on enriching the students understanding of African culture through the learning of Swahili, students are expected to relate the Swahili culture with their everyday experiences. Learners will be involved in a semester long portfolio project comprised of biographical information about their everyday activities, or activities of other people, whether actual or fictional with an intention of applying all aspects of the materials covered in class. Specific information on this will be provided in the syllabus.
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**Course Descriptions:**

**SWAH 5320 Intermediate Swahili I**

Study of spoken and written Swahili. The course focuses on discourse Swahili and rhetorical devices as used in East Africa by Swahili speakers. In addition, learners are exposed to various elements of Swahili culture through authentic texts. Little attention is paid to grammar, but some aspects of grammar may be taught if the students identify problematic areas they would like to review with their instructor. Students study Swahili literary texts from East Africa and are able to engage in discussion on complex issues and topics. The background on Swahili culture is handled through the eyes of various authors as well as contemporary sources such as newspapers, movies and audio clips. In addition, different registers of Swahili are introduced with an aim of empowering students to be functional in a variety of communicative contexts. The course also emphasizes on practical application of Swahili in the learner's field of study. To accomplish this, vocabulary and terminologies of various disciplines are also introduced. At this level, students should begin using Swahili for academic purposes. In other words, they should be able to read literary texts (novellas, dramas, poetry and short stories), listen to Swahili news on the radio, make presentations in Swahili as well as write factual and fictional essays.

**SWAH 5330 Advanced Swahili II**

SWAH 5330 is the second of a two-quarter series course of advanced Swahili. It is intended for students who have completed SWAH 5320 or its equivalent. The class focuses on discourse Swahili and rhetorical devices as used in East Africa by Swahili speakers. In addition, learners are exposed to various elements of Swahili culture through authentic texts. Little attention is paid to grammar, but some aspects of grammar may be taught if the students identify problematic areas they would like to review with their instructor. Students study Swahili literary texts from East Africa and are able to engage in discussion on complex issues and topics. The background on Swahili culture is handled through the eyes of various authors as well as contemporary sources such as newspapers, movies and audio clips. In addition, different registers of Swahili are introduced with an aim of empowering students to be functional in a variety of communicative contexts. The course also emphasizes on practical application of Swahili in the learner's field of study. To accomplish this, vocabulary and terminologies of various disciplines are also introduced. At this level, students should begin using Swahili for academic purposes. In other words, they should be able to read literary texts (novellas, dramas, poetry and short stories), listen to Swahili news on the radio, make presentations in Swahili as well as write factual and fictional essays.
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**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** 3 hours in (ANTH or LING or PETE or REC or SASM) and Sr only

In this course, we will explore the interface of language and culture. Language is a symbolic system through which we communicate our experience of the world to others. Culture is a set of beliefs and actions through which we, in concert with others in a community of practice, enact a common understanding of our experiences of the world as they are now, as we understand them to have been in the past, and how we imagine them to be in the future. The context of culture that this course uses to illustrate the connection between language and culture is that of sport. Sport is a community of practice in which language is used to report on sporting events, express opinions, and express support for a team through chants, etc. We are interested in how language is used in the specific culture of sport and how it expresses both individual, group and national identity. By the end of this course, students will be better able to understand how culture is expressed through language.
### MATH D003 Elementary Algebra

**Component:** Lecture 2, 0 M
**ELIGIBLE GRADES:** GEC1: A-F
**REQUISITE:** Math placement level DV and WARNING: (no credit for this course if taken after any other MATH course including developmental MATH courses) and (not ND9955 or ND9956 College Credit Plus)
**COURSE DESC:** Developmental course for students who need preparation for Intermediate Algebra and covers review of Pre-Algebra concepts including whole numbers, integers, fractions, decimals, ratio and proportion, percentages, linear equations, exponents, simplifying and evaluating linear and quadratic polynomials, and other related topics. Warning: Does not meet any graduation requirements.
**PERM:** N
**CRED:** 0
**HOURS:** 0M
**LEVEL:** V00
**SET ASIDE:** 0

### MATH D004 Intermediate Algebra with PreAlgebra

**Component:** Lecture 5, 0 M
**ELIGIBLE GRADES:** GEC1: A-F
**REQUISITE:** Math Placement Level DV and WARNING: (No credit for this course if the following is taken (keeps credit for the following course, as defined by department): MATH course above D004) and (not ND9955 or ND9956 College Credit Plus)
**COURSE DESC:** Developmental course in algebra for students in need of preparation for math placement level PL1. Review of arithmetic operations with whole numbers, integers, fractions, and decimal numbers. Operations and equations with rational expressions, equations of a line, introduction to functions, introduction to systems of linear equations in two and three variables, absolute-value equations and inequalities, rational exponents, operations and equations with radicals, introduction to complex numbers, quadratic equations and various application problems on these topics. Same as Math D005, but with more review of basic pre-algebra material. No credit for this course if taken after any higher level MATH course.
**PERM:** N
**CRED:** 0
**HOURS:** 0M
**LEVEL:** V00
**SET ASIDE:** 0

### MATH D005 Intermediate Algebra

**Component:** Lecture 4, 0 M
**ELIGIBLE GRADES:** GEC1: A-F
**REQUISITE:** Math placement level DV and WARNING: no credit for this course if taken after any other MATH course and not ND9955 or ND9956 (not College Credit Plus)
**COURSE DESC:** Developmental course in algebra for students in need of preparation for math placement level PL1. Operations and equations with rational expressions, equations of a line, introduction to functions, introduction to systems of linear equations in two and three variables, absolute-value equations and inequalities, rational exponents, operations and equations with radicals, introduction to complex numbers, quadratic equations and various application problems on these topics. No credit for this course if taken after D004 or any higher level MATH course.
**PERM:** N
**CRED:** 0
**HOURS:** 0M
**LEVEL:** V00
**SET ASIDE:** 0

### MATH D300 Peer-Led Team Learning Laboratory for Pre-Calculus

**Component:** Laboratory 1, 0 M
**ELIGIBLE GRADES:** GEC6: CR, PR, F
**REQUISITE:** MATH 1300 concurrent
**COURSE DESC:** Small groups of students concurrently enrolled in MATH 1300 Pre-Calculus meet in weekly workshops with a peer mentor. Together, they work on problem sets, reading, and team-based learning projects to master the material in MATH 1300 and the mathematical reasoning it requires.
**PERM:** N
**CRED:** 0
**HOURS:** 0M
**LEVEL:** V00
**SET ASIDE:** 0

### MATH D301 Peer-Led Team Learning Laboratory for Calculus I

**Component:** Laboratory 1, 0 M
**ELIGIBLE GRADES:** GEC6: CR, PR, F
**REQUISITE:** MATH 2301 concurrent
**COURSE DESC:** Small groups of students concurrently enrolled in MATH 2301 meet in weekly workshops with a peer mentor. Together, they work on problem sets, reading, and team-based learning projects to master the material in MATH 263A and the mathematical reasoning it requires.
**PERM:** N
**CRED:** 0
**HOURS:** 0M
**LEVEL:** V00
**SET ASIDE:** 0

### MATH 1060 Quantitative Reasoning

**Component:** Lecture 3, 0 1M; FQR
**ELIGIBLE GRADES:** GEC1: A-F
**REQUISITE:** ((C or better in MATH D004 or MATH D005) or (Math Placement Level 1 or higher) or (Math Placement DV plus MATH 1060L co-requisite)) and (Warning: No credit if Math 1250 or any higher have been completed. Cannot be used for College of Arts and Science's Natural Sciences Area Requirement.)
**COURSE DESC:** This course develops critical thinking and problem solving skills in a variety of mathematical and quantitative contexts. The course focuses on framing real-life problems mathematically and quantitatively and then using logical and quantitative techniques, such as linear and exponential growth modeling and statistical literacy, to make predictions and decisions and to solve problems. Not recommended for students with majors in STEM areas. No credit if Math 1250 or any higher have been completed. Cannot be used for the College of Arts and Science's Natural Sciences Area Requirement.
**PERM:** N
**CRED:** 0
**HOURS:** 10

### MATH 1060L Support for Quantitative Reasoning

**Component:** Laboratory 1, 0 M
**ELIGIBLE GRADES:** GEC6: CR, PR, F
**REQUISITE:** MATH 1060 concurrent
**COURSE DESC:** The course is a co-requisite course for MATH 1060 Quantitative Reasoning for students who need extra support. It is taken concurrently with MATH 1060 and provides just-in-time support/ review of concepts and skills needed to successfully complete MATH 1060. This course develops skills to support student engagement, critical thinking, and problem solving in a variety of mathematical and quantitative contexts. Additionally, the course develops organizational skills, spreadsheet skills, word-processing skills, a growth mindset, self-efficacy, and means to overcome various forms of anxiety. Not recommended for students with majors in STEM areas. No credit if MATH 1250 or any higher have been completed. Cannot be used for College of Arts and Science's Natural Science Distribution Requirement.
**PERM:** N
**CRED:** 0
**HOURS:** 10

### MATH 1090 Consumer Mathematics

**Component:** Lecture 3, 0 1M
**ELIGIBLE GRADES:** GEC1: A-F
**REQUISITE:** C or better in MATH D005 or MATH 102 or MATH D004 or Math Placement Level 1 or higher and WARNING: No credit for this course if taken after MATH 1250 or higher
**COURSE DESC:** Applications of elementary mathematics to day-to-day problems. Special emphasis on consumer topics such as compound interest, mortgages, and installment buying. Scientific calculator required. Does not apply to arts and sciences requirements. No credit for this course if taken after MATH 1250 or higher level MATH course.
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<th>Subject</th>
<th>Course</th>
<th>Title</th>
<th>Component</th>
<th>Credit Hours</th>
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<td>COURSE DESC: Elementary Topics in Mathematics I and II develop mathematical topics usually taught in grades preK-5 to a depth required for future elementary and middle grades educators (and related fields) to establish professional expertise. The courses are taught through an inquiry approach that focuses on problem solving and discussion. Key themes of Elementary Topics in Mathematics include 1) explaining and justifying standard and nonstandard algorithms for basic arithmetic operations on whole numbers, rational numbers, and integers that are learned in grades preK-5; 2) students' construction and critique of their own ideas and others' ideas; and 3) using manipulatives to represent and justify algorithms. Topics include counting and cardinality, the development of the base-10 number system, properties of and operations on natural, whole, signed, rational, and irrational numbers; and number theory. Satisfies Tier I requirement for elementary education majors only. Does not apply to Arts &amp; Sciences Natural Science requirements.</td>
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<td>COURSE DESC: This is a continuation of MATH 1101. Elementary Topics in Mathematics I and II develop mathematical topics usually taught in grades preK-5 to a depth required for future elementary and middle grades educators (and related fields) to establish professional expertise. The courses are taught through an inquiry approach that focuses on problem solving and discussion. Key themes include 1) explaining and justifying standard and nonstandard algorithms for basic arithmetic operations learned in grades preK-5; 2) students' construction and critique of their own ideas and others' ideas; and 3) using manipulatives to represent and justify algorithms. This emphasis on the standard algorithms for basic operations taught in K-8 mathematics and their comparison to children's invented algorithms allows students to engage with the cultural aspects of mathematics and see how our approach to computation and teaching mathematics reflects our greater access to technology and our evolving values of broader society. The mathematical content is focused on topics of fundamental importance for understanding, reasoning about, interpreting, and constructing arguments with quantitative data. The specific topics include ratios and proportional reasoning, algebraic reasoning, functional and non-linear relationships, and measurement. Properties of two-dimensional and three-dimensional geometric objects are explored including area, congruence, similarity, symmetry and translations. Foundational ideas of probability and statistics are addressed including data displays, measure of central tendency, comparing populations and samples, experimental and theoretical probability, and relationships in bivariate data. Does not apply to Arts &amp; Sciences Natural Science requirements.</td>
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<td>REQUIREITE: (C or better in MATH D005 or 102 or D004) or (Math Place DV &amp; co-req MATH 1200L) or (Math Place Level 1 or higher) WARNING: No credit for this course &amp; MATH 1321. No credit if the student has credit for MATH 2301, 2302, or above 2500.</td>
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<td>COURSE DESC: Equations, functions and graphs, including linear equations and systems, polynomials, rational and radical expressions, quadratic equations, exponential and logarithmic functions, and inequalities. Students who do not need MATH 1200 for their intended majors or as a prerequisite for other classes should consider instead taking MATH 1060, MATH 1500, or another BRICKS: Foundations: Quantitative Reasoning course. No credit for both this course and MATH 1321 (first course taken deducted). No credit if the student has credit for MATH 2301, 2302, or higher than 2500.</td>
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<td>COURSE DESC: The course introduces mathematical models for situations of conflict, whether actual or recreational, and considers two-person, n-person, zero-sum and nonzero-sum games. Nash equilibrium and the prisoner's dilemma. Application to fields such as environmental policy, business decisions, football, evolution, warfare and poker will be analyzed. The course uses elements of algebra, geometry and probability skills, including matrix manipulation, linear and quadratic equations, graphing equations, extracting information from graphs, determining probabilities and expectation values.</td>
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<td>COURSE DESC: A course in the use of intermediate algebraic and combinatorial techniques in the context of common business applications. Topics include systems of linear equations and matrices, linear programming, mathematics of finance (compound interest, annuities, amortization), sets, counting and elementary probability.</td>
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<td>REQUIREITE: (C or better in MATH 1200 or MATH 1321) or math placement level 2 or higher WARNING: No credit for both this course and MATH 1322 (first course taken deducted)</td>
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<td>COURSE DESC: Course provides a rigorous treatment of graphs, inverses, and algebraic operations of polynomial, rational, exponential, logarithmic, and trigonometric functions, trigonometry and analytic geometry. The course also introduces linear systems, polar coordinates, vectors, conic sections, sequences and series. Recommended only for students intending to enroll in MATH 2301 Calculus I. No credit for both this course and MATH 1322 (first course taken deducted).</td>
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<td>REQUIREITE: C or better in MATH D005 or MATH 102 or MATH D004 or Math Placement Level 1 or higher WARNING: No credit for this course and MATH 1200 (first course taken deducted). No credit if the student has credit for MATH 2301, 2302, or higher than 2500.</td>
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<td>COURSE DESC: Course provides a rigorous treatment of graphs, inverses, and algebraic operations of polynomial, rational, exponential and logarithmic functions, equations and inequalities and an introduction to linear systems, sequences and series. Intended, together with MATH 1322, to prepare students for MATH 2301 Calculus I. Students cannot keep credit for both MATH 1200 and MATH 1321 (first course taken deducted). No credit if the student has credit for MATH 2301, 2302, or higher than 2500.</td>
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<td>(B or better in MATH 1350) or (C or better in 1300 or 1322) or (Math placement level 3)</td>
<td>First course in calculus and analytic geometry with applications in the sciences and engineering. Includes basic techniques of differentiation and integration with applications including rates of change, optimization problems, and curve sketching; includes exponential, logarithmic and trigonometric functions. Calculus is the mathematical language used to describe and analyze change. The course emphasizes how this abstract language and its associated techniques provide a unified way of approaching problems originating in disparate areas of science, technology, and society, highlighting how questions arising in different fields are connected to the same fundamental mathematical ideas. No credit for both MATH 2301 and 1350 (always keep 2301).</td>
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<td>C or better in MATH 2301 or 263B</td>
<td>Second course in calculus and analytic geometry with applications in the sciences and engineering. Includes techniques of integration, conic sections, polar coordinates, infinite series, vectors and vector operations.</td>
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<td>MATH 2302 concurrently and Ohio Honors student</td>
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<td>(MATH 1060 or 1200 or 1250 or 1260 or 1321 or 1500 or Math placement 2 or higher) or WARNING: Not COMS 3520 or ECON 3810 or GEGO 2710 or ISE 3040 or ISE 3200 or ET 2450 or PSIY 2110 or QBA 1010</td>
<td>A course in statistics and probability with focus on techniques and use of statistical software for organization of univariate and bivariate data, central tendency and dispersion, correlation, designed experiments, probability, random variables, binomial and normal distributions, sampling distributions, inferences from small and large samples, estimation, confidence intervals and hypothesis testing. The course introduces the language and mathematics underlying statistical reasoning. It emphasizes how the same mathematical ideas can be deployed in different areas of inquiry, and how one can combine these techniques with suitable technology to quantify the uncertainty present whenever one makes predictions based on empirical data, regardless of the field of study.</td>
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<td>(Math placement level 2 or higher) or MATH 1200 or 1500 or PSY 1110</td>
<td>Students learn the basics of data acquisition, organization, and analysis; acquire hands-on experience with statistical estimation and inference, data modelling, and visualization; and explore machine learning applications, data privacy, and ethics.</td>
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<td>(Math placement level 2 or higher) or MATH 1200 or 1500 or PSY 1110</td>
<td>Students learn the basics of data acquisition, organization, and analysis; acquire hands-on experience with statistical estimation and inference, data modelling, and visualization; and explore machine learning applications, data privacy, and ethics.</td>
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<td>A&amp;S</td>
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<td>2900</td>
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<td>Special Topics in Mathematics</td>
<td>Lecture</td>
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<td>CEC3: A-F</td>
<td>CR</td>
<td>Specific course content will vary with offering.</td>
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<td>CR, PR</td>
<td>Specific course for students in the HTC math program, taken during the Fall Semester by first year students.</td>
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<td>Quantitative Foundations for Bioinformatics</td>
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<td>GEC1: A-F, REQUISITE: HTC</td>
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<td>Special program for students enrolled in HTC, taken in the Spring Semester of the 3rd year.</td>
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<td>Teaching of Mathematics in Secondary School</td>
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<td>GEC1: A-F, REQUISITE: MATH 3110 and (4100L concurrent)</td>
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<td>Selected topics related to teaching of mathematics in grades 7-12.</td>
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<td>Teaching of Mathematics in Secondary School</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4150</td>
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<td>Advanced Perspectives for Math Teachers</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: MATH 3110 and (3240 concurrent)</td>
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<td>Key math content topics such as algebra, calculus, discrete mathematics, and mathematical modeling, studied throughout the AYA Math Content courses are revisited in light of their applicability to High School mathematics. Students will synthesize previous content knowledge and bring a depth of understanding of mathematics to topics and themes they will likely teach in a grades 8-12 setting. This course is intended as a final mathematics content course for AYA Mathematics majors.</td>
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<td>A&amp;S</td>
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<td>GEC1: A-F, REQUISITE: (CS 3000 or MATH 3050) and (3200 or 3210)</td>
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<td>Fundamental theorem on finite abelian groups and its consequences. Cauchy theorem and first Sylow theorem. Polynomial rings. UFD and Euclidean domains. Maximal ideals. Algebraic extensions and splitting fields. Fundamental theorem of Galois theory.</td>
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<td>A&amp;S</td>
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<td>GEC1: A-F, REQUISITE: MATH 4221</td>
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<td>Groups, permutation groups, subgroups, quotient groups. Conjugate classes and class equation formula and its application to p-groups. Fundamental theorem on homomorphisms.</td>
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<td>Introduction to Algebraic Coding Theory</td>
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<td>N</td>
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<td>GEC1: A-F, REQUISITE: MATH 3200 or 3210</td>
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<td>Encoding and decoding. Vector spaces over finite fields. Linear Codes, parity-check matrices, syndrome decoding, Hamming Codes, and Cyclic Codes.</td>
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<td>GEC1: A-F, REQUISITE: MATH 3300 and (3200 or 3210)</td>
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<td>A proof-based course on functions of one variable. Topics include properties of the real and complex numbers, metric spaces and basic topology, sequences and series, a careful study of limits and continuity, differentiation and Riemann-Stieltjes integration.</td>
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<td>A&amp;S</td>
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<td>4302</td>
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<td>Advanced Calculus II</td>
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<td>GEC1: A-F, REQUISITE: MATH 4301</td>
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<td></td>
<td>Sequences and series of functions, uniform convergence, power series and elementary functions, multidimensional differentiation and integration, special functions (as time permits)</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4310</td>
<td></td>
<td>Complex Variables</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: MATH 3300</td>
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<td>A first course in complex variables focused on developing analytic techniques that are useful in applications. The course is also essential for further study in mathematics and students will be expected to do some proofs. Topics will include: Analytic and harmonic functions, Cauchy integral and residue theorems, contour integration, Taylor and Laurent expansions, conformality and linear fractional transformations with applications.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4330</td>
<td></td>
<td>Hilbert Spaces and Applications</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: MATH 3400 and (3200 or 3210)</td>
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<td>A course in applied linear analysis, especially Hilbert spaces, for advanced undergraduates and graduate students in mathematics, the sciences or engineering. The course will introduce both the practical and theoretical aspects of linear analysis and students will be expected to complete both computational and proof-oriented exercises. Topic covered will include: Normed vector spaces, the spaces L1 and L2, Hilbert spaces, orthonormal systems, linear operators on Hilbert space and applications to differential equations.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4400</td>
<td></td>
<td>Advanced Differential Equations</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: MATH 3400 and (3200 or 3210)</td>
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<td>An introduction to the qualitative theory of differential equations, with emphasis on linear systems.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4410</td>
<td></td>
<td>Fourier Analysis and Partial Differential Equations</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: MATH 3300 and 3400</td>
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<td>Representation of functions as sums of infinite series of trigonometric functions and complex exponentials., Bessel functions, Legendre polynomials, or other sets of orthogonal functions. Use of such representations for solution of partial differential equations dealing with vibrations, heat flow, and other physical problems.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4470</td>
<td></td>
<td>Applied Dynamical Systems</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: MATH 3400 and (3200 or 3210)</td>
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<td>A survey of applied dynamical systems for scientists, engineers and mathematicians with an emphasis on continuous time models.</td>
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<td>A&amp;S</td>
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<td>Mathematical Statistics I</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 3300 and 3500 and (3200 or 3210)</td>
<td>A rigorous course in probability distributions of one and several variables, sampling theory, estimation of parameters, confidence intervals, analysis of variance, correlation, and testing of statistical hypotheses.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4510</td>
<td></td>
<td>Mathematical Statistics II</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 4500</td>
<td>An advanced course in the theory of statistics, including hypotheses testing, regression and correlation analysis, experimental design, and nonparametric statistics.</td>
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<td>A&amp;S</td>
<td>MATH</td>
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<td>Stochastic Processes</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 4500</td>
<td>Markov chains, Poisson process, birth and death process, queuing, and related topics.</td>
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<td>A&amp;S</td>
<td>MATH</td>
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<td></td>
<td>Statistical Computing</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 4500</td>
<td>Introduction to computational statistics; Monte Carlo methods, bootstrap, data partitioning methods, EM algorithm, probability density estimation, Markov Chain Monte Carlo methods.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4550</td>
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<td>Basic Principles of Actuarial Science</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 4600 concurrent</td>
<td>Basic concepts of risk theory and utility theory, applied calculus and probability models for the analysis of claims, frequency and severity of distributions, loss distributions, premium determination, insurance with deductible, reinsurance and self-insurance.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4560</td>
<td></td>
<td>Life Contingencies</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 4550</td>
<td>An introduction to the mathematical theory of contingencies, concentrating on models for the actuarial present value of a future set of payments contingent on some random event(s), with applications to life insurance, life annuities, benefit reserves. It includes material from examinations by the Society of Actuaries and the Casualty Actuarial Society.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4570X</td>
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<td>Investment and Financial Markets</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 3500 and 3560</td>
<td>Introduction to the evaluation of options, futures and other derivatives, as well as interest models and risk management techniques e.g. pricing of guarantees with annuity products, pricing of mortgage guaranty insurance, hedging and hedging of insurance risk. Includes material from examinations by the Society of Actuaries (SOA-IFM) and the Casualty Actuarial Society (CAS-SF).</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4580</td>
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<td>Elements of Financial Mathematics</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 3500</td>
<td>This course is designed for advanced undergraduate students and master's degree students interested in applications of mathematics in finance. The course introduces basic ideas and methods of stochastic calculus and applications of these methods to financial models, particularly to the pricing and hedging of derivative securities in continuous time models. The course covers the following topics: introduction to financial derivatives, concepts of arbitrage and risk-neutral pricing, probability distribution, expectation, conditional expectation, Brownian motion, Itô's integral, Itô's formula and its applications to financial modeling, and also the Black-Scholes option pricing model.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4590</td>
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<td>Short Term Actuarial Models</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 4501</td>
<td>Introduction to severity models, frequency models, aggregate models, model selection and characterization and applications to actuarial situations with short term risk. Includes material from examinations by the Society of Actuaries.</td>
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<td>A&amp;S</td>
<td>MATH</td>
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<td>Introduction to Numerical Analysis</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 3400 and (3200 or 3210) and (3600 or CS 2300 or 2400 or ET 2100)</td>
<td>A survey of the ideas, methods, and algorithms in Numerical Analysis.</td>
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<td>A&amp;S</td>
<td>MATH</td>
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<td>Introduction to Waves and Wavelets with Applications</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: MATH 2302 and (3200 or 3210) and (3600 or CS 2300 or CS 2400 or ET 2100)</td>
<td>An elementary introduction to Fourier and wavelet analysis and its applications in engineering, such as data analysis and signal and image analysis. Focus on understanding basic mathematical concepts and methodology, developing related numerical algorithms and their implementation using computer software such as Matlab wavelet toolbox. Prior experience with computer software and computer algebra systems, such as Matlab and basic computer programming skills are required.</td>
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<td>A&amp;S</td>
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<td>Linear and Nonlinear Optimization</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: C or better in (MATH 3200 or MATH 3210) and (MATH 3050 or MATH 3060 or CS3000)</td>
<td>The course introduces solution methods, theory and applications of linear and nonlinear optimization problems. The focus is on the mathematics of efficient optimization algorithms, such as Simplex method and steepest ascent. Applications include production planning, financial models, network problems, game theory.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>4630</td>
<td></td>
<td>Discrete Modeling and Optimization</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: C or better in (MATH 3200 or MATH 3210) and (MATH 3050 or MATH 3060 or CS3000)</td>
<td>Modeling and solving real-life problems by discrete optimization techniques. The discrete models include integer programming, dynamic programming, network optimization problems. Applications in large economic systems, scheduling, voting theory, telecom and transportation networks are discussed.</td>
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<td>MATH</td>
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<td>5070</td>
<td>MATH</td>
<td>Introduction to Number Theory</td>
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<td>Lecture</td>
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<td>0</td>
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<td>G50</td>
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<td>MATH</td>
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<td>Subsidy Level</td>
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<td>A&amp;S</td>
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<td>5110</td>
<td>College Geometry</td>
<td>Lecture</td>
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<td>An axiomatic approach to Euclidean geometry. A core batch of theorems of Euclidean geometry are proven, and interesting geometric problems are solved using the axioms and theorems. Additional concepts and techniques -- such as similarity, transformations, coordinate systems, vectors, matrix representations of transformations, complex numbers, and symmetry -- are introduced as ways of simplifying the proofs of theorems or the solutions of geometric problems. Hyperbolic geometry is introduced from an axiomatic standpoint, primarily to illustrate the independence of the Parallel Postulate. Computers are used to produce dynamic drawings to illustrate theorems and problems.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>MATH</td>
<td>5120</td>
<td>College Mathematics Teaching for New Teaching Assistants</td>
<td>Lecture</td>
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<td>This course prepares new mathematics teaching assistants for undergraduate-level mathematics instruction. Students will investigate the technical, pedagogical, ethical, and other professional dimensions of undergraduate mathematics instruction.</td>
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<td>A&amp;S</td>
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<td>MATH</td>
<td>5200</td>
<td>Applied Linear Algebra</td>
<td>Lecture</td>
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<td>A course on linear algebra with an emphasis on applications and computations. Solutions to linear systems, matrices and matrix algebra, determinants, n-dimensional real vector spaces and subspaces, bases and dimension, eigenvalues and eigenvectors, diagonalization, norms, inner product spaces, orthogonality, and least squares problems.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>MATH</td>
<td>5210</td>
<td>Linear Algebra</td>
<td>Lecture</td>
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<td>For students majoring or minoring in the mathematical sciences. The course will introduce both the practical and theoretical aspects of linear algebra and students will be expected to complete both computational and proof-oriented exercises. Topic covered will include: Solutions to linear systems, matrices and matrix algebra, determinants, n-dimensional real vector spaces and subspaces, bases and dimension, linear mappings, matrices of linear mappings, eigenvalues and eigenvectors, diagonalization, inner product spaces, orthogonality and applications.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>MATH</td>
<td>5221</td>
<td>Modern Algebra I</td>
<td>Lecture</td>
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<td>Groups, permutation groups, subgroups, quotient groups. Conjugate classes and class equation formula and its application to p-groups. Fundamental theorem on homomorphisms.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>MATH</td>
<td>5222</td>
<td>Modern Algebra II</td>
<td>Lecture</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>MATH</td>
<td>5230</td>
<td>Introduction to Algebraic Coding Theory</td>
<td>Lecture</td>
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<td>Encoding and decoding. Vector spaces over finite fields. Linear Codes, parity-check matrices, syndrome decoding, Hamming Codes, and Cyclic Codes.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>MATH</td>
<td>5301</td>
<td>Advanced Calculus I</td>
<td>Lecture</td>
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<td>A proof-based course on functions of one variable. Topics include properties of the real and complex numbers, metric spaces and basic topology, sequences and series, a careful study of limits and continuity, differentiation and Reimann-Stieljes integration.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>MATH</td>
<td>5302</td>
<td>Advanced Calculus II</td>
<td>Lecture</td>
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<td>Sequences and series of functions, uniform convergence, power series and elementary functions, multidimensional differentiation and integration, special functions (as time permits)</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>MATH</td>
<td>5310</td>
<td>Complex Variables</td>
<td>Lecture</td>
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<td>A first course in complex variables focused on developing analytic techniques that are useful in applications. The course is also essential for further study in mathematics and students will be expected to do some proofs. Topics will include: Analytic and harmonic functions, Cauchy integration and residue theorems, contour integration, Taylor and Laurent expansions, conformality and linear fractional transformations with applications.</td>
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<td>5320</td>
<td>Vector Analysis</td>
<td>Lecture</td>
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<td>A&amp;S</td>
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<td>5330</td>
<td>Hilbert Spaces and Applications</td>
<td>Lecture</td>
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<td>GECE1: A-F REQUISITE; A course in applied linear analysis, especially Hilbert spaces, for advanced undergraduate and graduate students in mathematics, the sciences or engineering. The course will introduce both the practical and theoretical aspects of linear analysis and students will be expected to complete both computational and proof-oriented exercises. Topic covered will include: Normed Vector Spaces, the spaces L1 and L2, Hilbert Spaces, orthonormal systems, linear operators on Hilbert space and applications to differential equations.</td>
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<td>A&amp;S</td>
<td>MATH</td>
<td>MATH</td>
<td>5400</td>
<td>Advanced Differential Equations</td>
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<td>GECE1: A-F REQUISITE; An introduction to the qualitative theory of differential equations, with emphasis on linear systems.</td>
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<td>A&amp;S</td>
<td>MATH</td>
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<td>5410</td>
<td>Fourier Analysis and Partial Differential Equations</td>
<td>Lecture</td>
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<td>GECE1: A-F REQUISITE; Representation of functions as sums of infinite series of trigonometric functions and complex exponentials., Bessel functions, Legendre polynomials, or other sets of orthogonal functions. Use of such representations for solution of partial differential equations dealing with vibrations, heat flow, and other physical problems.</td>
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<td>A&amp;S</td>
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<td>5470</td>
<td>Applied Dynamical Systems</td>
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<td>GECE1: A-F REQUISITE; A survey of applied dynamical systems for Scientists, Engineers and Mathematicians with an emphasis on continuous time models.</td>
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<td>A&amp;S</td>
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<td>5501</td>
<td>Mathematical Statistics I</td>
<td>Lecture</td>
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<td>GECE1: A-F REQUISITE; A rigorous course in probability distributions of one and several variables, sampling theory, estimation of parameters, confidence intervals, analysis of variance, correlation, and testing of statistical hypotheses.</td>
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<td>A&amp;S</td>
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<td>5510</td>
<td>Mathematical Statistics II</td>
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<td>GECE1: A-F REQUISITE; An advanced course in the theory of statistics, including hypotheses testing, regression and correlation analysis, experimental design, and nonparametric statistics.</td>
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<td>A&amp;S</td>
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<td>Stochastic Processes</td>
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<td>GECE1: A-F REQUISITE; Markov chains, Poisson process, birth and death process, queuing, and related topics.</td>
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<td>A&amp;S</td>
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<td>5530</td>
<td>Statistical Computing</td>
<td>Lecture</td>
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<td>GECE1: A-F REQUISITE; Introduction to computational statistics; Monte Carlo methods, bootstrap, data partitioning methods, EM algorithm, probability density estimation, Markov Chain Monte Carlo methods.</td>
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<td>A&amp;S</td>
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<td>5550</td>
<td>Basic Principles of Actuarial Science</td>
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<td>GECE1: A-F REQUISITE; Basic concepts of risk theory and utility theory, applied calculus and probability models for the analysis of claims, frequency and severity of distributions, loss distributions, premium determination, insurance with deductible, reinsurance and self-insurance.</td>
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<td>A&amp;S</td>
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<td>5560</td>
<td>Life Contingencies</td>
<td>Lecture</td>
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<td>GECE1: A-F REQUISITE; An introduction to the mathematical theory of contingencies, concentrating on models for the actuarial present value of a future set of payments contingent on some random event(s), with applications to life insurance, life annuities, benefit reserves. It includes material from examinations by the Society of Actuaries and the Casualty Actuarial Society.</td>
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<td>A&amp;S</td>
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<td>5570X</td>
<td>Investment and Financial Markets</td>
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<td>GECE1: A-F REQUISITE; Introduction to the evaluation of options, futures and other derivatives, as well as interest models and risk management techniques e.g. pricing of guarantees with annuity products, pricing of mortgage guaranty insurance, managing and hedging of insurance risk. Includes material from examinations by the Society of Actuaries (SOA-IFM) and the Casualty Actuarial Society (CAS-3F).</td>
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<td>A&amp;S</td>
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<td>5580</td>
<td>Elements of Financial Mathematics</td>
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<td>GECE1: A-F REQUISITE; This course is designed for advanced undergraduate students and master's degree students interested in applications of mathematics in finance. The course introduces basic ideas and methods of stochastic calculus and applications of these methods to financial models, particularly to the pricing and hedging of derivative securities in continuous time models. The course covers the following topics: introduction to financial derivatives, concepts of arbitrage and risk-neutral pricing, probability distribution, expectation, conditional expectation, Brownian motion, Itô's integral, Itô's formula and its applications to financial modeling, and also the Black-Scholes option pricing model.</td>
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<td>A&amp;S</td>
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<td>5590</td>
<td>Short Term Actuarial Models</td>
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<td>GECE1: A-F REQUISITE; Introduction to severity models, frequency models, aggregate models, model selection and characterization and applications to actuarial situations with short term risk. Includes material from examinations by the Society of Actuaries.</td>
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<td>5600</td>
<td>Introduction to Numerical Analysis</td>
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<td>A survey of the ideas, methods, and algorithms in Numerical Analysis.</td>
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<td>A&amp;S</td>
<td>MATH</td>
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<td>5610</td>
<td>Introduction to Waves and Wavelets with Applications</td>
<td>Lecture</td>
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<td>An elementary introduction to Fourier and wavelet analysis and its applications in engineering, such as data analysis and signal and image analysis. Focus on understanding basic mathematical concepts and methodology, developing related numerical algorithms and their implementation using computer software such as Matlab wavelet toolbox. Prior experience with computer software and computer algebra systems, such as Matlab and basic computer programming skills are required.</td>
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<td>The course introduces solution methods, theory and applications of linear and nonlinear optimization problems. The focus is on the mathematics of efficient optimization algorithms, such as Simplex method and steepest ascent. Applications include production planning, financial models, network problems, game theory.</td>
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<td>Modeling and solving real-life problems by discrete optimization techniques. The discrete models include integer programming, dynamic programming, network optimization problems. Applications in large economic systems, scheduling, voting theory, telecom and transportation networks are discussed.</td>
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<td>Bioinformatics is the science of extracting biologically relevant information from large sets of biomolecular data. The course will introduce students to the mathematical models, statistical techniques, and algorithms on which this process is based.</td>
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<td>Topology of Euclidean spaces and general metric spaces. Introduction to general topological spaces.</td>
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<td>A mathematically rigorous survey of Error-Correcting Codes with emphasis on their parameters and their algorithmic efficiency for coding and decoding. Reed Solomon Codes, Goppa Codes, Reed Muller Codes, Algebraic Geometry Codes. Coding and Decoding based on Fast Fourier Transform algorithms. This course surveys various approaches to the structure theory of convolutional codes. They are considered as vector spaces over fields of Laurent expansions, as modules over rings of polynomials and as graph codes. All necessary algebraic background beyond linear algebra is presented in the class, including concepts related to modules over principal ideal domains and ideas regarding trellises and other relevant types of graphs.</td>
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Office of the University Registrar
June 1, 2023
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ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 6231

This course surveys various approaches to the structure theory of convolutional codes. They are considered as vector spaces over fields of Laurent expansions, as modules over rings of polynomials and as graph codes. All necessary algebraic background beyond linear algebra is presented in the class, including concepts related to modules over principal ideal domains and ideas regarding trellises and other relevant types of graphs. The course also addresses topics on algebraic coding theory over ring alphabets.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 5302 or 5700

Abstract measure and integration, Lebesgue measure on real line; Lp-spaces; Fubini and Radon-Nikodym theorems; differentiation theory.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 6301

Continuation of Analysis I.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 5302 or 5310

A graduate course in complex analysis focused on classical results for analytic and harmonic functions. Many of the techniques explained in the course, e.g. integrals along paths and the residue theorem, are useful in applications. Topics will include: Analytic and harmonic functions, Cauchy's theorem and Cauchy's integral formula, classification of singularities, and entire functions.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 6301 and (MATH 5330 or 6302)

An introduction to the basic results of functional analysis in the setting of Banach and Hilbert spaces. Key topics include the weak and weak* topologies, distributions, and an introduction to the Spectral Theorem. Theorems covered include the Hahn-Banach theorem, the Principle of Uniform Boundedness, the Closed Graph theorem, and the Open Mapping Theorem.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 6301

A rigorous, proof based course on ordinary differential equations and systems.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 5400 and (MATH 5302 or 5330)

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: (MATH 5302 or 5330) and 5400 and 5410

An advanced course in dynamical systems with an emphasis on canonical examples and mathematical theory.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 6411

Advanced functional analytic methods in partial differential equations

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 5302 and 5400

A basic course in calculus of variations and optimal control of systems governed by differential equations.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 5400 or 5470

An advanced course in dynamical systems with an emphasis on canonical examples and mathematical theory.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 5510 and 5302

Different types of convergence, consistency, sufficiency and completeness of estimators, theory of hypotheses testing, asymptotic theory.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 5510

Simple linear and multiple regression models, one-sample and one-factor analysis of variance, analysis of residuals, generalized linear models, analysis of deviance as a generalization of the analysis of variance.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: MATH 5510

Randomization, blocking, Latin squares, balanced incomplete block designs, factorial experiments, confounding and fractional replication, components of variance, orthogonal polynomials, response surface methods.
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<td>Preparation for FR 2110 for students with some high school French. Review of grammar and vocabulary with intensive practice adapting to college-level expectations and instructional techniques. Emphasis on speaking, listening, reading, and writing. Does not satisfy language or humanities requirements in Arts and Sciences.</td>
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<td>Profession-oriented language and culture training in French. Reading, writing, listening, and speaking skills are emphasized in a business context.</td>
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<td>Social, political, and cultural history of France from the Middle Ages to the Revolution. Readings, discussions, class reports, and short papers.</td>
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<td>Social, political, and cultural history of France from the Revolution to the present. Readings, discussions, class reports, and short papers.</td>
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<td>Designed to prepare students for advanced literature classes. Emphasis on developing literary interpretive skills through close analysis of French and/or Francophone prose, drama, and poetry.</td>
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<td>Reading and discussion of French and/or Francophone novels, short stories, and other narrative genres representing various literary heritages.</td>
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<td>Analysis and discussion of French and/or Francophone plays and poetry from different periods.</td>
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<td>Practice using the language in a work environment. Does not count for major.</td>
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<td>Students will continue research thesis topic and explore related interdisciplinary areas. Field work may be required. Topics will vary.</td>
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<td>Early development of the French cinema and its more recent filmmakers, actors, and actresses. Films are studied in their cultural and historical contexts. Students increase their French proficiency through listening, speaking, reading, and writing.</td>
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<td>Systematic study of segmental and prosodic elements of French pronunciation including extensive oral practice.</td>
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<td>Examines major works and movements in 19th-century French prose fiction. Authors studied may include, but are not limited to, Chateaubriand, Constant, Stendhal, Balzac, Flaubert, Zola, Huysmans.</td>
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<td>Examines major French poets and poetic movements of the 19th and 20th centuries. Authors studied may include, but are not limited to, Lamartine, Vigny, Hugo, Gautier, Leconte de Lisle, Baudelaire, Verlaine, Rimbaud, Mallarmé, Valéry, Apollinaire, Eluard, Breton, Ponge, Prévert.</td>
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<td>Studies major French dramatists of the 19th and 20th centuries. Authors studied may include, but are not limited to, Hugo, Musset, Vigny, Jarry, Cocteau, Anouilh, Sartre, Camus, Ionesco and Beckett.</td>
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<td>Studies major French fiction writers of the 20th century. Authors studied may include, but are not limited to, Gide, Proust, Mauriac, Sartre, Malraux, St. Exupéry, Camus, Sarraute, Butor, Robbe-Grillet, and Duras.</td>
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<td>Provides an introduction to current theories about learning and teaching modern foreign languages, with a focus on the particularities of teaching French language and cultures and opportunities to develop a deeper knowledge of and more proficiency in French language and cultures (theories of language acquisition, cognitive psychology, and culture).</td>
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<td>Subject will vary. Investigation of a specific topic not addressed extensively in department curriculum.</td>
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<td>Directed individual readings, discussion, and reports in language at advanced level. Does not count toward 4000-level hrs required for major.</td>
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<td>Provides an introduction to current theories about learning and teaching modern foreign languages, with a focus on the particularities of teaching French language and cultures and opportunities to develop a deeper knowledge of and more proficiency in French language and cultures (theories of language acquisition, cognitive psychology, and culture).</td>
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<td>Part of a two-semester, second-year language sequence for graduate students. Emphasis is on intermediate development of reading, listening comprehension, speaking, and writing skills, along with mid-level proficiency in grammatical concepts and patterns. Textbook and workbook are required. Registered graduate students attend a section of a second-year undergraduate course; grading for graduates is CR/F, with the grade of CR given for work deemed to be of &quot;D-&quot; level or above. Work below that level will receive an F.</td>
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<td>Social, political, and cultural study of France and/or Francophone countries.</td>
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<td>Systematic study of segmental and prosodic elements of French pronunciation including extensive oral practice.</td>
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<td>Representative works by 20th- and 21st-century writers of Africa and the Caribbean. Authors studied include (but are not limited to) Malika Mokeddem, Asadia Djebar, Calixthe Beyala, Ferdinand Oyono, Léopold Senghor, Aimé Césaire, Maryse Condé, Simone Schwarz-Bart. Works are studied in their historical and cultural contexts. Readings, lectures, films, and discussions.</td>
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<td>ELIGIBLE GRADES: COURSE DESC:</td>
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<td>Representational works by 20th- and 21st-century writers of the Americas including canonical writers from Quebec and exiled Haitian writers in Quebec, and/or writers from other French-speaking parts of the Americas. Authors studied include (but are not limited to) Anne Hebert, Roch Carrier, Michel Tremblay, Marie-Claire Blais, Dany Laferrière, Gérard Elienne, Marie-Célie Agnant. Works are studied in their historical and cultural contexts. Readings, lectures, films, and discussions.</td>
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<td>5514</td>
<td>Early Modern Non-Fiction Prose: 16th-18th-Centuries</td>
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<td>Studies major French authors of non-fiction in the early modern era (16th-18th-centuries). Non-fiction texts will be considered specifically as works of literature. Works studied will potentially include essays, philosophy, history, theology, diaries and memoirs, biographies and autobiographies, and correspondence.</td>
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<td>Early Modern Poetry: 16th-18th-Centuries. Studies major French poets in the early modern era (16th-18th-centuries). Authors studied may include, but are not limited to, Labé, Du Bellay, Ronsard, La Fontaine, Voltaire, Chénier.</td>
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<td>Studies major French writers of narrative fiction in the 17th- and 18th-centuries. Authors studied might include Mme de La Fayette, Prévost, Montesquieu, Voltaire, Laclos.</td>
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<td>Drama of the 17th and 18th Centuries</td>
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<td>ELIGIBLE GRADES: COURSE DESC:</td>
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<td>Examine major French dramatists and dramatic movements of the 17th- and 18th-centuries. Authors studied may include, but are not limited to, Corneille, Racine, Mollière, Regnard, Marivaux, Beaumarchais, Sedaine, Voltaire.</td>
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<td>Examine major works and movements in 19th-century French prose fiction. Authors studied may include, but are not limited to, Chateaubriand, Constant, Stendhal, Balzac, Flaubert, Zola, Huysmans.</td>
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<td>Examine major French poets and poetic movements of the 19th- and 20th-centuries. Authors studied may include, but are not limited to, Lamartine, Vigny, Hugo, Gautier, Leconte de Lisle, Baudelaire, Verlaine, Rimbaud, Mallarmé, Valéry, Apollinaire, Éluard, Breton, Ponge, Prévert.</td>
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<td>Drama of the 19th- and 20th-Centuries</td>
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<td>Examine major French dramatists of the 19th- and 20th-centuries. Authors studied may include, but are not limited to, Hugo, Musset, Vigny, Jarry, Cocteau, Anouilh, Sartre, Camus, Ionesco and Beckett.</td>
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<td>ELIGIBLE GRADES: COURSE DESC:</td>
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<td>Examine major French fiction writers of the 20th-century. Authors studied may include, but are not limited to, Gide, Proust, Mauriac, Sartre, Malraux, St. Exupéry, Camus, Sarraute, Butor, Robbe-Grillet, and Duras.</td>
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<td>5640</td>
<td>Theory of Teaching French</td>
<td>Lecture</td>
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<td>ELIGIBLE GRADES: COURSE DESC:</td>
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<td>Provides an introduction to current theories about learning and teaching modern foreign languages, with a focus on the particularities of teaching French language and cultures and opportunities to develop a deeper knowledge of and more proficiency in French language and cultures (theories of language acquisition, cognitive psychology, and culture).</td>
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<td>ELIGIBLE GRADES: COURSE DESC:</td>
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<td>Designed specifically for graduate students, to provide them with a reading knowledge in the language sufficient for them to meet their language requirement by passing their department's translation exam. As such these courses have similar outcomes to the 5110-5120 series, but differ from them in that students enrolled in 5810 and 5820 do not attend an undergraduate language sequence course.</td>
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<td>Designed specifically for graduate students, to provide them with a reading knowledge in the language sufficient for them to meet their language requirement by passing their department's translation exam. As such these courses have similar outcomes to the 5110-5120 series, but differ from them in that students enrolled in 5810 and 5820 do not attend an undergraduate language sequence course.</td>
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<td>Development of the student's linguistic abilities in German in a business context. Readings, videos, and discussions will focus on business terminology and practices in German-speaking countries. Written assignments include preparing a resume and a letter of application in German.</td>
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<td>This course offers an introduction to German cinema from its beginnings to the present. Through discussion of key films, students gain an understanding of the historical development of German cinema and its relation to relevant historical, political, and cultural contexts and related artistic movements. Students develop their German language proficiency through assigned readings, participation in class discussion, and completion of writing assignments, many of which entail revisions. Students acquire skills in the analysis of cinematic form. Proceeding chronologically, the course is structured around representative films, screened outside of class. Class time is devoted to lectures and class discussion.</td>
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<td>A study of a controversial and resonant creation of Western literature: the first of Dante Alighieri's tripart Divine Comedy, The Inferno. Dante's medieval masterpiece relates his epic journey through the afterlife, spanning the entire cosmos. Dante's multiple-leveled Hell is located in the center of the earth and peopled with demons, his political enemies and contemporaries. Students &quot;pass through&quot; the afterlife, participating in it, thus fulfilling the poet's original intent in writing his blockbuster poem. They wrestle with timeless questions about culture, right and wrong behavior, the nature of evil, the possibility for spiritual improvement, and the experience of true happiness. The turbulent world of Dante's medieval Florence has surprising parallels with our own time, including runaway inflation, personal and political accountability, the breakdown of family values, and self-indulgence.</td>
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<td>Literature of Portugal or literature of Brazil in English translation. No knowledge of Portuguese necessary.</td>
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<td>Famous literary works of best Italian authors, presented in English. No knowledge of Italian necessary.</td>
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<td>Topics may deal with either Spanish or Latin American literature. No knowledge of Spanish necessary.</td>
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

**Repeat Hours**

**Component**

**Cred Hours**

**General Education**

**Perm**

**Subsidy Level**

**eLearn Options**

**Majors Set Aside**

**Office of the University Registrar**

**June 1, 2023**

**Page 207 of 1005**

German Literature in English
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: 2HL
- **Perm**: N
- **Subsidy Level**: U30
- **eLearn Options**: 0
- **Majors Set Aside**: 0

Survey of masterpieces of German literature, presented in English. No knowledge of German necessary.

Russian Literature in English
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: 2HL
- **Perm**: N
- **Subsidy Level**: U30
- **eLearn Options**: 0
- **Majors Set Aside**: 0

Selected literary works from Russia (or former Soviet Union) in English translation. Topic varies. No knowledge of Russian necessary.

Caribbean Literature in English
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: 2HL
- **Perm**: N
- **Subsidy Level**: U30
- **eLearn Options**: 0
- **Majors Set Aside**: 0

Study the literature of the Caribbean in English translation. No knowledge of foreign languages required.

Elementary Italian I
- **Component**: Lecture
- **Cred Hours**: 4
- **Repeat Hours**: 0
- **General Education**: 2CP
- **Perm**: N
- **Subsidy Level**: U10
- **eLearn Options**: CCE
- **Majors Set Aside**: 0

WARNING: No credit for this course if taken after the following: ITAL 1120 or ITAL 2000 or 3000 level course

Beginning course of first-year sequence.

Elementary Italian II
- **Component**: Lecture
- **Cred Hours**: 4
- **Repeat Hours**: 0
- **General Education**: 2CP
- **Perm**: N
- **Subsidy Level**: U10
- **eLearn Options**: CCE
- **Majors Set Aside**: 0

C- or better in ITAL 1110 and WARNING: No credit for this course if taken after the following: ITAL at 2000 or 3000 level

Second course of two semester first-year sequence.

Intermediate Italian I
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: 2CP
- **Perm**: N
- **Subsidy Level**: U30
- **eLearn Options**: CCE
- **Majors Set Aside**: 0

C- or better in ITAL 1120 and WARNING: No credit for this course if taken after the following: ITAL 2120 or course in ITAL at 3000 level

First course of intermediate-level sequence.

Intermediate Italian II
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: 2CP
- **Perm**: N
- **Subsidy Level**: U30
- **eLearn Options**: CCE
- **Majors Set Aside**: 0

C- or better in ITAL 2110 and WARNING: No credit for this course if taken after the following: ITAL course at 3000 level

Second course of intermediate-level sequence.

Special Topics in Italian
- **Component**: Lecture
- **Cred Hours**: 1 to 15
- **Repeat Hours**: 999
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0
- **eLearn Options**: 0
- **Majors Set Aside**: 0

Specific course content will vary with offering.

Independent Study in Italian
- **Component**: Ind Study
- **Cred Hours**: 1 to 2
- **Repeat Hours**: 6
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0
- **eLearn Options**: 0
- **Majors Set Aside**: 0

Reading and discussion of assigned materials (books, periodicals, films, tapes) on specific topics involving Italian language. Does not count toward major or minor. Does not satisfy language requirement.

Advanced Conversation and Composition I
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0
- **eLearn Options**: 0
- **Majors Set Aside**: 0

First course of advanced level sequence.

Advanced Conversation and Composition II
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0
- **eLearn Options**: 0
- **Majors Set Aside**: 0

Second course of advanced level sequence.

Italian Civilization and Culture
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0
- **eLearn Options**: 0
- **Majors Set Aside**: 0

Study of Italian culture and civilization topics.

Internship in Italian
- **Component**: Internship
- **Cred Hours**: 1 to 4
- **Repeat Hours**: 8
- **General Education**: BLD
- **Perm**: I
- **Subsidy Level**: U30
- **eLearn Options**: 0
- **Majors Set Aside**: 0

Practice using the language in a work environment. Does not count for major.
Special Topics in Italian (ITAL 4900)
- Component: Lecture
- Credits: 1 to 15
- Hours: 999
- General Education: N
- Permission: U30

Italian for Graduate Reading Requirement I (ITAL 5110)
- Component: Lecture
- Credits: 1 to 4
- Hours: 8
- General Education: N
- Permission: G40

Italian for Graduate Reading Requirement II (ITAL 5120)
- Component: Lecture
- Credits: 1 to 4
- Hours: 8
- General Education: N
- Permission: G40

Italian for Graduate Reading Requirement III (ITAL 5210)
- Component: Lecture
- Credits: 1 to 3
- Hours: 8
- General Education: N
- Permission: G40

Italian for Graduate Reading Requirement IV (ITAL 5220)
- Component: Lecture
- Credits: 1 to 3
- Hours: 8
- General Education: N
- Permission: G40

Italian for Graduate Reading Requirement V (ITAL 5310)
- Component: Lecture
- Credits: 1 to 3
- Hours: 3
- General Education: N
- Permission: G40

Italian for Graduate Reading Requirement VI (ITAL 5320)
- Component: Lecture
- Credits: 1 to 3
- Hours: 6
- General Education: N
- Permission: G40

Special Topics in Italian (ITAL 5900)
- Component: Lecture
- Credits: 1 to 15
- Hours: 999
- General Education: N
- Permission: G40

Graduate Study in Italy (ITAL 5940)
- Component: Research
- Credits: 1 to 4
- Hours: 8
- General Education: N
- Permission: G40

French Gastronomy: An Introduction to the History and Development of French Gastronomy (ML 2300)
- Component: Lecture
- Credits: 3
- Hours: 0
- Subsidy: 2CP
- Permission: U30

Office of the University Registrar
June 1, 2023
Page 208 of 1005
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<td>GEC3: A-F, REQUISITE: 8 Hours in RUS at 3000 level CR</td>
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<td>COURSE DESC:</td>
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<td>Directed individual readings, discussion, and reports at the advanced level. Does not count toward minor.</td>
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<td>5110</td>
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<td>Lecture</td>
<td>1 to 4</td>
<td>8</td>
<td>N</td>
<td>G40</td>
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<td>GEC5: CR, REQUISITE:</td>
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<td>Part of a two-semester, first-year language sequence for graduate students. Emphasis is on elementary development of reading, listening comprehension, speaking, and writing skills, along with basic proficiency in grammatical concepts and patterns. Textbook and workbook are required. Registered graduate students attend a section of a first-year undergraduate course; grading for graduates is CR/F, with the grade of CR given for work deemed to be of &quot;D-&quot; level or above. Work below that level will receive an F.</td>
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<td>5120</td>
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<td>Part of a two-semester, first-year language sequence for graduate students. Emphasis is on elementary development of reading, listening comprehension, speaking, and writing skills, along with basic proficiency in grammatical concepts and patterns. Textbook and workbook are required. Registered graduate students attend a section of a first-year undergraduate course; grading for graduates is CR/F, with the grade of CR given for work deemed to be of &quot;D-&quot; level or above. Work below that level will receive an F.</td>
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<td>Part of a two-semester, second-year language sequence for graduate students. Emphasis is on elementary development of reading, listening comprehension, speaking, and writing skills, along with mid-level proficiency in grammatical concepts and patterns. Textbook and workbook are required. Registered graduate students attend a section of a second-year undergraduate course; grading for graduates is CR/F, with the grade of CR given for work deemed to be of &quot;D-&quot; level or above. Work below that level will receive an F.</td>
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<td>Part of a two-semester, third-year language sequence for graduate students. Emphasis is on elementary development of reading, listening comprehension, speaking, and writing skills, along with high-level proficiency in grammatical concepts and patterns. Textbook and workbook are required. Registered graduate students attend a section of a third-year undergraduate course; grading for graduates is CR/F, with the grade of CR given for work deemed to be of &quot;D-&quot; level or above. Work below that level will receive an F.</td>
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<td>Part of a two-semester, third-year language sequence for graduate students. Emphasis is on elementary development of reading, listening comprehension, speaking, and writing skills, along with high-level proficiency in grammatical concepts and patterns. Textbook and workbook are required. Registered graduate students attend a section of a third-year undergraduate course; grading for graduates is CR/F, with the grade of CR given for work deemed to be of &quot;D-&quot; level or above. Work below that level will receive an F.</td>
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<td>Lecture</td>
<td>1 to 15</td>
<td>999</td>
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<td>GEC4: A-F, REQUISITE:</td>
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<td>COURSE DESC:</td>
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<td>Intensive analysis of major author, literary genre, or theme. May be repeated when subject is changed.</td>
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<td>SPAN</td>
<td>1110</td>
<td>Elementary Spanish I</td>
<td>Lecture</td>
<td>4</td>
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<td>GEC1: A-F, REQUISITE: WARNING: No credit for this course if taken after the following: SPAN 1120 or 1199 or 2XXX or 3XXX or 4XXX</td>
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<td>COURSE DESC:</td>
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<td>Developing proficiency in listening, reading, speaking, and writing essential to interactive language use. First course in beginning Spanish sequence. No credit if 1199.</td>
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<td>Elementary Spanish II</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: (Spanish placement level 1120 or C- or better in SPAN 1110) and WARNING: No credit for this course if taken after the following: SPAN 1199 or above (does not count toward Tier II CP)</td>
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<td>COURSE DESC: Developing proficiency in listening, reading, speaking, and writing essential to interactive language use. Second course in beginning Spanish sequence. No credit if 1199.</td>
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<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Spanish placement level 1199 and WARNING: No credit for this course if taken after the following: any SPAN course taken prior to SPAN 2110 for students with some high school Spanish. Review of grammar and vocabulary with intensive practice in adaptation to college-level expectations and instructional techniques. Emphasis on all four skills: speaking, listening, reading, and writing. Does not satisfy language or humanities requirements.</td>
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<td>Intermediate Spanish I</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: (Spanish placement level 2110 or C- or better in SPAN 2110 or 1199 or 1120) and WARNING: No credit for this course if taken after the following: above Spanish 2120 level course</td>
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<td>COURSE DESC: Culture-based approach to increased language proficiency. Students continue to develop listening, reading, speaking and writing skills as they study diverse history and customs of Spanish speakers around the world. First course in second-year sequence.</td>
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<td>Intermediate Spanish II</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Spanish placement level 2120 or C- or better in SPAN 2110 and WARNING: No credit for this course if taken after the following: Any SPAN 3000 level course</td>
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<td>COURSE DESC: Continuation of 2110. Culture-based approach to increased language proficiency. Students continue to develop listening, reading, speaking and writing skills as they study diverse history and customs of Spanish speakers around the world. Completion of 2120 fulfills foreign language requirement of College of Arts and Sciences.</td>
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<td>Special Topics in Spanish</td>
<td>Lecture</td>
<td>1 to 15</td>
<td>999</td>
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<td>GEC3: A-F</td>
<td>REQUISITE: Specific course content will vary with offering.</td>
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<td>COURSE DESC: Specific course content will vary with offering.</td>
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<td>Independent Study in Spanish</td>
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<td>GEC2: A-F</td>
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<td>PR</td>
<td>This tutorial concentrates on writing and speaking in Spanish, and learning to use Spanish writing tools such as Spanish/Spanish dictionaries, Spanish Dictionary of Synonyms, library resources and data bases related to professions in the Modern Languages. Weekly cultural topics serve as a base for discussion and essays.</td>
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<td>PR</td>
<td>Students will explore various topics for thesis work and prepare for study abroad. Students will also learn to write a grant proposal and apply for funding for their research.</td>
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<td>PR</td>
<td>This tutorial is an introduction to Hispanic literature. Selections from medieval Peninsular literature through contemporary Latin American literature serve as a guideline. Students will learn characteristics of literary movements in conjunction with historical chronology.</td>
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<td>This course is designed for intermediate and advanced students of Spanish and enables them to achieve a higher level of competence in oral and written communication as well as cultural awareness. The course is suitable for business majors interested in working with Hispanic clients; international business majors; and undergraduate liberal arts majors wishing to expand their awareness of the Spanish language or seeking positions with companies doing international business.</td>
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<td>Study of Mexican life, language, art, and their regional variation. Offered only in Mexico.</td>
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<td>Examination of Mayan civilization of yesterday and today, with emphasis on its continuing presence in Yucatan. Offered only in Mexico.</td>
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<td>Introduces the student studying abroad with the Ohio University program in the Yucatan to the rich and diverse culture encountered there. Two sections--one theoretical and one applied--will allow the student to begin to understand the sometimes complex issues that form the Yucatecan personality and make it very different from that of other states in Mexico. Offered only in Mexico.</td>
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<td>An introduction to the scientific study of the Spanish Language.</td>
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<td>Practice using the language in a work environment. Does not count for major. Proposals must be submitted beginning of semester prior to internship.</td>
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Office of the University Registrar  
June 1, 2023  
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<td>Reading and interpretation of Spanish American philosophical, political, historical, social, and artistic thought as expressed in essay. Occasional visits of lecturers from other disciplines will provide different perspectives on same subject and thus cross-fertilization of ideas.</td>
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<td>Survey of major artists and artistic movements in Spain from 1500 to the present; study of artistic patronage and history of Spanish museums.</td>
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<td>Pragmatics is a field of linguistics which investigates the interpretation of meaning in contexts. It examines and theorizes about how speakers use language to communicate in social interactions. After a general introduction to pragmatics, students explore relevant basic concepts, delve into current theories in the field. These include pragmatic theories on implicatures (the implied or suggested meaning), speech acts, principles of cooperation, politeness, and pragmatic variation. Next, conversations in Spanish are analyzed to connect theory to practice. The goal is to offer students an overview of current pragmatic theory with a focus on Spanish, to teach them methods of analyzing and observing pragmatics in everyday Spanish conversations, and to apply the pragmatics of Spanish to improve their own Spanish conversation skills. Students develop proficiency in reading and summarizing scientific articles in pragmatics, and are thereby prepared for advanced studies in Hispanic Linguistics.</td>
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<td>Systematic description of the sound system of Spanish.</td>
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<td>Overview of major dialects of the Hispanic world and exploration of the sources of dialectal variation, e.g. age-based, gender-related and sociocultural, among others. Readings, lectures, class presentations, and discussions.</td>
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<td>The grammatical structure of modern Spanish.</td>
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<td>Analysis and acquisition of techniques used to create stylistic difference in written Spanish. Minimal focus on stylistics of spoken Spanish.</td>
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<td>Evolution of Spanish language from pre-Romance Iberian languages to present. Consideration of contemporary dialects. Some knowledge of Latin recommended.</td>
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<td>An introduction to the scientific study of the Spanish Language.</td>
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<td>Main movements of Spanish American literature from colonial period to Modernismo.</td>
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<td>Continuation of 4/5513. Main movements of Spanish American literature from Modernismo to contemporary period.</td>
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<td>Selected works of Spanish American prose. Content varies.</td>
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<td>Selected works of contemporary poetry, prose, essay and/or drama. Selection varies.</td>
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<td>Selected representative works from the drama, poetry and/or prose of 16th and 17th century Spain.</td>
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<td>Selected poetry, prose and drama from the 11th through 15th centuries.</td>
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<td>19th-Century Spanish Literature - 1800-1898</td>
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<td>Romanticism, costumbri smo, realismo and other movements in drama, essay, narrative fiction and poetry.</td>
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<td>20th-Century Spanish Literature</td>
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<td>COURSE DESC:</td>
<td>Study of Spanish literature of various genres from 1898 to the 1980s. The course may highlight the generations of 1898 and 1927, 20th-century poetry or theater, or the novel of the early democratic period.</td>
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<td>Film and Literature of the Franco Era</td>
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<td>COURSE DESC:</td>
<td>This course examines literary and cinematic products in Spain from 1939-1975 in their socio-historical context. Students explore how Spanish cinematic and literary production, both within and outside of Spain, reflected the realities of Spanish society during the Franco dictatorship. Students read plays, short stories, essays, and novels in addition to viewing various films and arrive at an understanding of the relationship between history, culture, and artistic production during these years.</td>
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<td>COURSE DESC:</td>
<td>Analysis of selected contemporary Spanish poetry, prose fiction and/or drama.</td>
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<td>A&amp;S</td>
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<td>5640</td>
<td>Teaching Spanish: Theory and Methodology</td>
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<td>8</td>
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<td>COURSE DESC:</td>
<td>Provides an introduction to the philosophy and theoretical orientation of the teaching of Spanish language and cultures; an introduction to issues in second language acquisition research, with a focus on Spanish; and opportunities to develop professional and instructional materials.</td>
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<td>COURSE DESC:</td>
<td>5810 and 5820 are courses designed specifically for graduate students, to provide them with a reading knowledge in the language sufficient for them to meet their language requirement by passing their department's translation exam. As such, these courses have similar outcomes to the 5110-5120 series, but differ from them in that students enrolled in 5810 and 5820 do not attend an undergraduate language sequence course.</td>
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<td>5900</td>
<td>Special Topics in Spanish</td>
<td>Lecture</td>
<td>1 to 15</td>
<td>999</td>
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<td>Research</td>
<td>1 to 4</td>
<td>24</td>
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<td>Research project must be approved by graduate committee. Research paper must be presented to graduate committee by end of semester following foreign study.</td>
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<td>Advanced study of period, genre, work, author, or phenomenon in one of the following areas: (a) literature of the Middle Ages, (b) Renaissance, (c) modern Spanish literature, (d) Latin American literature, (e) Spanish language. May be repeated when topic changes.</td>
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<td>Provides guidance for teaching associates in first year of instructing college students in beginning language course.</td>
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<td>Supervised reading in selected areas for students preparing for comprehensive exams.</td>
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<td>Topic determined in consultation with thesis advisor.</td>
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<td>Wide-ranging analysis, through literary and other artistic works of social, political, economic, linguistic, aesthetic, ethical, religious issues for differing cultural perspectives, one of which will be the student's native culture. Graded activities: oral (daily participation; reports) and written (essays; term project; take-home final exam). Taught in English.</td>
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**COURSES DESC:**
- **Foundations in English CORE Skills:**
  12 contact-hour core component of a full-time (20 hours/week) course in English as a second language for students at the beginning level whose ultimate aim is academic study. Core Skills class focuses on basic grammar and communication skills. Writing sometimes included. Focus is on American English for effective communication both inside and outside the classroom.

- **Foundations in English Listening/Speaking:**
  This course is one component of full-time study of English as a second language for students at the beginning level whose ultimate aim is academic study. Four hours of classroom instruction are designed to provide students with instruction and practice in basic listening and speaking for everyday communication.

- **Foundations in Reading and Writing:**
  This course is one component of full-time study of English as a second language for students at the beginning level whose ultimate aim is academic study. Four hours of classroom instruction are designed to provide students with instruction and practice in reading, vocabulary development, and sentence-level writing. If necessary, students will be introduced to the conventions of English language writing, including the alphabet, spelling, capitalization, and sentence-level punctuation. Students build their reading skills by learning reading strategies and practicing with readings and exercises from the textbook. Students build their vocabulary by learning new words and learning to determine the meaning of words from context clues and word analysis. Students work to develop sentence-level writing skills.

- **Elementary Core Skills:**
  12 contact-hour core component of a full-time (20 hours/week) course in English as a second language for students at the elementary level whose ultimate aim is academic study. Core Skills class focuses on basic grammar and communication skills. Writing sometimes included. Focus is on American English for effective communication both inside and outside the classroom.

- **Elementary Listening/Speaking:**
  This course is one component of full-time study of English as a second language for students at the elementary level whose ultimate aim is academic study. Four hours of classroom instruction are designed to provide students with instruction and practice in basic listening and speaking for everyday communication.
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<td>COURSE DESC: This course is one component of full-time study of English as a second language for students at the elementary level whose ultimate aim is academic study. Four hours of classroom instruction are designed to provide students with instruction and practice in reading and vocabulary. Students build their reading skills by learning reading strategies and practicing with readings and exercises from the textbook. Students build their vocabulary by learning new words and learning to determine the meaning of words from context clues and word analysis. Students work to develop sentence-level writing skills and begin practice writing simple paragraphs.</td>
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<td>COURSE DESC: Twelve contact-hour core component of a full-time (20 hours/week) course in English as a second language for students aiming at academic study. Students at this level do not take academic courses. Paragraph level writing competency is developed as students expand grammatical knowledge and explore the process of writing. Instruction and practice includes an introduction to the three-paragraph essay. Students begin to incorporate understanding of appropriate grammatical structures, vocabulary, and organization into the development of short essays. Common rhetorical modes are introduced and practiced. Develop editing skills.</td>
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<td>COURSE DESC: This course is one component of full-time study of English as a second language for students at the intermediate level whose ultimate aim is academic study. Four hours of classroom instruction are designed to provide students with instruction and practice in listening and speaking.</td>
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<td>COURSE DESC: Twelve contact-hour core component of a full-time (20 hours/week) course in English as a second language for students aiming at academic study. Students at this level do not take academic courses. Paragraph level writing competency is developed as students expand grammatical knowledge and explore the process of writing. More emphasis is placed on rhetorical modes and developing editing skills. Students begin to incorporate understanding of grammatical structures, appropriate vocabulary, and organization into more formally developed essays.</td>
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<td>A 12 contact-hour CORE component of a full time (20 hours/week) course of study in English as a second language for students preparing for academic study in an American university. Incorporates understanding of grammatical structures, appropriate vocabulary, and organization into formally developed essays. More emphasis is placed on rhetorical modes and developing editing skills. Reading comprehension and lexical skill development is emphasized along with the improvement of reading rate. Learn to synthesize the various skills and strategies to which they have been exposed. Listening and speaking skill activities rely more heavily on academic task simulations and university-level expectations.</td>
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<td>A 12 contact-hour CORE component of a full time (20 hours/week) course of study in English as a second language for students preparing for academic study in an American university. Students incorporate understanding of grammatical structures, appropriate vocabulary, and organization into formally developed essays. More emphasis is placed on rhetorical modes and developing editing skills. Students increase their ability to use a variety of grammatical patterns and structures to express original ideas, to edit written text, and to paraphrase, summarize, and synthesize information and ideas in order to perform extended academic tasks orally and in writing. Reading comprehension and lexical skill development is emphasized along with the improvement of reading rate. Students learn to synthesize the various skills and strategies to which they have been exposed. Listening and speaking skill activities rely more heavily on academic task simulations and university-level expectations.</td>
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<td>This OPIE part-time level elective class aims to improve students' listening, note-taking, and speaking skills needed for successful academic work. Class time is spent on listening academic mini-lectures, note-taking, discussions, and oral presentations.</td>
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<td>Provides students with both an understanding of the reading process and intensive practice in developing advanced-level reading strategies and skills. It is designed to improve reading comprehension, reading speed, academic vocabulary, and awareness of text structures and rhetorical patterns.</td>
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<td>This course will focus on improving the accuracy of students' speaking abilities. Students will have the opportunity to learn and practice the individual sounds, rhythm, intonation, and stress associated with spontaneous and planned spoken English. In addition, students will study current issues through the use of news-related listening materials and class discussions. These discussions of current events will provide the primary means for student improvement by enabling students to practice speaking in a relevant and engaging context.</td>
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<td>This course will help students further develop all English language skills while learning about Native American history, culture, and current social and political issues. Students will gather information from a variety of sources including newspaper and magazine articles, the Internet, videotapes, guest speakers, and field trips; they will use this information in discussions, presentations, and papers.</td>
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<td>The Public Speaking Class develops speaking, listening, and presenting skills through discussion, demonstration, and extensive practice. This course is useful for both academic work and the workplace and will include both individual and team presentations.</td>
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<td><strong>Beefing Up Your Academic Vocabulary</strong></td>
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<td>This course is designed to engage students in improving their vocabulary and using it accurately and fluently for academic purposes, i.e. understanding lectures, comprehending assigned readings, participating in class discussions, and writing academic papers. The course focuses on expanding the learner's core knowledge of vocabulary from the general service and academic word lists as well as strengthening the student's ability to effectively ascertain meaning by employing a variety of vocabulary skills, e.g. determining meaning from context, analysis of word parts and word forms, developing facility in effectively using a thesaurus and collegiate English-English dictionaries.</td>
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<td>This course focuses on improving students' academic reading, composition, and presentation skills by introducing them to the fundamental concepts of intercultural and interpersonal communication and the problems of intercultural conflict.</td>
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<td>This course will help students further develop all language skills as well as learn about local ecology and worldwide environmental issues. Students will gather information from a variety of sources including newspaper and magazine articles, the Internet, videotapes, guest speakers, and field trips; they will use this information in discussions, presentations, and papers.</td>
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<td>A general overview of American culture to increase awareness and understanding of the cultural values of the United States and other cultures. Provides cross-cultural activities for small group and class discussions, and topics for oral presentations, research, and writing projects. Academic English skill-building through reading, writing, listening and speaking activities, vocabulary study, paraphrasing, summarizing, research and oral reports, and group activities.</td>
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<td>Students in this four contact-hour per week course will work to improve reading, writing, listening, and speaking skills while they study and report on current news stories and contemporary world issues.</td>
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<td>COURSE DESC:</td>
<td>Through instruction in the history and cultural geography of two U.S. cities, (e.g. New York City and Los Angeles), students improve their academic English language skills in grammar, reading, vocabulary development, writing, listening, and speaking. Students practice language skills through discussion, oral presentations, written assignments, journal and essay writing, and by completing reading logs. Students also learn and develop research skills by accessing and gathering information from a variety of sources.</td>
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<td>COURSE DESC:</td>
<td>This course focuses on improving students' academic reading, composition, and presentation skills by introducing them to work as a cultural phenomenon, to the history of work in the U.S., and to American cultural values and beliefs about work.</td>
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<td>COURSE DESC:</td>
<td>This course is one component of either full-time or part-time study of English as a second language for students whose ultimate aim is full-time academic study. Four hours of classroom instruction are designed to provide students with instruction and practice in listening/speaking and reading while exploring American musical genres and American culture.</td>
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<td>COURSE DESC:</td>
<td>Students in this course will work on improving their academic reading, vocabulary development, writing, listening, and speaking skills through the study of mythology and its role in cultural construction.</td>
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<td>Oral Communication in University Classes</td>
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<td>The goal of this course is to improve students' oral communication skills in English for success in the U.S. academic community. Students explore aspects of language, the U.S. academic culture, and strategies for effective discussion and presentation. Students will have the opportunity to learn and practice the individual sounds, rhythm, intonation, and stress associated with spontaneous and planned spoken English. Students learn about the expectations for oral communication, including group discussion, teamwork, and formal presentations in the context of the American university classroom. Students learn about and practice appropriate ways to agree, disagree, interrupt, critique, offer alternative perspectives or suggestions and facilitate both group discussions and team decision-making.</td>
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### A&S OPIE

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<td>COURSE DESC: Reading for Academic Purposes is an academic reading course for English as a Second Language students who are also permitted to take one academic course. Using authentic material, this course provides students with both an understanding of the reading process and practice in developing academic reading strategies and skills. The course is designed to improve reading comprehension, academic vocabulary, and awareness of text structures and rhetorical patterns.</td>
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<td>COURSE DESC: Through this OPIE part-time level elective class, students will increase their ability to use a variety of grammatical patterns and structures to express original ideas, to edit written text, and to paraphrase, summarize, and synthesize information and ideas in order to perform extended academic tasks orally and in writing.</td>
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<td>COURSE DESC: Through this OPIE part-time level elective class, students will increase their ability to use a variety of grammatical patterns and structures to express original ideas, to edit written text, and to paraphrase, summarize, and synthesize information and ideas in order to perform extended academic tasks orally and in writing.</td>
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<td>COURSE DESC: Through this OPIE part-time level elective class, students will increase their ability to write about familiar or prepared topics (up to three typed pages) with some precision and sufficient support. They will increase their ability to synthesize, summarize, and paraphrase information from articles and academic texts. Students will perform various academic writing tasks such as writing persuasive essays and integrating paraphrased or summarized sources into a text. They will increase their ability to use a variety of grammatical patterns and structures to express original ideas in writing.</td>
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<td>Techniques for Gathering and Evaluating Research Information and for Research Writing</td>
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<td>COURSE DESC: This OPIE bridge-level elective class on Information Gathering (Techniques for Gathering and Evaluating Research Information) and Writing aims at providing international students with basic and, in some cases, advanced level information gathering and evaluating skills while at the same time improving their English language ability, particularly in the areas of reading, listening/speaking, and classroom interaction skills. Students will incorporate source material into their academic writing and will practice citing their sources.</td>
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<td>COURSE DESC: Academic English Test Taking Strategies is a part-time level integrated course in English as a Second Language for students who are also permitted to take one or two academic courses simultaneously. Four hours of classroom instruction (one hour a day, four days a week) are designed to provide students with high-level language skills development, with a specific focus on academic test-taking strategies for successful academic performance. Language skills are integrated and will include reading, listening, speaking, writing and grammar. Test-taking practice and strategy development will focus on open and closed-book exams, timed objective exams (including standardized tests), as well as both short-answer and full-essay exam formats.</td>
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Office of the University Registrar  
June 1, 2023  
Page 228 of 1005
## Course Listing

### Courses

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### Course Descriptions

- **Issues Through Film**: This is a developmental course. Permission required or Paper TOEFL: 500 minimum. IBT: 62 minimum. Composition Exam: 45 minimum.
- **Reading and Writing about Literature**: This is a developmental course. Permission required or TOEFL: 500 and Comp:4.
- **Exploring American Culture**: Permission required.
- **Special Studies in American English**: Course is developmental.
- **Academic Combined Skills 1**: This is a developmental course. Permission required or Paper TOEFL: 500 minimum. IBT: 62 minimum. Composition Exam: 45 minimum.
- **Academic Combined Skills 2**: Permission required.
- **Academic Combined Skills 3**: Course is developmental. Paper TOEFL: 525 minimum. IBT: 71 minimum. Composition Exam: 51 minimum.

### Eligible Grades

- GEC7: CR, F, NC

### Requisite

- This is a developmental course.
- Permission required.
- IBT: 71 minimum
- Paper TOEFL: 500 minimum
- Composition Exam: 45 minimum

### Notes

- Students in this part-time level five session per week course (ordinarily four contact hours plus two hours viewing the assigned film) will work to improve speaking, reading, and writing as well as listening skills through a study of some of the traditional themes of USA cinema, and of movies that exemplify those themes.
- Students will read classic and/or contemporary authentic works of fiction or non-fiction. They will analyze and discuss the texts, using various strategies to improve their comprehension and vocabulary, learn about the socio-cultural contexts in which the books are set, and write several papers, both academic and creative, on the content and themes of the books. The books may vary from semester to semester. While particular topics and contexts will be examined depending on the books used, the books will serve as a basis to discuss cross-cultural themes and topics as well.
- In this course, students read extended academic reading passages about selected traditional American mainstream values (individual freedom, self-reliance, equality of opportunity, competition, material wealth and hard work), including their development and influence on various aspects of American life. They analyze and discuss the texts, applying reading strategies to improve their comprehension. Students further expand their knowledge of the course content through a variety of activities, including guided observation tasks, speaking with Americans, in-class discussion, small-group projects, and watching movies.
- Academic Combined Skills 1 is a bridge level integrated course in English as a Second Language for students who are also permitted to take one academic course. Eight hours of classroom instruction (two hours a day, four days a week) are designed to provide students with high-level language skills development, with a specific focus on academic reading and writing skills, as well as listening and speaking will also be addressed.
- Academic Combined Skills 2 is a bridge level integrated course in English as a Second Language for students who are also permitted to take one or two academic courses simultaneously. Eight hours of classroom instruction (two hours a day, four days a week) are designed to provide students with high-level language skills development, with a specific focus on academic reading and writing skills, as well as academic performance and study skills.

### Office of the University Registrar

June 1, 2023

Page 229 of 1005
<table>
<thead>
<tr>
<th>College</th>
<th>Dept</th>
<th>Subj</th>
<th>Cat #</th>
<th>Title</th>
<th>Component</th>
<th>Cred Hours</th>
<th>Repeat Hours</th>
<th>General Education</th>
<th>Perm</th>
<th>Subsidy Level</th>
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**REQUISITE:**

**COURSE DESC:** This course is one component of full-time study of English as a second language for students at the intermediate level whose ultimate aim is academic study. Four hours of classroom instruction are designed to provide students with instruction and practice in reading, vocabulary development, and sentence-level writing. If necessary, students will be introduced to the conventions of English language writing, including the alphabet, spelling, capitalization, and sentence-level punctuation. Students build their reading skills by learning reading strategies and practicing with readings and exercises from the textbook. Students build their vocabulary by learning new words and learning to determine the meaning of words from context clues and word analysis. Students work to develop sentence-level writing skills.

**ELIGIBLE GRADES:** GEC7: CR, F, NC

**Lecture 4** 24 N G10 0

Twelve contact-hour core component of a full-time (20 hours/week) course in English as a second language for students aiming at academic study. Students at this level do not take academic courses. Paragraph level writing competency is developed as students expand grammatical knowledge and explore the process of writing. Instruction and practice includes an introduction to the three-paragraph essay. Students begin to incorporate understanding of appropriate grammatical structures, vocabulary, and organization into the development of short essays. Common rhetorical modes are introduced and practiced. Students begin to develop editing skills.

**REQUISITE:**

**COURSE DESC:** This course is one component of full-time study of English as a second language for students at the intermediate level whose ultimate aim is academic study. Four hours of classroom instruction are designed to provide students with instruction and practice in reading and vocabulary development. Students build their reading skills by learning reading strategies and practicing with readings and exercises from the textbook. Students build their vocabulary by learning new words and learning to determine the meaning of words from context clues and word analysis. They also study and practice activities based upon the Academic Word List. This course includes instruction and practice in using an English-only dictionary.

**ELIGIBLE GRADES:** GEC7: CR, F, NC

**Lecture 4** 24 N G10 0

Office of the University Registrar
June 1, 2023
Page 230 of 1005
<table>
<thead>
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<th>College</th>
<th>Dept</th>
<th>Subj</th>
<th>Cat #</th>
<th>Title</th>
<th>Component</th>
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<th>Repeat Hours</th>
<th>General Education</th>
<th>Perm</th>
<th>Subsidy Level</th>
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<td>COURSE DESC:</td>
<td>Twelve contact-hour core component of a full-time (20 hours/week) course in English as a second language for students aiming at academic study. Students at this level do not take academic courses. Paragraph level writing competency is developed as students expand grammatical knowledge and explore the process of writing. More emphasis is placed on rhetorical modes and developing editing skills. Students begin to incorporate understanding of grammatical structures, appropriate vocabulary, and organization into formally developed essays.</td>
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<td>COURSE DESC:</td>
<td>The Advanced CORE Skills is a 12 contact-hour CORE component of a full-time (20 hours/week) course of study in English as a second language for students preparing for academic study in an American university. Students incorporate understanding of grammatical structures, appropriate vocabulary, and organization into formally developed essays. More emphasis is placed on rhetorical modes and developing editing skills. Reading comprehension and lexical skill development is emphasized along with the improvement of reading rate. Students learn to synthesize the various skills and strategies to which they have been exposed. Listening and speaking skill activities rely more heavily on academic task simulations and university-level expectations.</td>
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<td>The PreAcademic CORE Skills class is a 12 contact-hour CORE component of a full-time (20 hours/week) course of study in English as a second language for students preparing for academic study in an American university. Students incorporate understanding of grammatical structures, appropriate vocabulary, and organization into formally developed essays. More emphasis is placed on rhetorical modes and developing editing skills. Students increase their ability to use a variety of grammatical patterns and structures to express original ideas, to edit written text, and to paraphrase, summarize, and synthesize information and ideas in order to perform extended academic tasks orally and in writing. Reading comprehension and lexical skill development is emphasized along with the improvement of reading rate. Students learn to synthesize the various skills and strategies to which they have been exposed. Listening and speaking skill activities rely more heavily on academic task simulations and university-level expectations.</td>
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<td>COURSE DESC:</td>
<td>This OPIE part-time level elective class aims to improve students' listening, note-taking, and speaking skills needed for successful academic work. Class time is spent on listening to academic mini-lectures, note-taking, discussions, and oral presentations.</td>
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<td>This course provides students with both an understanding of the reading process and intensive practice in developing advanced-level reading strategies and skills. It is designed to improve reading comprehension, reading speed, academic vocabulary, and awareness of text structures and rhetorical patterns.</td>
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<td>COURSE DESC:</td>
<td>This course will focus on improving the accuracy of students' speaking abilities. Students will have the opportunity to learn and practice the individual sounds, rhythm, intonation, and stress associated with spontaneous and planned spoken English. In addition, students will study current issues through the use of news-related listening materials and class discussions. These discussions of current events will provide the primary means for student improvement by enabling students to practice speaking in a relevant and engaging context.</td>
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<td>COURSE DESC: This course will help students further develop all English language skills while learning about Native American history, culture, and current social and political issues. Students will gather information from a variety of sources including newspaper and magazine articles, the Internet, videotapes, guest speakers, and field trips; they will use this information in discussions, presentations, and papers.</td>
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<td>COURSE DESC: The Public Speaking Class develops speaking, listening, and presenting skills through discussion, demonstration, and extensive practice. This course is useful for both academic work and the workplace and will include both individual and team presentations.</td>
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<td>COURSE DESC: This course is designed to engage students in improving their vocabulary and using it accurately and fluently for academic purposes, i.e. understanding lectures, comprehending assigned readings, participating in class discussions, and writing and academic papers. The course focuses on expanding the learner's core knowledge of vocabulary from the general service and academic word lists as well as strengthening the student's ability to effectively ascertain meaning by employing a variety of vocabulary skills, e.g. determining meaning from context, analysis of word parts and word forms, developing facility in effectively using a thesaurus and collegiate English-English dictionaries.</td>
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<td>COURSE DESC: This course focuses on improving students' academic reading, composition, and presentation skills by introducing them to the fundamental concepts of intercultural and interpersonal communication and the problems of intercultural conflict.</td>
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<td>COURSE DESC: This course will help students further develop all language skills as well as learn about local ecology and worldwide environmental issues. Students will gather information from a variety of sources including newspaper and magazine articles, the Internet, videotapes, guest speakers, and field trips; they will use this information in discussions, presentations, and papers.</td>
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<td>COURSE DESC: A general overview of American culture to increase awareness and understanding of the cultural values of the United States and other cultures. Provides cross-cultural activities for small group and class discussions, and topics for oral presentations, research, and writing projects. Academic English skill-building through reading, writing, listening and speaking activities, vocabulary study, paraphrasing, summarizing, research and oral reports, and group activities.</td>
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<td>COURSE DESC: Students in this four contact-hour per week course will work to improve reading, writing, listening, and speaking skills while they study and report on current news stories and contemporary world issues.</td>
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<td>COURSE DESC: Through instruction in the history and cultural geography of two U.S. cities, (e.g. New York City and Los Angeles), students improve their academic English language skills in grammar, reading, vocabulary development, writing, listening, and speaking. Students practice language skills through discussion, oral presentations, written assignments, journal and essay writing, and by completing reading logs. Students also learn and develop research skills by accessing and gathering information from a variety of sources.</td>
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<td>COURSE DESC: This course focuses on improving students’ academic reading, composition, and presentation skills by introducing them to work as a cultural phenomenon, to the history of work in the U. S., and to American cultural values and beliefs about work.</td>
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<td>COURSE DESC: This course is one component of either full-time or part-time study of English as a second language for students whose ultimate aim is full-time academic study. Four hours of classroom instruction are designed to provide students with instruction and practice in listening/speaking and reading while exploring American musical genres and American culture.</td>
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A&S OPIE 5714D
**Adventures in Mythology**

**ELIGIBLE GRADES:**
GEC7: CR, F, NC

**COURSE DESC:**
Students in this course will work on improving their academic reading, vocabulary development, writing, listening, and speaking skills through the study of mythology and its role in cultural construction.

A&S OPIE 5715D
**Oral Communication in University Classes**

**ELIGIBLE GRADES:**
GEC7: CR, F, NC

**COURSE DESC:**
The goal of this course is to improve students' oral communication skills in English for success in the U.S. academic community. Students explore aspects of language, the U.S. academic culture, and strategies for effective discussion and presentation. Students will have the opportunity to learn and practice the individual sounds, rhythm, intonation, and stress associated with spontaneous and planned spoken English. Students learn about the expectations for oral communication, including group discussion, teamwork and formal presentations in the context of the American university classroom. Students learn about and practice appropriate ways to agree, disagree, interrupt, critique, offer alternative perspectives or suggestions and facilitate both group discussions and team decision-making.

A&S OPIE 5802D
**Reading for Academic Purposes**

**ELIGIBLE GRADES:**
GEC7: CR, F, NC

**COURSE DESC:**
Reading for Academic Purposes is an academic reading course for English as a Second Language students who are also permitted to take one academic course. Using authentic material, this course provides students with both an understanding of the reading process and practice in developing academic reading strategies and skills. The course is designed to improve reading comprehension, academic vocabulary, and awareness of text structures and rhetorical patterns.

A&S OPIE 5803D
**Advanced Grammar**

**ELIGIBLE GRADES:**
GEC7: CR, F, NC

**COURSE DESC:**
Through this OPIE part-time level elective class, students will increase their ability to use a variety of grammatical patterns and structures to express original ideas, to edit written text, and to paraphrase, summarize, and synthesize information and ideas in order to perform extended academic tasks orally and in writing.

A&S OPIE 5804D
**Grammar for Writing**

**ELIGIBLE GRADES:**
GEC7: CR, F, NC

**COURSE DESC:**
Through this OPIE part-time level elective class, students will increase their ability to use a variety of grammatical patterns and structures to express original ideas, to edit written text, and to paraphrase, summarize, and synthesize information and ideas in order to perform extended academic tasks orally and in writing.

A&S OPIE 5805D
**Composition**

**ELIGIBLE GRADES:**
GEC7: CR, F, NC

**COURSE DESC:**
Through this OPIE part-time level elective class, students will increase their ability to write about familiar or prepared topics (up to three typed pages) with some precision and sufficient support. They will increase their ability to synthesize, summarize, and paraphrase information from articles and academic texts. Students will perform various academic writing tasks such as writing persuasive essays and integrating paraphrased or summarized sources into a text. They will increase their ability to use a variety of grammatical patterns and structures to express original ideas in writing.

A&S OPIE 5806D
**Techniques for Gathering and Evaluating Research Information and for Research Writing**

**ELIGIBLE GRADES:**
GEC7: CR, F, NC

**COURSE DESC:**
This OPIE bridge-level elective class on Information Gathering (Techniques for Gathering and Evaluating Research Information) and Writing aims at providing international students with basic and, in some cases, advanced level information gathering and evaluating skills while at the same time improving their English language ability, particularly in the areas of reading, listening/speaking, and classroom interaction skills. Students will incorporate source material into their academic writing and will practice citing their sources.

A&S OPIE 5807D
**Academic English Test Taking Strategies**

**ELIGIBLE GRADES:**
GEC7: CR, F, NC

**COURSE DESC:**
Academic English Test Taking Strategies is a part-time level integrated course in English as a Second Language for students who are also permitted to take one or two academic courses simultaneously. Four hours of classroom instruction (one hour a day, four days a week) are designed to provide students with high-level language skills development, with a specific focus on academic test-taking strategies for successful academic performance. Language skills are integrated and will include reading, listening, speaking, writing and grammar. Test-taking practice and strategy development will focus on open and closed-book exams, timed objective exams (including standardized tests), as well as both short-answer and full-essay exam formats.

A&S OPIE 5808D
**Issues Through Film**

**ELIGIBLE GRADES:**
GEC7: CR, F, NC

**COURSE DESC:**
Students in this part-time level five session per week course (ordinarily four contact hours plus two hours viewing the assigned film) will work to improve speaking, reading, and writing as well as listening skills through a study of some of the traditional themes of USA cinema, and of movies that exemplify those themes.
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Office of the University Registrar
June 1, 2023
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<td>REQUISITE: For plant biology and other science majors, preprofessional students and science modular students. Introduction to structure, growth, development, and reproductive biology of plants with emphasis on flowering plants.</td>
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<td>REQUISITE: Intro non-majors course introducing fundamental aspects of plant biology, from a gardener's perspective. Topics cover plant structures and functions, reproduction and propagation methods, breeding and domestication, interactions between the plant and its above-ground and below-ground environments, nutrition and health, weeds and pests, and horticultural and agronomic features important to humans.</td>
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<td>REQUISITE: What is biotechnology? This course includes information about research findings and their applications to the field, the marketplace and daily life. The course will cover the basic biological principles behind biotechnology from brewing to genetically modified organisms (GMO). Learn about what happens in the research lab and how that translates to daily life. This course will introduce students not only to the science but also to the public debate surrounding these issues.</td>
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<td>REQUISITE: Investigation of global and local agriculture with an emphasis on small scale, highly diversified agriculture and local food systems.as a synthesis of human activities. Agriculture will be considered to include the production from plants of food, fiber, fuel, building materials, and medicines. Students will gain direct experience with agriculture by growing an organic garden, preparing compost and testing soils, harvesting crops, seed saving and visiting local farms.</td>
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<td>REQUISITE: Basic concepts, theory, and applied aspects of plant ecology. Focus on the interactions of plants with their environment (biotic and abiotic) over a range of spatial and temporal scales.</td>
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<td>REQUISITE: PR A seminar/discussion course focuses on the emerging discipline of bioinformatics, the use of computers to analyze biological and medical data. The course introduces the topic of bioinformatics and explores the educational and job opportunities in the field.</td>
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<td>REQUISITE: Students explore the lives, discoveries and challenges of women in STEM (science, technology, engineering and math) throughout history into the modern era, across a variety of disciplines. We evaluate policies, laws and other strategies that advance equity in opportunities and recognition for women in science worldwide. No majors credit; Does not satisfy Arts and Science: Natural Science distribution requirement.</td>
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<td>REQUISITE: BIOS 1700 or PBIO 1140 The course provides an introduction to writing in the biological sciences including how to read scientific literature, critically evaluate figures and conclusions, synthesize information from various sources, and organize and communicate ideas.</td>
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<td>REQUISITE: Identification of the woody plants (trees, shrubs, and vines), both native and non-native, found in the Midwest. Commercial, wildlife, and landscaping uses of each species will be reviewed.</td>
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**Office of the University Registrar**  
June 1, 2023  
Page 237 of 1005

This one-week long course is an intensive laboratory experience in soil science, biogeochemistry, and microbial ecology. Students will become familiar with techniques and instrumentation to estimate soil quality and the composition and function of soil microorganisms from a field experiment.
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PBIO 4940 Undergraduate Research
A&S PBIO
PBIO 4900 Special Topics in Environmental & Plant
A&S PBIO
PBIO 4750 Plant Population Genetics and Speciation
PBIO 4850 Plant Population Genetics and Speciation
PBIO 4501 The Principles of Brewing Science
PBIO 4501 The Principles of Brewing Science
PBIO 4750 Plant Population Genetics and Speciation
PBIO 4850 Plant Population Genetics and Speciation
PBIO 4900 Special Topics in Environmental & Plant
PBIO 4910 Internship
PBIO 4940 Undergraduate Research
PBIO 4941 Undergraduate Research/Written Presentation
PBIO 4945H Thesis

COURSE DESC: Preparation of an honors thesis based on original research.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Previous research experience (PBIO 4940), 18 credit hours in PBIO courses, and Sr status
Repeat 2 to 4 4 3; CAP N U30 0

COURSE DESC: An independent research experience that includes a formal written presentation of the work. All work is done under the supervision of a faculty member.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: PBIO 4940 and 30 hours cumulative in BIOS, CHEM, GEOG, GEOL, & PBIO and Sr and permission required
Repeat 1 to 4 20 BLD I U30 0

COURSE DESC: Students perform original research in a research laboratory or field site in collaboration with a faculty advisor.

ELIGIBLE GRADES: GEC4: A-F
CR, PR
Repeat 1 to 4 20 BLD N U30 0

COURSE DESC: Capstone short-term field course for natural science majors, integrating principles across organismal plant biology and related disciplines, in a selected (often international) region.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: PBIO 1150 and 2090 and Sr
Repeat 3 to 6 0 3; CAP N U30 0

COURSE DESC: Capstone short-term field course for natural science majors, integrating principles across organismal plant biology and related disciplines, in a selected (often international) region.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: PBIO 1150 and 2090 and Sr
Repeat 3 to 6 0 3; CAP N U30 0

COURSE DESC: Specific course content will vary with offering.

ELIGIBLE GRADES: GEC4: A-F
CR, PR
Repeat 1 to 15 999 N U30 0

COURSE DESC: Provides students with credit for work experience in various applied fields of botany and environmental biology. Overseen by a faculty member and evaluated by the on-the-job supervisor. Report culminates experience.

ELIGIBLE GRADES: GEC4: A-F
CR, PR
Repeat 1 to 15 15 BLD I U30 0

COURSE DESC: Undergraduate Research

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: 12 Hours in PBIO and (Jr or Sr)
Repeat 1 to 4 20 BLD N U30 0

COURSE DESC: Undergraduate Research/Written Presentation

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: PBIO 4940 and 30 hours cumulative in BIOS, CHEM, GEOG, GEOL & PBIO and Sr and permission required
Repeat 3 to 6 0 3; CAP I U30 0

COURSE DESC: An independent research experience that includes a formal written presentation of the work. All work is done under the supervision of a faculty member.

ELIGIBLE GRADES: GEC1: A-F
RePEAT 2 to 4 4 3; CAP N U30 0

COURSE DESC: Preparation of an honors thesis based on original research.

ELIGIBLE GRADES: GEC1: A-F
Repeat 2 to 4 4 3; CAP N U30 0
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<td>Life histories and characteristics unique to fungi. Collection and identification of mushrooms, plant pathogens, and slime molds. Biotrophic, saprotrophic, and necrotrophic relationships of fungi with plants. Field and laboratory.</td>
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<td>Students will gain an understanding of the general principles of bioinformatics through the use of bioinformatics tools to analyze data and solve problems designed from current and ongoing research in biology.</td>
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<td>The course presents an overview of the professional standards of science and responsible conduct of scientists that are essential for the pursuit of knowledge. The course includes sections on collection and treatment of data, authorship and giving credit, sharing of data, advising and mentoring and societal values.</td>
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<td>Readings from the current scientific literature provide the basis for students to gain the fundamentals of professional writing in the sciences while writing, reviewing and revising documents needed for successful written communication in graduate school or an academic career in the sciences.</td>
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<td>PR: Identification of vascular plants (pteridophytes, gymnosperms and angiosperms) of Ohio, mainly southeastern Ohio, in vegetative and reproductive condition; largely conducted in the field, includes a weekend field trip</td>
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<td>The course includes taxonomy, ecology and importance of marine and freshwater algae, with emphasis on characteristics that define major clades, identification of common or representative genera and the role of algae in aquatic and terrestrial ecosystems and the role of algae in aquatic and terrestrial ecosystems.</td>
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**COURSE DESC:** Molecular Genetics
- Genetic fine structure and function at the molecular level; biochemical aspects of heredity in micro-organisms, plants, and animals; recombinant DNA and genetic engineering.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**

**Laboratory in Genomics Techniques**
- Genomics Techniques is a laboratory course to give hands-on experience in genomics techniques like DNA manipulation, DNA sequencing, protein and RNA analyses.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**

**Plant Genetics**
- Basic principles of genetics as they relate to plants, including transmission, expression, and evolution of genetic materials.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**

**Cell Biology**
- Biochemical, cytological, and ultrastructural aspects of the nucleus and cytoplasmic organelles, and cellular communication.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**

**Restoration Ecology**
- Understand the philosophies, challenges, principles, and methods of ecological restoration. Course discusses several scales of restoration (organism to landscape), but emphasis is on a holistic approach to terrestrial ecosystem restoration.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**

**Plant Population Biology and Community Ecology**
- Evaluates basic processes in plant demography leading to the organization and dynamics of plant communities. Emphasis on quantitative methods and modeling. Labs utilize numerical models, greenhouse experiments, and field exercises.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**

**Soil Properties and Ecosystem Processes**
- This course covers the fundamental principles and concepts of soil and ecosystem ecology. The course will provide a foundation on the physical and chemical environment (i.e. soils) that mediates plant function. We then cover basic concepts in ecosystem ecology followed by the mechanisms (via biogeochemistry and ecological stoichiometry) that drive or limit ecosystem function, including temporal and spatial patterns. We will then integrate this information at several scales and discuss consequences of ecosystem function on human wellbeing. The lab portion will integrate concepts discussed in lecture, but emphasize analyzing soil and vegetation for metrics of ecosystem function. Data from the lab will be analyzed to investigate the influence of soil and plants on ecosystem-level processes.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**

**Development and Evolution of Land Plants**
- Integrated view of land plant (embryophyte) lineages, including evolution of morphology, anatomy, development, and gene families, using model systems to explore mutants and gene expression patterns.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**

**Development and Evolution of Land Plants**
- Integrated view of land plant (embryophyte) lineages, including evolution of morphology, anatomy, development, and gene families, using model systems to explore mutants and gene expression patterns.
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A&S  PBIO  PBIO  6950  Thesis  Thesis  .5 to 15  250  N  G40  0
ELIGIBLE GRADES: GECS: CR, PR, F
COURSE DESC: Formal presentation of results of research as partial fulfillment of requirements for M.S. Hours not counted toward degree.

A&S  PBIO  PBIO  6970  Seminar  Seminar  1 to 3  30  N  G50  0
ELIGIBLE GRADES: GECS: A-F, CR, PR
COURSE DESC: Graduate students present seminars on topics of current botanical interest.

A&S  PBIO  PBIO  6971  Topics in Plant Systematics and Evolution  Seminar  1 to 3  30  N  G50  0
ELIGIBLE GRADES: GECS: A-F, CR, PR
COURSE DESC: Advanced discussion courses offered when there is sufficient student interest in a significant current topic. Previous topics have included histochemical methods, current problems in biochemistry, plant anatomy, pteridology, and soil microbiology.

A&S  PBIO  PBIO  6972  Topics in Plant Molecular and Cell Biology  Lecture  1 to 3  30  N  G50  0
ELIGIBLE GRADES: GECS: A-F, CR, PR
COURSE DESC: Graduate students present seminars on topics of current botanical interest.

A&S  PBIO  PBIO  6973  Topics in Plant Ecology  Seminar  1 to 3  30  N  G50  0
ELIGIBLE GRADES: GECS: A-F, CR, PR
COURSE DESC: Advanced discussion courses offered when there is sufficient student interest in a significant current topic.

A&S  PBIO  PBIO  8700  Biostatistics II  Laboratory  3  0  N  G50  0
ELIGIBLE GRADES: GECS: A-F, CR, PR
COURSE DESC: Application of multivariate statistics to biology; multiple regression and correlation, principal components, canonical correlation, discriminant function, and factor analysis. Project in experimental design and analysis of data.

A&S  PBIO  PBIO  8700  Biostatistics II  Lecture  3  0  N  G50  0
ELIGIBLE GRADES: GECS: A-F, CR, PR
COURSE DESC: Application of multivariate statistics to biology; multiple regression and correlation, principal components, canonical correlation, discriminant function, and factor analysis. Project in experimental design and analysis of data.

A&S  PBIO  PBIO  8900  Special Topics in Environmental & Plant Biology  Lecture  1 to 15  999  N  G50  0
ELIGIBLE GRADES: GECS: A-F, CR, PR
COURSE DESC: Specific course content will vary with offering.

A&S  PBIO  PBIO  8950  Dissertation  Thesis  .5 to 15  250  N  G50  0
ELIGIBLE GRADES: GECS: CR, PR, F
COURSE DESC: Formal presentation of results of research as partial fulfillment of requirement for Ph. D.

A&S  T3  T3  4091  An Island as an Environment  Laboratory  4  0  3  N  U30  0
ELIGIBLE GRADES: GECS: A-F, Tier II completed and Sr only
COURSE DESC: Examines environmental issues in a tropical island ecosystem. The Bahamas provide a model for understanding the issues and processes impacting sustainability for the island's natural environments and biological diversity, the local people's livelihood and way of life, and the economic stability of the country. A wealth of diverse experiences provides students with firsthand knowledge of life at the land-sea interface. Weather conditions permitting, approximately 2/3 of the course will involve firsthand exposure to marine environments and 1/3, terrestrial environments.

A&S  T3  T3  4091  An Island as an Environment  Lecture  4  0  3  N  U30  0
ELIGIBLE GRADES: GECS: A-F, Tier II completed and Sr only
COURSE DESC: Examines environmental issues in a tropical island ecosystem. The Bahamas provide a model for understanding the issues and processes impacting sustainability for the island's natural environments and biological diversity, the local people's livelihood and way of life, and the economic stability of the country. A wealth of diverse experiences provides students with firsthand knowledge of life at the land-sea interface. Weather conditions permitting, approximately 2/3 of the course will involve firsthand exposure to marine environments and 1/3, terrestrial environments.
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**ELIGIBLE GRADES:**

**COURSE DESC:**
The proposed integrative course examines plants utilized commonly as food in a selected region of the world from a variety of perspectives including their biology and evolution, geographic origins and historical development, chemical properties related to their use, agriculture and harvesting, food products utilizing these plants, and how cultures have been modified by food plants. Students will learn how regional environmental conditions and topography, land use, political and ethnic groups, economics, and infusion of other cultures have dictated the food plants now utilized in particular areas within the region under study. Each week, food plants will be introduced and discussed both within a geographic context (e.g., Rhineland of W Germany and adjacent Belgium; and E Germany and Moravia) and a functional or product-based context (e.g., fermentation, grapes and wines; and cereal grains, salt and preservation methods).
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<td>Fundamentals of Philosophy</td>
<td>Lecture</td>
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<td>A&amp;S PHIL</td>
<td>PHIL</td>
<td>1200</td>
<td>Principles of Reasoning</td>
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<td>Support for Logic and Critical Thinking</td>
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<td>Introduction to Ethics</td>
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<td>2160</td>
<td>Philosophy of Science Survey</td>
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<td>Ethical Reasoning: From Theory to Application</td>
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<td>2320</td>
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<td>PHIL</td>
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<td>Lecture</td>
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<td>GEC1: A-F REQUISITE: Mind-body problem; concept of self; human-machine relation; problems of other minds.</td>
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<td>A&amp;S</td>
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<td>2600</td>
<td>Philosophy of Religion</td>
<td>Lecture</td>
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<td>2HL; ACSW</td>
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<td>GEC1: A-F REQUISITE: Introduction to the philosophy of religion. Students critically investigate major philosophical theories and arguments pertaining to the existence and nature of God and the implications of God's existence or non-existence for human life. Topics covered include the following: 1) arguments for God's existence, 2) arguments against God's existence, 3) God's nature, 4) death, immortality, and the meaning of life, and 5) the relationship between religion and morality.</td>
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<td>A&amp;S</td>
<td>PHIL</td>
<td>PHIL</td>
<td>2700</td>
<td>Philosophy, Technology, and Society</td>
<td>Lecture</td>
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<td>GEC1: A-F REQUISITE: Focuses on problems concerning recent and emerging technologies, including robotics, artificial intelligence, virtual/augmented reality devices, and social media. Readings, lectures, and films explore philosophical and psychological research on technologically extended cognition; debates concerning the possibility of &quot;uploading&quot; the mind onto a computer; artificial consciousness; the ethical standards that ought to govern our interactions with others in virtual worlds or when playing video games; the nature of online personal identity; and the challenge posed by biased search algorithms, fake news, and anonymous posting to epistemically responsible use of information found on the Internet.</td>
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<td>A&amp;S</td>
<td>PHIL</td>
<td>PHIL</td>
<td>2900</td>
<td>Special Topics in Philosophy</td>
<td>Lecture</td>
<td>1 to 15</td>
<td>999</td>
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<td>GEC3: A-F, CR Specific course content will vary with offering.</td>
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<td>A&amp;S</td>
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<td>PHIL</td>
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<td>Tutorial</td>
<td>1 to 9</td>
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<td>GEC1: A-F REQUISITE: 1st-yr tutorial studies in Philosophy.</td>
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<td>GEC1: A-F REQUISITE: 1st-yr tutorial studies in philosophy.</td>
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<td>A&amp;S</td>
<td>PHIL</td>
<td>PHIL</td>
<td>3010J</td>
<td>Writing With Critical Reasoning Skills</td>
<td>Lecture</td>
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<td>GEC1: A-F REQUISITE: (PHIL 1010 or 1300) and (Jr or Sr) This is a writing intensive course whose topics for student essays will vary depending upon instructor.</td>
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<td>A&amp;S</td>
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<td>PHIL</td>
<td>3100</td>
<td>History of Western Philosophy: Ancient</td>
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<td>GEC1: A-F REQUISITE: Significant ideas of representative Greek and Roman philosophers.</td>
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<td>A&amp;S</td>
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<td>PHIL</td>
<td>3110</td>
<td>History of Western Philosophy: Medieval and Renaissance</td>
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<td>GEC1: A-F REQUISITE: Augustine to Bruno and Campanella.</td>
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<td>A&amp;S</td>
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<td>PHIL</td>
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<td>History of Western Philosophy: Modern</td>
<td>Lecture</td>
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<td>GEC1: A-F REQUISITE: 17th and 18th century European philosophy.</td>
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<td>A&amp;S</td>
<td>PHIL</td>
<td>PHIL</td>
<td>3140</td>
<td>19th Century European Philosophy</td>
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<td>GEC1: A-F REQUISITE: Subjects selected from French, German, and British philosophers of 19th century.</td>
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<td>A&amp;S</td>
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<td>3200</td>
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<td>Lecture</td>
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<td>GEC1: A-F REQUISITE: Techniques of modern symbolic logic.</td>
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<td>GEC1: A-F REQUISITE: Study focusing on specific philosopher, or one type of ethical or value theory.</td>
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<td>Moral Problems in Medicine</td>
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<td>GEC1: A-F REQUISITE: Philosophical investigation of complex moral problems engendered by modern medicine, e.g., death with dignity, human experimentation, allocation of scarce medical resources, birth defects, killing or letting die, informed consent, etc. Basic philosophical concepts underlying these problems explored, including autonomy, coercion, normality, naturalness, rights, justice, responsibility, personhood, etc.</td>
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<td>A&amp;S</td>
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<td>3320</td>
<td>Philosophy of Sex and Love</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Jr or Sr</td>
<td>Philosophical and evaluative investigation into subject of sexual love and Western morality. Topics include roles and relations between sexes, abortion, monogamy, sexual perversion, homosexuality, promiscuity, adultery, semantics of sex, etc.</td>
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<td>A&amp;S</td>
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<td>3330</td>
<td>Philosophy of Literature</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Jr or Sr</td>
<td>Examines nature of fictional literature as differentiated from other types of writing. Explores philosophical ideas within specific works of fiction, concentrating on problems of translating philosophical content into literary form, interpretation, belief, truth, and artistic integrity.</td>
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<td>Environmental Ethics</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Soph or Jr or Sr</td>
<td>How should we value nature? What is important about it, and why? Is it important to us because caring for nature advances our interests, or because it is valuable in its own right? Do animals have special claims upon us? Should our primary concern be for individual organisms, or for species? Aims at thinking through some of the questions that surround the idea of valuing the environment in which we live, and understanding possible views as to the source and nature of that value.</td>
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<td>A&amp;S</td>
<td>PHIL</td>
<td>PHIL</td>
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<td>Philosophy of Death and Dying</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>This course is a philosophical exploration into the nature, meaning, and implications of death and dying. It also includes a historical and cross-cultural exploration of the questions surrounding death and dying.</td>
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<td>A&amp;S</td>
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<td>Philosophy of Culture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>Philosophical studies of humankind as culture-creating beings.</td>
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<td>Philosophy of Language</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: 6 Hours in PHIL including (1200 or 3200)</td>
<td>Theories of meaning and reference and their philosophical significance, relations of meaning to verification and truth, and relationship between language and concepts.</td>
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<td>A&amp;S</td>
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<td>PHIL</td>
<td>3580</td>
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<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: 9 Hours in PHIL</td>
<td>Existential thought from Kierkegaard to Camus stressing such themes as freedom, existence, despair, authenticity, alienation, death, and revolt against system.</td>
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<td>Philosophy Tutorial</td>
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<td>An analysis of such issues as the structure of theory in biology, whether biology differs from other sciences; whether species exist, natural selection, how taxonomy should be done, and whether biology raises any ethical issues.</td>
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<td>The philosophical and scientific presuppositions of Freudian psychology (including Freud's methodology) will be identified and subjected to rigorous philosophical analysis. Freud's early thought on hysteria, dreams, sexuality, and psychoanalysis will be emphasized. Recent attacks on the legitimacy of psychoanalysis will be examined. Alternative schemes for understanding human behavior will also be discussed.</td>
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<td>Provides a survey of issues in the philosophy of logic. Topics include formal theories of truth, logical and semantical paradoxes, modal logic, conditionals, interpretations of quantifiers, and philosophical implications of Godel's incompleteness theorems.</td>
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**Office of the University Registrar**
June 1, 2023
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COURSE DESCRIPITIONS:

British Empiricism: Seminar contents vary.
Ethical Theory: Current literature in selected topics in moral and social philosophy.
History of Aesthetic Theory: Readings from Plato to Dewey and relation of these theories to selected arts and recent criticism.
Problems in Aesthetics: Writing drawn from modern sources on theory of art, aesthetic criticism, interpretation, creativity, truth in art, and aesthetic value.
Meaning in Music: Topics in the philosophy of music.
Kant: Kant's Critique of Pure Reason with attention given to his ethical theory.
Nineteenth Century European Philosophy: Introduction to the philosophy of Hegel, Nietzsche, and other 19th century European philosophers.
Contemporary Social and Political Philosophy: Consideration of any number of various issues in contemporary social, political, and legal philosophy. Possible topics: theories of distributive justice, culpability, causality and responsibility, legal and moral rights.
Philosophy of Law: Consideration of nature and justification of law and examination of some specialized topics in philosophy of law including ascription of responsibility, civil disobedience, theories of punishment, liberty, etc.
Liability and Responsibility in the Law: Study of some of major problematic areas in ascription of legal liability and responsibility. Chief areas of concern: (1) grounds on which courts determine who or what is causally responsible for what occurred; (2) extent to which finding of legal responsibility should take account of intentions, knowledge, recklessness, etc., of accused; and (3) whether only sane individuals should be held legally responsible.
Philosophy of Marxism: Philosophical inquiry into classical and contemporary Marxist thought stressing Marx, Engels, Lenin, Stalin, Mao, and several contemporary Marxists such as the "Praxis group" of Yugoslavia.
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June 1, 2023
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<td>General introduction to astronomy, with emphasis on the structure of the universe beyond our solar system. Topics include historical astronomy, the sun, stars, galaxies, interstellar matter, black holes, the &quot;Big Bang&quot; theory, and the evolution of the universe. No prereq, but familiarity with basic algebra and geometry is beneficial.</td>
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<td>General introduction to astronomy, with emphasis on our solar system and other planetary systems. Topics (chosen by instructor) may include historical astronomy, the sun, the surfaces, interiors, and atmospheres of the planets, comets, asteroids, meteor impacts, planets around other stars, and the origin of life. Also listed as PSC 1001. No prerequisites, but familiarity with basic algebra and geometry is beneficial.</td>
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<td>Experience with telescopes and locating stars, planets, and deep-sky objects in the night sky. Also covers major constellations, seasonal variations, lunar cycles, and, when appropriate, eclipses and comets.</td>
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<td>Physical foundations of astronomical observation and theory. Specific topics include time and coordinate systems, orbits, celestial mechanics, radiation mechanisms, spectra, telescopes, and instrumentation. In addition, an introduction to the physical properties of stars, galaxies, and interstellar matter and an overview of cosmological distance measurements and the &quot;hot big bang&quot; model will be covered, along with an introduction to astronomical data analysis.</td>
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<td>Telescope observations and other laboratory studies dealing with astronomy.</td>
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<td>Introduction to radiative transfer, including radiation mechanisms, and formation of spectral lines; discusses the physics of the cold interstellar medium and its relationship to star formation; and provides an overview of stellar evolution and stellar remnants, including white dwarfs, supernovae, and neutron stars.</td>
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<td>Analysis of the physics of the warm and hot interstellar medium, including photoionization, thermal equilibrium, and shocks; overview of the structure and dynamics of the Milky Way and other galaxies; discussion of Galaxy formation and evolution, and their relationship to galaxy clusters and large-scale structure; introduction to the physics of active galactic nuclei.</td>
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<td>Provides a high-level introduction to modern observational techniques and instrumentation. Topics covered include use of CCDs for optical observations; factors determining measurement signal-to-noise ratio; detection and measurement methods for optical imaging of astronomical sources; factors determining experimental design; and special considerations for radio and space-based observations. During the course of the semester students carry out an observational project, including project conception, data acquisition and analysis, and presentation of results.</td>
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**COURSE DESC:**
- Stellar Astrophysics and Radiation: Introduction to radiative transfer, including radiation mechanisms, and formation of spectral lines; discusses the physics of the cold interstellar medium and its relationship to star formation; and provides an overview of stellar evolution and stellar remnants, including white dwarfs, supernovae, and neutron stars.
- Interstellar Medium and Galaxies: Analyzes the physics of the warm and hot interstellar medium, including photoionization, thermal equilibrium, and shocks; provides an overview of the structure and dynamics of the Milky Way and other galaxies; discusses Galaxy formation and evolution, and the relationship to galaxy clusters and large-scale structure; and provides an introduction to the physics of active galactic nuclei.
- Observational Astrophysics: Provides a high-level introduction to modern observational techniques and instrumentation. Topics covered include use of CCDs for optical observations; factors determining measurement signal-to-noise ratio; detection and measurement methods for optical imaging of astronomical sources; factors determining experimental design; and special considerations for radio and space-based observations. During the course of the semester students carry out an observational project, including project conception, data acquisition and analysis, and presentation of results.
- Special Topics in Astronomy: Specific course content will vary with offering.
- Preparation for College Physics: For students who have not had high school physics or have had inadequate preparation to enter regular physics sequence. Material presented includes metric system, review of mathematics, scientific method, representation of data, and problem solving. Will not satisfy any part of natural sciences requirement of College of Arts and Sciences.
- Peer-Led Team Learning for PHYS 2001: Content-appropriate discussion and problem-solving conducted by a peer mentor, graduate student or faculty member in a small-group setting. Credit applies as hours toward graduation but meets no other college requirement.
- Peer-Led Team Learning for PHYS 2002: Content-appropriate discussion and problem-solving conducted by a peer mentor, graduate student or faculty member in a small-group setting. Credit applies as hours toward graduation but meets no other college requirement.
- Physics Seminar: Overview of current topics in physics, based on readings, discussion, and student presentations.
- Introduction to Physics: First course in physics; open to students from all areas. Students should have a background in algebra, trigonometry and geometry, but no calculus required. Recommended for students in liberal arts, architecture, industrial technology, geological sciences, and premedicine. Mechanics of solids and liquids, oscillations, heat, thermodynamics. No credit for PHYS 2001 after PHYS 2051.
- Honors Experience in Introduction to Physics: OHIO Honors curricular experience in Introduction to Physics
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**COURSE DESC:** Classical physics with calculus and vectors. Topics include: 1-D and 2-D vectors; 1-D and 2-D Kinematics; Newtonian mechanics; Work and Conservation of Energy; impulse, conservation of momentum, 1-D and 2-D collisions; rotational dynamics; Simple Harmonic Motion; Wave Mechanics; 1-D traveling waves, standing waves, and interference of waves; Thermodynamics: zeroth, first, and second law of thermodynamics, maximum efficiency of engines. Thermodynamics: zeroth, first, and second law of thermodynamics, maximum efficiency of engines.
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<td>First course in general physics for physics and astronomy majors, with emphasis on interactive learning methods. Lecture and laboratory components are combined into a single course, so students are not required to sign up for a separate lab class. Topics to be covered are: vectors and motion of objects, velocity and acceleration, forces, linear momentum, Newton's Laws, work and energy, conservation of momentum and energy, angular momentum, conservation of angular momentum, oscillations, fluids, heat and the First Law of thermodynamics, heat engines and refrigerators.</td>
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<td>Classical physics with calculus and vectors. Topics include: electostatics: conductors and insulators, Coulomb's Law, Gauss's Law, electric field and potential, capacitance, energy storage in an electric field; electric current: current flow in materials, circuits with batteries, resistors, capacitors, inductors and diodes; magnetism and magnetic fields: magnetic forces on moving charges and current carrying conductors, magnetic fields produced by electric currents and moving charges, electric induction including Faraday's Law, Lenz's Law, and induced electric fields, transformers; properties of electromagnetic waves: transmission, detection, reflection, refraction, polarization; Optics: images formed by plane mirrors, spherical mirrors, and thin lenses; Interference of light: Young's Double Slit interference, Thin Film Interference, Diffraction by single and multiple slits.</td>
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<td>First course in general physics for physics and astronomy majors, with emphasis on interactive learning methods. Lecture and laboratory components are combined into a single course, so students are not required to sign up for a separate lab class. Topics to be covered are: traveling waves, standing waves, interference of waves, optics including reflection and refraction, electric fields, electric field, electric potential, electric current, electronic circuits, magnetic field, induction, and electromagnetic waves.</td>
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<td>Introduction to relativity and quantum theory: selected topics in atomic, solid state, nuclear, particles, and cosmology. Einstein's theory of special relativity, the uncertainty principle, Schroedinger's wave equation with applications, atomic structure, nuclear structure, elementary particles and a short introduction to cosmology.</td>
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<td>This is the first of a three semester sequence of classes for scientists and engineers to introduce them to classical and quantum physics with calculus and vectors. The topics in this first semester include: 1-D and 2-D vectors; 1-D and 2-D Kinematics; Newtonian mechanics; Work and Conservation of Energy; Impulse, conservation of momentum, 1-D and 2-D collisions; rotational dynamics; Simple Harmonic Motion; Wave Mechanics: 1-D traveling waves, standing waves, and interference of waves; Thermodynamics: zeroth, first, and second law of thermodynamics, maximum efficiency of engines. This course has a laboratory course (PHYS 2055) that it is paired with for General Education and TAGs credit.</td>
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<td>This is the second of a three-semester sequence of introductory physics classes for scientists and engineers that uses calculus and vectors. Topics include: electrostatics: conductors and insulators, Coulomb's Law, Gauss's Law, electric field and potential, capacitance, energy storage in an electric field; electric current: current flow in materials, circuits with batteries, resistors, capacitors, inductors and diodes; magnetism and magnetic fields: magnetic forces on moving charges and current carrying conductors, magnetic fields produced by electric currents and moving charges, electric induction including Faraday's Law, Lenz's Law, and induced electric fields, transformers; properties of electromagnetic waves: transmission, detection, reflection, refraction, polarization; Optics: images formed by plane mirrors, spherical mirrors, and thin lenses; Interference of light: Young's Double Slit interference, Thin Film Interference, Diffraction by single and multiple slits.</td>
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Office of the University Registrar
June 1, 2023
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<td>An introduction to radiation, natural and artificial sources of radiation for physical scientists and engineers. Topics covered include: description of natural and man-made sources of radiation; the interaction of radiation with biological systems; natural radiation background and risk assessment; exploration of radiation-based cancer treatment and medical imaging.</td>
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<td>Experiments in electronic measurement techniques from simple analog and digital circuits to microprocessors and analyzers. The topics to be covered include: DC circuits, capacitors, diode circuits, transistors, emitter follower, common emitter amplifier, differential amplifier, FETs, operational amplifiers, feedback, inverting amplifiers, summing amplifiers, integrators, positive feedback, frequency compensation, FET switches, voltage regulators, and digital logic.</td>
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<td>Wide selection of experiments from many areas of physics. Limit of two students per section. Student may select up to three different sections each semester.</td>
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<td>An advanced course that deals with all aspects of modern acoustics, including advanced mathematical concepts. Vibration in solid and liquid systems, sound radiation, sound propagation, and practical aspects of sound will be discussed in detail and examined with a comprehensive sets of problems for the student that will clarify the theory and practice of acoustics.</td>
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<td>Basic conservation laws, elementary fluid dynamics, circulation and vorticity. Mathematics related to coordinate systems related to meteorology, thermodynamics of the atmosphere.</td>
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<td>Specific course content will vary with offering.</td>
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<td>CR, PR</td>
<td>Supervised research on problems of limited scope in experimental and/or theoretical physics.</td>
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<td>CR, PR</td>
<td>Supervised research work in physics, astronomy, or applied physics, intended for submission for undergraduate honors.</td>
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<td>Important areas of current interest in field of physics, history of physics, development of ideas in physics, and other aspects of physics.</td>
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<td>CR, PR</td>
<td>Third- and fourth-year tutorial studies in physics.</td>
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Office of the University Registrar
June 1, 2023
Page 265 of 1005
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<td>Introduction to the behavior of light in both classical and quantum realms. Topics covered include: geometrical optics, the wave nature of light, interference, polarization, diffraction, the optical properties of materials, holography, and selected modern applications.</td>
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<td>Introduction to numerical methods used to solve problems in physics. Students are introduced to basic numerical methods and to the process of approaching problems from a computational point of view. Topics covered include differentiation and integration methods, numerical error analysis, data fitting, matrix methods, Monte Carlo strategies.</td>
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<td>Introduction to numerical methods used to solve problems in physics. Students are introduced to basic numerical methods and to the process of approaching problems from a computational point of view. Topics covered include differentiation and integration methods, numerical error analysis, data fitting, matrix methods, Monte Carlo strategies.</td>
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<td>Introduction to the teaching of natural science in grades K-12. May be repeated for credit. May not be used for credit toward a physics degree.</td>
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<td>Introduction to the physical principles that underlie phenomena in cell biology and the properties of biomolecules. Topics covered will include an introduction to molecular biology, Brownian motion, molecular interactions in macromolecules, protein and nucleic acid structure, physics of biopolymers, chemical kinetics, mechanical and adhesive properties of biomolecules, molecular manipulation techniques, cell membrane structure, membrane channels and pumps, molecular motors and bioregulation.</td>
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<td>An introduction to radiation, natural and artificial sources of radiation for physical scientists and engineers. Topics covered include: description of natural and man-made sources of radiation; the interaction of radiation with biological systems; natural radiation background and risk assessment; exploration of radiation-based cancer treatment and medical imaging.</td>
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<td>Experiments in electronic measurement techniques from simple analog and digital circuits to microprocessors and analyzers. The topics to be covered include: RC circuits, operational amplifier, differential amplifier, FETs, operational amplifiers, feedback, inverting amplifiers, summing amplifiers, integrators, positive feedback, frequency compensation, FET switches, voltage regulators, and digital logic.</td>
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<td>An advanced course that deals with all aspects of modern acoustics, including advanced mathematical concepts. Vibration in solid and liquid systems, sound radiation, sound propagation, and practical aspects of sound will be discussed in detail and examined with a comprehensive set of problems for the student that will clarify the theory and practice of acoustics.</td>
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<td>Basic conservation laws, elementary fluid dynamics, circulation and vorticity. Mathematics related to coordinate systems related to meteorology, thermodynamics of the atmosphere.</td>
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<td>Continuation of 4811. Basic conservation laws, elementary fluid dynamics, circulation and vorticity. Mathematics related to coordinate systems related to meteorology, thermodynamics of the atmosphere. Energy balance in the atmosphere, thermal physics of the atmosphere. Synoptic scale motions, atmospheric oscillations, baroclinic instabilities, mesoscale circulation, numerical methods. Special topics in dynamical meteorology.</td>
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COURSE DESC: The course develops the theory and applications of quantum mechanics. Topics include: formalism of general quantum theory (Dirac notation, representation theory, Hilbert vector space, operators, bases, measurement, uncertainty principle), quantum harmonic oscillator (ladder operators), formal theory for angular momentum (orbital, spin and generalized angular momentum operators), systems of identical particles, relation between spin and statistics (bosons and fermions). Introduction to interacting systems and mean field techniques.

A&S PHYS PHYS 6020 ELIGIBLE GRADES: A-F COURSE DESC: Quantum Mechanics 1 Lecture 5 0 N G50 0 ELIGIBLE GRADES: A-F REQUISITE: The course develops the theory and applications of quantum mechanics. Topics include: formalism of general quantum theory (Dirac notation, representation theory, Hilbert vector space, operators, bases, measurement, uncertainty principle), quantum harmonic oscillator (ladder operators), formal theory for angular momentum (orbital, spin and generalized angular momentum operators), systems of identical particles, relation between spin and statistics (bosons and fermions). Introduction to interacting systems and mean field techniques.

A&S PHYS PHYS 6021 ELIGIBLE GRADES: A-F COURSE DESC: Quantum Mechanics 2 Lecture 5 0 N G50 0 ELIGIBLE GRADES: A-F REQUISITE: The course develops the theory and applications of quantum mechanics. Topics include: formalism of general quantum theory (Dirac notation, representation theory, Hilbert vector space, operators, bases, measurement, uncertainty principle), quantum harmonic oscillator (ladder operators), formal theory for angular momentum (orbital, spin and generalized angular momentum operators), systems of identical particles, relation between spin and statistics (bosons and fermions). Introduction to interacting systems and mean field techniques.


A&S PHYS PHYS 6011 ELIGIBLE GRADES: A-F COURSE DESC: Statistical Mechanics 1 Lecture 5 0 N G50 0 ELIGIBLE GRADES: A-F REQUISITE: Addresses the equilibrium and non-equilibrium behaviors of systems with large numbers of particles or degrees of freedom. It will begin with a review of ensembles and partition functions to treat classical and quantum, non-interacting, non-relativistic systems obeying Boltzmann, Fermi and Bose statistics. A brief discussion of the extension to relativistic particles, as well as a description of interacting classical and quantum systems (e.g. using cluster and virial expansions) will be provided. Mean-field theories, phase transitions and critical exponents will then be treated. Some non-equilibrium phenomena, including the Boltzmann equation and transport coefficients, will also be discussed. Additional topics which may be covered include: an introduction to renormalization-group methods; continuum-model descriptions (hydrodynamic description) for classical and quantum systems; stochastic processes, e.g. random walk and master equation; and an introduction to disordered systems (hydrodynamic description) for classical and quantum systems; introduction to disordered systems.

A&S PHYS PHYS 6011 ELIGIBLE GRADES: A-F COURSE DESC: Statistical Mechanics 2 Lecture 5 0 N G50 0 ELIGIBLE GRADES: A-F REQUISITE: The course develops the theory and applications of quantum mechanics. Topics include: symmetry in quantum mechanics (space and time displacements; rotations and angular momentum, addition of angular momentum, tensor operators); scattering theory in 3D (cross sections, partial waves, optical theorem, Born approximation, resonances, Coulomb scattering); approximation methods for stationary states (non-degenerate and degenerate perturbation theory, Brillouin-Wigner expansion, variational methods); time-dependent approximation methods, golden rule; Second quantization (field theory, second quantization for fermions and bosons, electromagnetic field); introduction to relativistic quantum mechanics for electrons.

A&S PHYS PHYS 6021 ELIGIBLE GRADES: A-F COURSE DESC: Quantum Mechanics 2 Lecture 5 0 N G50 0 ELIGIBLE GRADES: A-F REQUISITE: The course develops the theory and applications of quantum mechanics. Topics include: symmetry in quantum mechanics (space and time displacements; rotations and angular momentum, addition of angular momentum, tensor operators); scattering theory in 3D (cross sections, partial waves, optical theorem, Born approximation, resonances, Coulomb scattering); approximation methods for stationary states (non-degenerate and degenerate perturbation theory, Brillouin-Wigner expansion, variational methods); time-dependent approximation methods, golden rule; Second quantization (field theory, second quantization for fermions and bosons, electromagnetic field); introduction to relativistic quantum mechanics for electrons.
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COURSE DESC: Supervised individual study at beginning or intermediate graduate level. Can be used for writing M.S. or M.A. paper.
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<td>Exploration of different issues related to teaching physics at the college level. Topics may include: an introduction to physics education research, the use of technology in teaching physics, practical issues in teaching large lecture courses, and the responsibilities of a faculty member at different types of institutions.</td>
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<td>Research Seminar in Astrophysics</td>
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<td>COURSE DESC:</td>
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<td>Addresses current topics in astrophysics, and provides a forum for presentations by local and visiting researchers.</td>
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<td>Research Seminar Biophysics</td>
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<td>COURSE DESC:</td>
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<td>Intensive study of selected subjects in biophysics. 35 - 50 min presentations by students and/or faculty on basic concepts and novel developments followed by intensive discussion. Subjects of seminars are chosen by students advised by faculty and usually are devoted to recent publications in high-ranked journals such as Nature, Science, PNAS, Biophysical Journal, Physical Review Letters.</td>
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<td>8401</td>
<td>Research Seminar in Condensed Matter Physics</td>
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<td>COURSE DESC:</td>
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<td>Intensive study of selected topics in condensed matter physics via research seminars by renowned scholars on forefront areas of research.</td>
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<td>A&amp;S</td>
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<td>PHYS</td>
<td>8501</td>
<td>Research Seminar in Nuclear and Particle Physics and Journal Club</td>
<td>Seminar</td>
<td>1 to 4</td>
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<td>COURSE DESC:</td>
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<td>Consists of presentations of original research and topics of current interest by experts in the fields pertaining to nuclear and particle physics. Journal club where graduate students present and discuss selected refereed scholarly journal articles in the field of nuclear and particle physics under the guidance of faculty. All graduate students in nuclear and particle physics are required to attend. First year graduate students enrolled in this class are only required to attend the journal club, not the research seminar. First-year graduate students are not expected to present research articles. Because of their reduced participation, first-year graduate students qualify for only one credit hour.</td>
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<td>8900</td>
<td>Special Topics in Physics and Astronomy</td>
<td>Lecture</td>
<td>1 to 3</td>
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<td>ELIGIBLE GRADES:</td>
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<td>Lectures on special topics, often related to current research conducted in the department.</td>
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<td>1 to 15</td>
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<td>COURSE DESC:</td>
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<td>Supervised individual study in preparation for research at doctoral level.</td>
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<td>COURSE DESC:</td>
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<td>Supervised individual research activities in the area of doctoral work.</td>
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<td>General introduction to astronomy, with emphasis on the structure of the universe beyond our solar system. Topics include historical astronomy, the sun, stars, galaxies, interstellar matter, black holes, the &quot;Big Bang&quot; theory, and the evolution of the universe. No prereq, but familiarity with basic algebra and geometry is beneficial. Must enroll in ASTR 1000.</td>
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<td>Moons and Planets: The Solar System</td>
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<td>ELIGIBLE GRADES:</td>
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<td>General introduction to astronomy, with emphasis on our solar system and other planetary systems. Topics (chosen by instructor) may include historical astronomy, the sun, the surfaces, interiors, and atmospheres of the planets, comets, asteroids, and meteor impacts, planets around other stars, and the origin of life. Must enroll in ASTR 1001.</td>
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<td>ELIGIBLE GRADES:</td>
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<td>Designed for nonscience majors. An exploration of fundamental ideas of the physical world, including fundamental ideas of measurement, motion, energy, electricity and magnetism, and other topics.</td>
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<td>Life on Other Worlds?</td>
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**COURSE DESC:**

- **Physical World:** Designed for non-science majors. Fundamental ideas of measurement, motion, energy, electricity and magnetism, heat, atomic and nuclear physics. Introduction to relativity and quantum phenomena.
- **Physical World:** Lecture component.
- **Color, Light, and Sound:** Designed for non-science majors. Physical nature of light and sound including transmission, absorption, reflection, interference, and resonance. Applications include analysis of musical instruments, acoustics, optical systems, perception of color and sound.
- **Color, Light, and Sound:** Laboratory component.
- **The Metric System:** Introduction to International (Metric) System of Units (SI). Topics include: history of and rationale for SI; SI and its rules for use; metric computation and conversion techniques. Not offered on Athens campus.
- **Nano-Science and Technology:** Introductory course covering an overview of the concept of scale, and of novel phenomena that arise as a function of scale, instrumentation that allows probing systems on the nanoscale, fabrication methods that yield nanoscale geometries, and the influence of this emerging field in our current and future lifestyles.
- **Energy in a Modern World:** Introduces students to the science of energy production, use and the subsequent consequences. Introduces students to the Laws of Thermodynamics: conservation of energy; limits on efficiency. Various energy sources will be investigated and their use and impact discussed. The sources discussed may include: solar; fossil fuel; nuclear; wind; hydro; biomass. The teaching method is primarily through exposition of concepts, the analysis of problems and the use of in-class questions. Assessment of students will involve students demonstrating both their abilities in quantitative and qualitative analysis of problems.
- **Observational Astronomy Laboratory:** Experience with telescopes and locating stars, planets, and deep-sky objects in the night sky. Also covers major constellations, seasonal variations, lunar cycles, and, when appropriate, eclipses and comets. Should be taken as ASTR 1400.
- **Life on Other Worlds?** An exploration of ideas relating to the possibility that life exists elsewhere in the universe, both on planets and moons within our solar system, and within other planetary systems. The course begins by considering our planet's formation and the conditions which may have led to life appearing here, then moves outward. Students will learn the scientific basis of the age of the Earth and the Universe and the physical conditions necessary for planets around other stars to harbor life as we know it. Astronomical observations are discussed regarding what we know about extrasolar planets.
- **Special Topics in Physical Science:** Specific course content will vary with offering.
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

**Office of the University Registrar**

June 1, 2023

Page 274 of 1005
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<td>Comparative analysis of state political systems. Emphasis on structure and process of policy making of states within federal context.</td>
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<td>Writing course for political science majors. Focuses on studying and producing clear and persuasive writing about political issues.</td>
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<td>This course is an introduction to Appalachia, its political patterns, political problems such as politics of poverty and powerlessness, and its cultural characteristics. The course also examines responses to the region's economic, social, and political problems by various levels of government--national, regional, state, and local.</td>
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<td>Examines urban politics and the politics of urbanization with an emphasis on urban problems, globalization, the structure and functions of municipalities and municipal governments, urban growth and development, and alternative urban arrangements.</td>
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<td>African American Politics in Theory and Practice</td>
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<td>GEC1: A-F REQUISITE: 3 Hours in POLS</td>
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<td>The course examines the experiences of African Americans in the American political system. It focuses on the historical and contemporary status of African Americans in American politics. African American politics in the post-civil rights era constitutes a major part of the course. African American political mobilization and participation, racial representation and leadership, partisan politics, and public policymaking are key topics. The course centrally details the influence and presence of African Americans within American political institutions. A defining theme of the course is an evaluation of the nature and evolution of African American politics within the context of a theoretical and practical paradigm which principally focuses on governmental institutions and political behavior.</td>
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<td>Studies conflict management and peace in both international and civil conflicts. Addresses historical and current cases involving peaceful settlement of conflicts; the assumptions, norms, and rules informing the theory and practice of international mediation, conflict management, and the achievement of international peace; and the emerging role of both intergovernmental and non-governmental organizations in these areas. Combines concerns for formal diplomatic and institutional approaches with informal diplomacy and reconciliation initiatives. Focuses on analyzing the conditions that allow for peace rather than preparing prescriptive recipes for it.</td>
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<td>Analysis of different approaches and theories used for the explanation of American foreign policy. Comparison of different sets of arguments in support of various American foreign policies.</td>
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<td>The western enlightenment still shapes the parameters of much of what we take for granted about political life today. Beginning with the work of Immanuel Kant and John Locke as thinkers central to the western enlightenment, critically examines the relationships between power and knowledge, individual freedom and social and political order, reason and religion, progress and pluralism. Critical examinations draw from work ranging from early conservative responses to the enlightenment, to Marxist, psychoanalytic, existentialist, feminist and postcolonial work.</td>
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**Course Description:**

Using a wide range of cases -- the Cold War, resource depletion, political campaigns, and legislative politics -- this course will engage students in the construction and analysis of strategic interaction. Students will assess the public value of private and official actions and learn to discover Nash Equilibrium and Subgame-Perfect Equilibrium.
The course POLS 4225 Law and Colonialism focuses on how law was a central instrument of European and American colonial projects during the 19th and 20th centuries. Students explore how the imposition of colonial law affected colonized societies and their preexisting legal systems; they also examine how western fears and apprehensions vis-à-vis 'native' societies affected western law and society in turn. Academic texts as well as a sampling of novels, poetry, plays, and movies provide students points of entry for tracing how law helped establish and manage colonial projects and ideology. This course has an experiential component: students engage in archival research to increase their knowledge about colonialism; they also complete a research paper on a primary source to hone their skills in assessing who a primary source was written by, for whom, and to what end.

The course POLS 4150 The American Presidency analyzes the organization and tactics of pressure groups and their impact on the policy-making process. Students are introduced to various components of public programs, including budget and tax policies, the national economy, and politics. This course also introduces various fiscal issues such as cost-benefit analysis, intergovernmental fiscal relations, and debt management.

The course POLS 4152 Public Sector Cost Accounting is designed to train students as skilled managers of financial and economic resources in public sector organizations. This course provides techniques to control and analyze short run and long run cost behaviors of public sector organizations in line with their goals, outputs, and outcomes, such as cash and debt management.

The course POLS 4155 The White House: Management and Administration analyzes governmental interventions in terms of efficiency, effectiveness, and responsiveness. It investigates how statistical methods can be applied to evaluations of governmental interventions and demonstrates how to operationalize various components of public programs in order to conduct statistical analysis.
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<td>Examine the role of leadership in democratic society, which an emphasis on the relationship between leaders and their constituencies, as well as the consequences of leadership decisions.</td>
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<td>Provide an in-depth historical, political, and administrative examination of the American intergovernmental arena.</td>
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<td>Examine the institutional context and political dynamics of environmental policy-making in the United States. Topics include public support for environmental protection; the role of science in the policy process; the major actors and avenues of influence; and current policy issues.</td>
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<td>Politics of the Contemporary Environmental Movement</td>
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<td>Analyze the U.S. modern environmental movement including the characteristics and contributions of the mainstream; radical environmentalist's tactics and philosophies; grassroots environmentalism, and the role of women in environmental activism, and environmental racism and justice, and the role of people of color in the environmental movement.</td>
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<td>Theories of American Foreign Policy</td>
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<td>Explore different theoretical approaches used for the analysis of American foreign policies from past to present. Emphasis on explaining American foreign policy changes with the use of theories from international relations.</td>
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<td>Consider the intersection of science, politics, and political science in terms of substantive policy and methodology. Investigates how scientists become involved in political decisions, and how scientific information is used in public policy making. Analyzes contemporary issues where science and politics meet.</td>
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<td>Government and politics in several western European nations.</td>
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<td>Examine the major historical developments in Brazilian politics; the country's governmental structure and political processes; the challenges and opportunities facing today's Brazil.</td>
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<td>Discuss the major political processes, personalities, and institutions of Latin America.</td>
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<td>Surveys the politics and political institutions of Brazil. Includes an examination of the major historical developments in Brazilian politics; the country's governmental structure and political processes; the challenges and opportunities facing today's Brazil.</td>
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<td>Examine the major political processes, personalities, and institutions of British government, including key foreign policy issues.</td>
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Office of the University Registrar
June 1, 2023
Page 270 of 1005
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<td>Examines the impact of religious values, beliefs, and organized faith groups on global politics. Considers how religious laypeople and leaders impact political processes in domestic politics and international relations, as well as how faith communities compete and coexist in the political sphere. Approach will be both contemporary and historical, as well as comparative. Cases might include the impact of religion on global and national law, the role of religious activists in governmental and non-governmental organizations, the relationship between individual and collective religious values and national political outcomes, and the impact of secularism on politics. Focus will be global, although U.S. cases may be considered in comparative perspective.</td>
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<td>The course introduces history, politics, culture, economy, and beliefs and practices of the Middle Eastern communities and countries. It helps students identify their own biases when discussing Middle Eastern politics and policies, and allows them to develop an understanding and appreciation for different Middle Eastern religious and political communities and cultures. The course also explores cultural differences in communications, and their implications in Middle Eastern politics and public sphere.</td>
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<td>The course examines the evolution of East Asia in world politics in the post-WWII era, including both the historical antecedents and alternative theoretical perspectives, as well as a variety of contemporary political, economic, and security issues related to this region. The course draws on a wide range of material representing the diverse views of East Asian scholars, political leaders, and activists who offer a non-western perspective on East Asian politics.</td>
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Office of the University Registrar
June 1, 2023
Page 280 of 1005
POLS 4497: Capitalism and Democracy
COURSE DESC: Examines the politics of the world economy. Topics covered include the politics of international trade, the politics of the international monetary system, and international cooperation.
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: 6 hours in POLS or (Jr or Sr)
Lecture 3 0 N U30 0

POLS 4505H: Honors Seminar
COURSE DESC: Seminar on selected topics in political science in preparation for writing an honors thesis. Students explore thinking and writing like a political scientist: they reflect on their own research interests and analyze what kinds of questions political scientists ask, how they answer them, and what the elements of academic writing are. Throughout the seminar, students iteratively work towards creating a viable thesis proposal and bibliography.
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Jr or Sr
Lecture 3 0 BLD N U30 0

POLS 4506H: Honors Thesis in Political Science
COURSE DESC: Research, writing, and preparing an honors thesis.
PR
ELIGIBLE GRADES: GEC2: A-F
Seminar 1 to 6 12 N U30 0

POLS 4550: International Law
COURSE DESC: Studies the contribution of international law to order, power, and justice in international politics. Explores historical origins and current problems in the field, with attention to classic debates over the sources, purposes, and interests associated with international law. Places formal aspects of law (centered on the United Nations and the International Court of Justice) within the wider context of global governance, including the influence of customary international law and the work of non-governmental organizations. Discussions and readings include critical perspectives on international law as a vehicle of power in a world of inequality.
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: 6 hours in POLS (POLS 2500 recommended)
Lecture 3 0 N U30 0

POLS 4555: Transitional Justice
COURSE DESC: Focused study of the emerging field of transitional justice, from war crimes tribunals and truth commissions to official apologies and reparations. Examines key challenges, such as: how uncovering truth should be balanced with providing justice; whether strategies focused on individual rights and criminal responsibility can alleviate social and economic injustices; and whether conflicting identities should be forgotten or transcended. Incorporates discussion of theoretical frameworks for addressing distributional conflicts, the politics of identity, and the politics of memory.
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Jr or Sr
Lecture 3 0 N U30 0

POLS 4560: International Organization
COURSE DESC: Studies efforts by state and non-state actors to organize and institutionalize international politics. Considers classical explanations for why states cooperate to form international institutions, and how these wield authority in a world of sovereign states. Examines the rise of non-state actors, including international non-governmental organizations (INGOs), terrorist networks, and transnational religious organizations. Specific cases discussed, including: the United Nations; the European Union, ASEAN, and other regional organizations; and various INGOs.
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: 6 hours in POLS (POLS 2500 recommended)
Lecture 3 0 N U30 0

POLS 4565: International Human Rights
COURSE DESC: Studies human rights as a vehicle for moral and legal change in international politics. Considers various ways of thinking about what human rights are and how they work at the international level. With a focus on the United Nations system, the course assesses problems and debates concerning the implementation and enforcement of human rights. Addresses difficult questions such as: How well do treaties work in promoting human rights? How can human rights be enforced in the absence of higher authority? And what role do non-state actors play? Considers case studies in a variety of issue-areas, such as: the use of torture, war crimes, indigenous rights, women's rights, and the right to development.
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Jr or Sr
Lecture 3 0 N U30 0

POLS 4570: National Security in the Contemporary Era
COURSE DESC: Examines the politics of the world economy. Topics covered include the politics of international trade, the politics of the international monetary system, and international cooperation.
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: 6 hours in POLS (POLS 2500 recommended)
Lecture 3 0 N U30 0

POLS 4580: Introduction to War and Its Causes
COURSE DESC: Introduces the concepts and problems of attaining international "security" in an ever-changing world. Profound changes at the international level have taken a major impact on how we conceive of security. Provides an overview of the traditional and new sources for insecurity and explores the consequences of states' quests for security in the contemporary era.
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: 6 hours in POLS (POLS 2500 recommended)
Lecture 3 0 N U30 0

POLS 4590: Terrorism
COURSE DESC: The course introduces students to questions regarding ethics of violence, radicalization, extremism, terrorism and counterterrorism. Students explore various terrorist organizations, their ethical perspectives and methods they have employed, as well as counterterrorism operations including questions surrounding ethical decision-making.
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Jr or Sr
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COURSE DESC: Examines the transnational origins, scope, and diffusion of racial ideas and materiality. Begins with a basic introduction to the concept of race, its origins and evolution in the global realm and its subsequent centrality to discourses of modernity, empire and capitalism. Explores race as a system of global power relations that has changed over time, manifests differently across space, and exists on multiple planes. Close attention is paid to the operation of racial politics along multiple geographic and temporal scales in order to discover how race can independently affect both domestic policy outcomes and international relations among nation-states.
Politics of Race

Race plays a central role in shaping American national identity, political institutions, and distribution of resources. Beginning with the perspective that race is central to the U.S. political order, this course pays special attention to American political, economic, and legal institutions as products and sources of racial formation. This course investigates how politics and policy continually reproduce racial inequality and difference in the U.S. context and additionally analyzes how movements for racial equality and democracy likewise shape American politics. We explore the politics of race across four thematic areas: American politics: climatological and health crisis, immigration policy, elections and voting, and policing. The course additionally emphasizes speaking and listening through student-co-led roundtables designed to hone students’ public speaking, presentation, and discussion-directing skills.

Sexuality and Queer Theories

Explores intersections of gender and sexuality with other primary forms of identity including but not limited to race, ethnicity, religiosity, class and culture. Queer theorizing explored both as a critical tool and as a resource for a more transformative alternative politics.

Critical Race Theory

Examines, analyzes, and theorizes race and racism from a critical and politicized perspective. This rich theoretical perspective points out that racism is still a pervasive part of contemporary societies, and seeks effective ways to challenge racism's existence and impact on various groups and societies. Examines Critical Race Theory as a theoretical and political alternative for understanding and criticizing racism in contemporary settings. Critical Race Theory critiques perspectives that claim far-reaching progress has been made in combating racism. Challenges students to think in new ways about contemporary manifestations of racism. Explores innovative ways to challenge the widespread prevalence of racism.

The Politics of Intersectionality

Examines the emergence and prevalence of ‘intersectionality’ as a theoretical framework, political practice, and terrain of lived experience. Intersectionality signifies the simultaneity of identities and is commonly considered a robust approach to examining complicated, lived experiences. Intersectionality illuminates how multiple forms of disempowerment intersect and interact with one another, and captures the ways such intersections lead to deeper and more complex forms of subordination. Examines how a person who suffers from racism, poverty, and sexism has a much different lived experience than a person who may experience racist oppression, but whose sex and class status are privileged according to societal norms and expectations.

American Whiteness

Engages Critical Race Theory and Critical White Studies in order to better understand how ‘whiteness’ perpetuates itself and racism as well. Critically examines the concept of whiteness, and what it has meant to the (white) public over time. To what extent is being white a biological, ideological, psychological, or political phenomenon? Introduces theories of whiteness as a legal construction, as a privileged status, and as a dynamic social identity. Aids understanding the political meaning of whiteness by examining the relationship of whiteness to American citizenship, immigrants’ motivations to assimilate into whiteness, and how colorblind ideology makes it difficult to see and understand whiteness as power and privilege. Examines the contexts in which whiteness is made visible, and how awareness of white racial identity can be cultivated.

Black Political Thought

Surveys various ideological traditions that have informed the political visions of Black Americans. Though white supremacy has negatively affected the lives of Black Americans for centuries, the response to racial oppression has been far from monolithic. In challenging white hegemony and racial oppression, Black thinkers have addressed the contradictions inherent in the joint projects of egalitarianism and racial hierarchy. Some of the greatest contributions to American political thought emerged from competing ideological frameworks, such as the debate over accommodation versus full and immediate racial integration, nonviolence versus self-defense, and socialism versus capitalist entrepreneurship, just to name a handful of contexts. In envisioning an optimal racial environment, generations of activists have inserted their concerns over other related social arrangements such as sexism, classism and heterosexism, and have consequently pushed Black and non-Black Americans alike to imagine their ideal political conditions.

Latinos and Politics

Explores the histories and contemporary politics of the diverse and expanding Latino population. Focuses on people of Mexican, Puerto Rican and Cuban descent, but incorporates other groups where information is available. Covers how patterns of immigration and resources shape the foundation for Latinos' political incorporation and mobilization within the United States. Examines the political needs and goals of various Latino sub-groups by studying public opinion, voting patterns and non-electoral behavior, and will assess the extent to which these groups are able to achieve their visions. Reflects upon the unity and tension within this group. Assesses whether Latinos have a set of political attitudes and behaviors that distinguish them from other racial groups.

The Politics of Visibility

Vision and visibility are key organizing features of political inquiry, responsibility, governability, and contestation. Particularly in a contemporary setting inundated with technologies for seeing and rendering a wide variety of subjects and phenomena visible, power and visibility have become intrinsically interconnected. Studies the various manifestations of visibility, visibility, and invisibility. Racialized politics of visibility especially emphasized, along with the multifaceted ways that visible identities more generally render some bodies and subjects more susceptible to political surveillance, social control, and discrimination.
Race, Violence and Human Security

ELIGIBLE GRADES: CEC1: A-F

Course Description: Principles and techniques of social science research.

Eligible Grades: GEC1: A-F

Requisite: 6 Hours in AAS or 6 hours in POLS 4676 or 6 hours in WGS

Course Description: The aim of this course is to introduce students to the many political questions and themes that are explored in the medium of comics. The course begins by presenting the case for considering pop culture when studying politics, moves on to a general overview of comics as a medium, and narrows in on the subject at hand by providing a broad introduction to comics from the 20th century onward. Scholarly analysis is paired with comics to help deepen students' political analysis of these texts.

Course Description: Explores the complexities of interracial transgressions by analyzing the role of politics, law, policy, literature, film, geopolitics and vernacular discourse in the construction of interracial relationships, transracial contact zones and multiracial identities. Drawing from case studies in the United States, Canada, Great Britain, South Africa, Australia and Brazil, examines a wide variety of issues related to the construction of mixed-race as a social identity and mode of racial classification, and the potential for racial transgressions in areas of sex, love, friendship, media, dance, music and geography, paying particular attention to the complex relationships among race, gender, class, and sexuality.

Course Description: This course introduces students to the study of postcolonial politics. The course poses questions on how communities relate to one another across the global North and South, historically and in the present: Is the world best described as comprising independent sovereign states, transnational and global networks, or relations of power and hierarchy? How have religion, race, gender, and diaspora populations affected politics in postcolonial contexts? Whose experiences best exemplify what it means to be a global citizen in the twenty first century? Readings include foundational texts and interdisciplinary approaches to postcolonial studies. Students complete the course with an understanding of the legacies of colonialism and the enduring political struggles of postcolonial societies.

Course Description: Explores multiple arenas of interracial transgressions. Explores the complexities of interracial transgressions by analyzing the role of politics, law, policy, literature, film, geopolitics and vernacular discourse in the construction of interracial relationships, transracial contact zones and multiracial identities. Drawing from case studies in the United States, Canada, Great Britain, South Africa, Australia and Brazil, examines a wide variety of issues related to the construction of mixed-race as a social identity and mode of racial classification, and the potential for racial transgressions in areas of sex, love, friendship, media, dance, music and geography, paying particular attention to the complex relationships among race, gender, class, and sexuality.

Course Description: There are few issues in contemporary politics more important than human security. There are also few forms of oppression and discrimination more important than racism. Yet, envisioning and seeing the various ways that racism leads to vast and deep human insecurity have generally been neglected as political problems and inquiries. Addresses racism and racial violence as human security issues, encouraging students to search out creative ways to reduce the varied hostile environments that emerge from racist forces.

Course Description: Explores the complexities of the effects of racism and the enduring political struggles of postcolonial societies.

Course Description: Examines the role of politics, law, policy, literature, film, geopolitics and vernacular discourse in the construction of interracial relationships, transracial contact zones and multiracial identities. Drawing from case studies in the United States, Canada, Great Britain, South Africa, Australia and Brazil, examines a wide variety of issues related to the construction of mixed-race as a social identity and mode of racial classification, and the potential for racial transgressions in areas of sex, love, friendship, media, dance, music and geography, paying particular attention to the complex relationships among race, gender, class, and sexuality.

Course Description: Explores the complexities of the effects of racism and the enduring political struggles of postcolonial societies.

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Office of the University Registrar
June 1, 2023
Page 286 of 1005
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Under the quarter system, POLS 490/590 B: Politics of Taxation has been offered for the past several years. This semester course is equivalent to the quarter course.

The White House is the center of American public administration. Introduces the White House as a "mini-bureaucracy" at the hub of the national government, to include the Executive Office of the President, the White House Office, and the far reaching extensions of presidential bureaucratic power as embodied in such operations as presidential travel. Explores the role of staff within the White House. Focuses on the questions: a) how does the White House work; b) what makes it different from other bureaucracies in the American system of government?

Analysis of LGBTQ political issues such as same-sex marriage, military inclusion, non-discrimination, and hate crimes.

Office of the University Registrar  
June 1, 2023  
Page 287 of 1005
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Office of the University Registrar
June 1, 2023
Page 280 of 1005
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COURSE DESC:

**Government and Politics of Brazil**: Surveys the politics and political institutions of Brazil. Includes an examination of the major historical developments in Brazilian politics; the country's governmental structure and political processes; the challenges and opportunities facing today's Brazil.

**Government and Politics in Britain**: A study of the major political processes, personalities, and institutions of British government, including key foreign policy issues.

**Government and Politics in Germany**: Major political processes, personalities, and institutions of contemporary Germany, including key foreign policy issues.

**Government and Politics in France**: Major political processes, personalities, ideas, and institutions of modern France.

**The Politics of Developing Areas**: Major theories and problems of political, sociocultural, and economic development in new states of Asia, Africa, and Latin America, with special emphasis on heritage of colonialism, struggle for independence, and political adjustments to rapid social and technological change.

**African Politics**: Development and structure of modern African states with emphasis on political processes in tropical Africa.

**Religion and Global Politics**: Examines the impact of religious values, beliefs, and organized faith groups on global politics. Considers how religious laypeople and leaders impact political processes in domestic politics and international relations, as well as how faith communities compete and coexist in the political sphere. Approach will be both contemporary and historical, as well as comparative. Cases might include the impact of religion on global and national law, the role of religious activists in governmental and non-governmental organizations, the relationship between individual and collective religious values and national political outcomes, and the impact of secularism on politics. Focus will be global, although U.S. cases may be considered in comparative perspective.

**Middle East Politics**: The course introduces history, politics, culture, economy, and beliefs and practices of the Middle Eastern communities and countries. It helps students identify their own biases when discussing Middle Eastern cultures and politics, and allows them to develop an understanding and appreciation for different Middle Eastern religious and political communities and cultures. The course also explores cultural differences in communications, and their implications in Middle Eastern politics and public sphere.

**East Asia in World Politics**: The course examines the evolution of East Asia in world politics in the post-WWII era, including both the historical antecedents and alternative theoretical perspectives, as well as a variety of contemporary, political, economic, and security issues related to this region. The course draws on a wide range of material representing the diverse views of East Asian scholars, political leaders, and activists who offer a non-western perspective on East Asian politics.

**Government and Politics of Japan**: Political institutions and processes of Japan with emphasis on developments since 1945.

**Government and Politics of China**: Political institutions and processes and major political developments in China, with emphasis on recent events.
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<td>Traditional governments in southeast Asia, Western colonialism, rise of nationalism, achievement of independence.</td>
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<td>Examines and compares characteristics of public policy in various national political settings. Students: (1) discover more about how public policies in the United States differ from other countries; (2) think about why this is the case; (3) focus on how policies shape the political realm; and (4) develop the skills to become effective policy analysts.</td>
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<td>Examines the causes and consequences of nationalism and ethnic conflict. Considers the nature of state boundaries and the political contention that can lead to violence based on national and cultural identities. Explores the means to resolve or prevent such conflicts and applies them through experiential learning activities, such as in-class simulations, oral presentations, and the development of policy memos and research papers.</td>
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<td>Focuses on the process of democratization in historical and comparative perspective. Topics include historical and contemporary debates over the definition of democracy and the ethics of democratic and authoritarian government; how to qualitatively and quantitatively &quot;measure&quot; democracy; the major theories of democratization, democratic transition, and consolidation; trends in authoritarian efforts to limit or prevent democratization; the theory and practice of institutional design in new democracies; case studies of successful and failed democratization.</td>
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<td>Examines the interaction between the economy and politics in a comparative context focusing on domestic issues and linkages, which in political science is called comparative political economy. Today most economies have a significant share organized along market capitalist lines, and these market capitalist economies are heavily shaped by the regime type whether democratic or non-democratic and variations within each sub-type, so comparative political economy is about capitalism and democracy or the lack thereof. Analysis takes a theoretical approach that emphasizes competing frameworks including liberalism, Marxism, and neo-mercantilism. Issues examined include welfare state politics, varieties of capitalism, market failure and the state, embedded capitalism, the role of business among others. Altogether examines the unique challenges facing less developed countries.</td>
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<td>Studies the contribution of international law to order, power, and justice in international politics. Explores historical origins and current problems in the field, with attention to classic debates over the sources, purposes, and interests associated with international law. Places formal aspects of law (centered on the United Nations and the International Court of Justice) within the wider context of global governance, including the influence of customary international law and the work of non-governmental organizations. Discussions and readings include critical perspectives on international law as a vehicle of power in a world of inequality.</td>
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<td>Focused study of the emerging field of transitional justice, from war crimes tribunals and truth commissions to official apologies and reparations. Examines key challenges, such as: how uncovering truth should be balanced with providing justice; whether strategies focused on individual rights and criminal responsibility can alleviate social and economic injustices; and whether conflicting identities should be forgotten or transcended. Incorporates discussion of theoretical frameworks for addressing distributonal conflicts, the politics of identity, and the politics of memory.</td>
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<td>Studies efforts by state and non-state actors to organize and institutionalize international politics. Considers classical explanations for why states cooperate to form international institutions, and how they wield authority in a world of sovereign states. Examines the rise of non-state actors, including international non-governmental organizations (INGOs), terrorist networks, and transnational religious organizations. Specific cases discussed, including: the United Nations; the European Union, ASEAN, and other regional organizations; and various INGOs.</td>
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<td>Studies human rights as a vehicle for moral and legal change in international politics. Considers various ways of thinking about what human rights are and how they work at the international level. With a focus on the United Nations system, the course assesses problems and debates concerning the implementation and enforcement of human rights. Addresses difficult questions such as: How well do treaties work in promoting human rights? How can human rights be enforced in the absence of higher authority? And what role do non-state actors play? Considers case studies in a variety of issue-areas, such as: the use of torture, war crimes, indigenous rights, women's rights, and the right to development.</td>
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There are few legal, normative, and political issues more important than the efforts and struggles surrounding rights. It could be argued that the emergence of democratic political systems rested much of their legitimacy upon the claim that they guaranteed certain fundamental rights for citizens. Course examines the multifaceted character of rights discourse and critically about the rights they take for granted as well as the rights yet to be granted, to themselves and/or others. Students think systems rested much of their legitimacy upon the claim that they guaranteed certain fundamental rights for citizens. Course examines the multifaceted character of rights discourse and struggles. The varied origins of rights narratives will be explored, as well as the controversies over the extension and effectiveness of rights to diverse populations. Students think critically about the rights they take for granted as well as the rights yet to be granted, to themselves and/or others.
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<td>Examines contemporary political and social theories that have been critical of historically hegemonic ideas and regimes. Begins with theories that assume a relationship between knowledge and power, and also between theory and practice. Includes expansive concepts of politics that go beyond government. Theories such as Marxism, psychoanalysis, structuralism and post-structuralism, deconstruction, feminism, anarchism, animal rights, critical race theory and postcolonial theory may be examined.</td>
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<td>Explores the intertwined character of power and resistance. In the process, gain both an understanding of forms of power and resistance in everyday life, and to use such an understanding to negotiate the power in our own lives. Also explores how power is not only prohibitive, but productive; and attempts to figure out what that means for our quests to live good lives and to experience freedom.</td>
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<td>Political theorists are concerned with concepts of political agency. How does political action occur? Who can be political? What are the terms of political discourse? During the past 10-15 years, a &quot;post-humanist&quot; discourse has emerged. This has come from two main sources. First, a whole of host of studies in psychology and biology have challenged the idea of human exceptionalism (i.e. the idea that humans are a unique animal). In study after study, things once thought to be unique to humans are found in animals (use of tools, communication of relatively complex ideas that some call language acquisition, emotions, laughter, lying, making war, etc.). This is not coming from animal rights, but from science itself. Second, technology and experiments with artificial intelligence, computers, social networking, sex-change surgery, artificial insemination, etc. have challenged us to find new ways to conceptualize thought and the body. These also challenge what it means to be human. Given that an assumption about the stability of the category &quot;human&quot; has been the principle anchor for all theories of politics up till now, these scientific discussions pose important problems for politics, and consequently, for political science.</td>
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<td>Examines the transnational origins, scope, and diffusion of racial ideas and materiality. Begins with a basic introduction to the concept of race, its origins and evolution in the global realm and its subsequent centrality to discourses of modernity, empire and capitalism. Explores race as a system of global power relations that has changed over time, manifests differently across space, and exists on multiple planes. Close attention is paid to the operation of racial politics along multiple geographic and temporal scales in order to discover how race can independently affect both domestic policy outcomes and international relations among nation-states.</td>
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<td>Race plays a central role in shaping American national identity, political institutions, and distribution of resources. Beginning with the perspective that race is central to the U.S. political order, this course pays special attention to American political, economic, and legal institutions as products and sources of racial formation. This course investigates how politics and policy continually reproduce racial inequality and difference in the U.S. context and additionally analyzes how movements for racial equality and democracy likewise shape American politics. We explore the politics of race across four topics in contemporary American politics: climatological and health crises, immigration policy, elections and voting, and policing. The course additionally emphasizes speaking and listening through student co-led roundtables designed to hone students' public speaking, presentation, and discussion-directing skills.</td>
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<td>Explores intersections of gender and sexuality with other primary forms of identity including but not limited to race, ethnicity, religiosity, class and culture. Queer theorizing explored both as a critical tool and as a resource for a more transformative alternative politics.</td>
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<td>For many political scientists and theorists, politics involves an ongoing conversation over the meaning and distribution of power in our lives. A major part of the discussions and debates are the various forms of entertainment that many times attempt to represent the world around us through film, music, and other media. Examines the diverse ways that politics, power, and film intersect and co-constitute one another. Investigates how race, sex, class, gender and other identity formations are represented in film, attempting to discern how images either perpetuate or resist dominant societal norms.</td>
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<td>Examines, analyzes, and theorizes race and racism from a critical and politicized perspective. This rich theoretical perspective points out that racism is still a pervasive part of contemporary societies, and seeks out effective ways to challenge racism's existence and impact on various groups and societies. Examines Critical Race Theory as a theoretical and political alternative for understanding and criticizing racism in contemporary settings. Critical Race Theory critiques perspectives that claim far-reaching progress has been made combating racism. Challenges students to think in new ways about contemporary manifestations of racism. Explores innovative ways to challenge the widespread prevalence of racism.</td>
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<td>Examines the emergence and prevalence of 'intersectionality' as a theoretical framework, political practice, and terrain of lived experience. Intersectionality signifies the simultaneity of identities and is commonly considered a robust approach to examining complicated, lived experiences. Intersectionality illuminates how multiple forms of disempowerment intersect and interact with one another, and captures the ways such intersections lead to deeper and more complex forms of subordination. Examines how a person who suffers from racism, poverty, and sexism has a much different lived experience than a person who may experience racist oppression, whose sex and class status are privileged according to societal norms and expectations.</td>
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<td>Engages Critical Race Theory and Critical White Studies in order to better understand how 'whiteness' perpetuates itself and racism as well. Critically examines the concept of whiteness, and what it has meant to the (white) public over time. To what extent is being white a biological, ideological, psychological, or political phenomenon? Introduces theories of whiteness as a legal construction, as a privileged status, and as a dynamic social identity. Aids understanding the political meaning of whiteness by examining the relationship of whiteness to American citizenship, immigrants' motivations to assimilate into whiteness, and by learning how politicians and governmental bodies have protected the interests of white Americans by inscribing white privilege into public policies. Investigates white American public opinion on political issues, their attitudes about people of color, as well as what they think about their own racial group and racial identity. Discusses the normative quality of white racial identity, and how colorblind ideology makes it difficult to see and understand whiteness as power and privilege. Examines the contexts in which whiteness is made visible, and how awareness of white racial identity can be cultivated.</td>
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<td>Surveys various ideological traditions that have inspired the political visions and agendas of Black Americans. Though white supremacy has negatively affected the lives of Black Americans for centuries, the response to racial oppression has been far from monolithic. In challenging white hegemony and racial oppression, Black thinkers have addressed the contradictions inherent in the joint projects of egalitarianism and racial hierarchy. Some of the greatest contributions to American political thought emerged from competing ideological frameworks, such as the debate over accommodation versus full and immediate racial integration, nonviolence versus self-defense, and socialism versus capitalist entrepreneurship, just to name a handful of contests. In envisioning an optimal racial environment, generations of activists have inserted their concerns over other related social arrangements such as sexism, classism and heterosexism, and have consequently pushed Black and non-Black Americans alike to imagine their ideal political conditions.</td>
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<td>Explores the histories and contemporary politics of the diverse and expanding Latino population. Focuses on people of Mexican, Puerto Rican and Cuban descent, but incorporates other groups where information is available. Covers how patterns of immigration and resources shape the foundation for Latinos' political incorporation and mobilization within the United States. Examines the political needs and goals of various Latino sub-groups by studying public opinion, voting patterns and non-electoral behavior, and will assess the extent to which these groups are able to achieve their visions. Reflects upon the unity and tension within this group. Examines whether Latinos have a set of political attitudes and behaviors that distinguish them from other racial groups.</td>
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<td>Vision and visibility are key organizing features of political inquiry, responsibility, governability, and contestation. Particularly in a contemporary setting inundated with technologies for seeing and rendering a wide variety of subjects and phenomena visible, power and visibility have become intrinsically interconnected. Studies the various manifestations of vision, visibility, and invisibility. Racialized politics of visibility especially emphasized, along with the multifaceted ways that visible identities more generally render some bodies and subjects more susceptible to political surveillance, social control, and discrimination.</td>
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<td>There are few issues in contemporary politics more important than human security. There are also few forms of oppression and discrimination more important than racism. Yet, envisioning and seeing the various ways that racism leads to vast and deep human insecurity have generally been neglected as political problems and inquiries. Addresses racism and racial violence as human security issues, encouraging students to search out creative ways to reduce the varied hostile environments that emerge from racist forces.</td>
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<td>Seeks to conceptualize, explore and explain the complex relationships between race and the creation, implementation and evaluation of public policy. First half offers overview of some dominant theories of public policy, including rational actor models, institutionalism, policy framing and agenda-setting, causal stories, and policy networks. Second, applies these theories in order to complete a more in-depth examination of policy areas that have either implicitly or explicitly institutionalized racial difference and/or disadvantage. Focus will be comparative; though substantial examples drawn from the United States and the industrialized world, also draws insights from developing contexts as necessary.</td>
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**COURSE DESC:**

Intercultural Transgressions
Explores multiple arenas of intercultural transgressions. Explores the complexities of intercultural transgressions by analyzing the role of politics, law, policy, literature, film, geopolitics and vernacular discourse in the construction of intercultural relationships, transnational contact zones and multiracial identities. Drawing from case studies in the United States, Canada, Great Britain, South Africa, Australia and Brazil, examines a wide variety of issues related to the construction of mixed-race as a social identity and mode of racial classification, and the potential for racial transgressions in areas of sex, love, friendship, media, dance, music and geography, paying particular attention to the complex relationships among race, gender, class, and sexuality.

American Political Thought
Origin and development of political ideas in the U.S. experience.

Postcolonial Politics
This course introduces students to the study of postcolonial politics. The course poses questions on how communities relate to one another across the global North and South, historically and in the present. Is the world best described as comprising independent sovereign states, transnational and global networks, or relations of power and hierarchy? How have religion, race, gender, and diaspora populations affected politics in postcolonial contexts? Whose experiences best exemplify what it means to be a global citizen in the twenty-first century? Readings include foundational texts and interdisciplinary approaches to postcolonial studies. Students complete the course with an understanding of the legacies of colonialism and the enduring political struggles of postcolonial societies.

Legal Theory and Social Problems
Examination of legal reasoning and normative values of judges, lawyers, and legal theorists, in shaping legal solutions to contemporary social problems.

Feminist Political Theories and Movements
Explores feminist work as both a vital critical perspective and a source of alternative and transformative visions. Examine mechanisms and manifestations of patriarchy as they play out across fields of struggle-cultural, social, economic, as well as traditional political spaces. The relationship between patriarchal forms of oppression and other practices of domination—race, sexuality, class, or ethnicity based critically analyzed. Normative visions generated from feminist perspectives explored as alternatives to patriarchal orderings.

Program Evaluation
Examines what factors affect the performance of public programs and organizations. Surveys the processes of policy formulation and implementation within the context of politics. Students expected to design evaluation methods and conduct statistical analysis of governmental interventions.

Political Science Fiction
Science fiction holds a mirror to the norms, rules and institutions that exist in the contemporary political world, engaging in fundamental comparisons about the way the world is, how it came to be, and what alternatives may exist for the political future. Examining and analyzing the prominent themes and issues in these fictional worlds sheds light on past, present, and future political phenomena of our real one. The course examines works of science fiction (both literature and film) side-by-side with political analyses of a variety of topics: state- and nation-building, war and peace-building, citizenship, race, gender, bio-ethics, revolution and rebellion, the military industrial complex, capitalism and democracy. For example, fiction works that may be used in the course include Foundations, Game of Thrones, the Hunger Games, World War Z, the Handmaid’s Tale, Battleship Galactica, Star Trek, etc. Science fiction literature and film are points of departure for a more substantive focus on these and other important issues in contemporary politics.

Introduction to Research Design
Principles and techniques of social science research.

The Politics of Sustainability
Political questions are interwoven throughout the discourse and practice of sustainability. Is there a difference between sustainability and sustainable development? Is environmental sustainability the paramount goal, or should natural capital be sacrificed to pursue economic prosperity and social equity? Analyzes the inherent ambiguities of the three dimensions of sustainability-environmental, economic and social sustainability-and the political challenges associated with achieving sustainability at the local, national and global scales.
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<td>Examines how collaborative dispute resolution approaches can be used to address complex public issues such as land use disputes, the management of natural resources, and the use of social services. Topics and skill building exercises include conflict assessment, consensus-based decision-making, interest-based negotiation, mediation, and the politics of public dispute resolution.</td>
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<td>COURSE DESC: Acquaints graduate students with the field of political science and is organized around issues in the philosophy of social science. Provides students with the tools to frame research questions within the field of political science and to go about answering them.</td>
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<td>COURSE DESC: This course examines advanced quantitative methods used in political science. Students will learn when and how to apply particular techniques to address important research questions in political science. The course will begin with an in-depth analysis of multiple regression, move on to consider extensions of the multiple regression model, and finally introduce maximum likelihood estimation.</td>
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<td>COURSE DESC: Introduces some of the latest theoretical innovations in theories of American political institutions (executive &amp; legislative). It explores how the make-up of executive and legislative institutions influences their behavior at the federal and state levels. Institutional actions that will be covered in the class include war-making, budgetary decision-making, and policy-making in the social and economic arenas. The impact of external actors--political parties, interest groups, the media--will also be investigated.</td>
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**Course Descriptions:**

- **Seminar in Comparative Politics**: This course examines some of the main theories, concepts, approaches, and themes in comparative politics.

- **Seminar in International Politics**: A graduate-level introduction to the study of international politics and international affairs. Considers various frameworks and approaches from international relations and adjacent disciplines in the humanities and other social sciences. Applies both traditional and critical approaches (addressing race, gender, and other aspects of inclusion and exclusion as important aspects of international politics) to topics such as: causes of war; international norms and institutions; economic and political integration; role of non-governmental organizations, terrorist networks, and other non-state actors; humanitarian interventions and human rights; and the impact of globalization. Emphasis on critical assessment of how competing frameworks shape the way we understand these challenges.

- **Seminar in Law and Politics**: An introduction to scholarly approaches to the study of law and courts.

- **Seminar in Political Theory**: This course introduces students to key concepts in normative, western political theory. The course will begin with the development of the idea of democracy in ancient Greece, and will cover significant works up through the present. Concepts discussed may include ideas such as the political, humanism, the role of religion in politics, democracy and representation, political legitimacy, authority, political obligation, citizenship, equality, freedom, identity, the public, the private, the market, tradition, modernity, revolution and social change. Students will be encouraged to think about how these ideas are enmeshed with regimes of power, and how they have shaped political debates both historically and in the present.

- **Special Topics in Political Science**: Specific course content will vary with offering.

- **POLS Master's Thesis**: Research, writing, and preparing a Master's thesis.

- **Sustainability Citizenship**: Sustainability challenges of the 21st century require us to meet the needs of the present while safeguarding Earth's life-support systems on which the welfare of current and future generations depends. These challenges call for the reinvention of citizenship. Conventional models of citizenship are inadequate for tackling the social, economic, and environmental dimensions of sustainability problems; do not match the realities of social-ecological systems; and provide little guidance for addressing equity within and between generations. In this multidisciplinary course, students will investigate changing citizenship norms; the core principles of sustainability citizenship; and the practice of sustainability citizenship in the private and public spheres from the local to the global levels.
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<td>COURSE DESC: Introduction to research methodology and descriptive and inferential statistics, emphasizing the development of practical reasoning skills necessary for the comprehension and critical evaluation of statistical information typically encountered in everyday life. No credit if already credit for PSY 2110 or QBA 2110 or QBA 210 or MATH 1500 or MATH 2500 or ISE 3040 or ISE 3200 or ET 2400 or ET 2450.</td>
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<td>COURSE DESC: PSY1110L is designed to complement materials learned in PSY1110 and support student success with student-centered, individualized attention in understanding basic statistical concepts and their applications. To meet the course objectives, you will attend the lab classes, complete in-class work and assignments based on course objectives. Co-requisite for students with a DV math placement and any student who wants additional support in PSY 1110.</td>
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<td>COURSE DESC: Workshops on specific topics in applied psychology, offered yearly. Students seeking academic credit must complete satisfactorily written project determined by instructor. Graded credit/no credit.</td>
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<td>COURSE DESC: Introduction to descriptive and inferential statistics with a focus on descriptive statistics and an introduction to null hypothesis testing. This course is part of a two-course sequence (PSY2111 and PSY2112) that is equivalent to PSY2110.</td>
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<td>COURSE DESC: Introduction to descriptive and inferential statistics with an emphasis on bivariate inferential statistics. This course is part of a two-course sequence (PSY2111 and PSY2112) that is equivalent to PSY2110.</td>
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<td>COURSE DESC: Training in scientific methods and techniques of modern experimental psychology with individual reports of experiments.</td>
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<td>COURSE DESC: Physiological mechanisms involved in perception, movement, motivation, learning, emotions, and mental disorders. Anatomy, physiology, and chemical activities of cells in the nervous and endocrine systems. Research approaches for studying interactions between physiology and behavior.</td>
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COURSE DESC: Tutorial experience on a wide range of topics.

ELIGIBLE GRADES: GEC4: A-F,

COURSE DESC: Specific course content will vary with offering.

ELIGIBLE GRADES: GEC3: A-F,

COURSE DESC: Development, organization, and assessment of personality, with evaluation of major theoretical perspectives and research on personality.

ELIGIBLE GRADES: GEC1: A-F REQUISITE: PSY101D or 1010 and WARNING: No credit for both this course and the following (always deduct credit for first course taken): EDEC 1600 or EDEL 2000

COURSE DESC: Basic principles of human development from the prenatal period through adolescence. Theory and literature on physical, cognitive, and socioemotional development. No credit awarded if HCCF 1600 or EDEL 2000 has been taken.

COURSE DESC: Theory and research on the ways that people think about, influence, and relate to one another. Specific topics include attitudes and behavior, social perception and cognition, conformity, persuasion, group influence, aggression, attraction, and helping behavior.

COURSE DESC: This lecture- and discussion-based course introduces undergraduate students to the ways in which psychology can be used to further the study of peace between individuals, groups, and societies. The course is divided into five sections: (1) What psychology can contribute to the study of peace; (2) The psychology of peace at the individual/dispositional level; (3) The psychology of peace at the interpersonal/relational level; (4) The psychology of peace at the intergroup/collective level; and (5) Achieving peace and building cooperation in society.

Students gain a greater appreciation of both psychological theories related to peace and application of these theories to real-world issues (e.g., how peace can actually be achieved).

COURSE DESC: Applications of psychological theories and models to educational settings (emphasis on schools). Major topics include goals of education; cognitive, social, and affective development in children; cognitive and behavioral models of learning; motivation; individual differences; effects of social class, ethnicity, gender, and cultural deprivation on learning and development; tests and evaluation. Emphasis is on the role of teachers and parents as facilitators of learning and development. No credit awarded if EDCI 2700 OR EDTE 2000 has been taken.

COURSE DESC: Theoretical and experimental investigations of learning in human beings: concept learning, problem solving, memory, motor skills, and language.

COURSE DESC: Students gain a greater appreciation of both psychological theories related to peace and application of these theories to real-world issues (e.g., how peace can actually be achieved).

COURSE DESC: Development, presentation, and assessment of psychological disorders, with evaluation of major etiological theories and research findings.
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<th>Repeat</th>
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Office of the University Registrar
June 1, 2023
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<td>This course presents the human factors and psychological dynamics of sports performance as it relates to individual and team sports. Students learn methods and techniques for developing psychological skills to enhance both individual and team performance. The course focuses on learning strategies to increase the ability to influence others' behavior such as leadership, motivation, flow, group cohesion, team dynamics, imagery, and goal setting. The course also addresses critical issues that can impact not only sport performance but also personal well being such as anxiety, eating disorders, aggression, and addiction.</td>
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<td>Independent fieldwork as volunteer or employee in work directly related to psychology. Arrangements for course credit must be approved by psychology faculty member before fieldwork begins. Contact assistant chair for undergrad affairs or other faculty member to complete necessary forms.</td>
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<td>The teaching practicum will provide students with the opportunity to work directly with a faculty member on the development and teaching of a selected psychology course. Students may serve as peer mentors to students in the class.</td>
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<td>Comparative, historical review of major conceptual orientations in psychology within last century. Includes analysis of important philosophy of science issues bearing on psychology, such as nature of theory, observation, explanation, and some specialized topics especially pertinent to psychology.</td>
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<td>This course uses case studies of patients with neurological and neuropsychiatric disorders as starting points for exploring clinical, ethical therapeutic, and societal issues related to neuropsychological dysfunction. The course builds upon fundamental knowledge of clinical psychology, cognitive/social psychology, and physiological psychology/neuroanatomy. Students will achieve a deeper understanding of the human condition through study of the psychological and ethical implications of applied human brain research.</td>
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<td>Choices and Happiness synthesizes research from different areas of psychology and related fields (e.g., marketing, economics, nutrition) addressing our quest for happiness within an imperfect cognitive decision making system. The course elucidates judgment biases and errors that prevent us from making better life decisions, from poor food choices to the perils of oversharing social media. Choices and Happiness is a deep exploration into the science of self-control, goal attainment, and maintenance.</td>
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<td>Students explore problems of problematic decision making such as planning fallacies, procrastination, and multi-tasking. Research in the psychology of judgment touches upon judgment fallacies that contribute to unhealthy life patterns in many areas, such as erroneous beliefs about the costs of eating nutritious foods. The class uses a decision architecture approach to address the development of systems that enhance well being in different life domains.</td>
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<td>Prenatal and perinatal influences on development, including the effects of genetic errors, drugs, nutrition, diseases, maternal behaviors, prematurity, and birthing techniques.</td>
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<td>Patterns of use and abuse of psychoactive agents, behavioral and physiological effects of drugs; etiological factors in drug abuse; treatment of drug abuse; use of drugs in the treatment of psychological disorders. Discussion of research on comparative effectiveness and integration of pharmacological and psychological interventions in the treatment of psychological disorders.</td>
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**Course Descriptions**

- **Human Stress**: Stress is an inevitable part of human life, and how we think about and respond to stressors can dramatically influence our health and well-being. Human stress is an interdisciplinary topic, and is best understood from multiple perspectives, including social psychological, cognitive, developmental, physiological, environmental, sociological, and medical. As such, this course draws from material in complementary courses in psychology and related fields to synthesize and integrate ideas and information relating to human stress.

- **Evolutionary Psychology**: Capstone course providing an evolutionary perspective on the major subfields of psychology. Topics include the theory and methods of evolutionary psychology, evolved structures of the mind, and evolutionary perspectives on cognition, language, consciousness, emotions, motivation, and social behavior.

- **Psychology Honors Seminar**: Seminar on specific topics. See Schedule of Classes each semester.

- **Psychology Tutorial**: Special tutorial offered to students in Honors Tutorial program.

- **Honors Work in Psychology**: Special tutorial offered to students in the Honors Tutorial program.

- **Statistics for the Behavioral Sciences**: Introduction to descriptive and inferential statistics with emphasis on inferential statistics. No credit for both 2110 and any of the following: MATH 2500, QBA 2010, COMS 3520, ISE 3200, ET 2450.

- **Advanced Statistics for the Behavioral Sciences**: Continuation of 2110. Statistical techniques through multifactor analysis of variance and multiple regression analyses. Integration of experimental design with statistical analyses. Does not apply to Arts and Sciences social sciences or natural sciences requirement.

- **Research Methods in Psychology**: Training in scientific methods and techniques of modern experimental psychology with individual reports of experiments.
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<tr>
<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>6750</td>
<td>Issues in Professional Psychology</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
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<td>ELIGIBLE GRADES: Graduate student in psychology</td>
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<td>COURSE DESC: Examines ethical, professional, and training issues associated with the field of clinical psychology.</td>
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<tr>
<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>6760</td>
<td>Diversity Issues in Research and Clinical Practice</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>N</td>
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<td>ELIGIBLE GRADES: PSY 6710 and 6730 and 6740</td>
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<td>COURSE DESC: Examination of the sociocultural context of human behavior and, in particular, issues of diversity in research and clinical practice. Methodological and epistemological issues in the study of culture in psychology; influence of culture on psychiatric diagnosis and the prevalence of mental disorders; effect of culture on the therapeutic relationship.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>6900</td>
<td>Special Topics in Psychology</td>
<td>Lecture</td>
<td>1 to 15</td>
<td>999</td>
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<td>G50</td>
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<td>Specific course content will vary with offering.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>6930</td>
<td>Readings in Psychology</td>
<td>Ind Study</td>
<td>1 to 4</td>
<td>15</td>
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<td>G50</td>
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<td>To broaden training of master's or doctoral students in areas in which they need further work that cannot be obtained through specific courses.</td>
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<td>6950</td>
<td>Thesis</td>
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<td>GEC5: CR, PR, F REQUISITE:</td>
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<td>Develop and complete a thesis.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>6970</td>
<td>Preparing Psychology Papers</td>
<td>Laboratory</td>
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<td>Preparation of professional papers in psychology: application of technical style principles to experimental papers and psychological reports. Tasks include writing and rewriting psychological information aimed at an informed reader and reviewing psychological writings that illustrate both correct and incorrect psychological style.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>6980</td>
<td>Research Seminar</td>
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<td>Presentations by faculty, graduate students, and visiting lecturers. Students who are enrolled are required to attend seminars and to give one research presentation each academic year during the seminar.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>7010</td>
<td>History and Systems of Psychology</td>
<td>Lecture</td>
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<td>Historical review of major systematic position in psychology since the 18th century. Philosophy of science for psychology, including issues in theory construction and evaluation, consciousness, and reductionism.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>7110</td>
<td>Multivariate Statistics</td>
<td>Lecture</td>
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<td>Introduction to multivariate statistics. Topics covered are matrix algebra, multiple regression, canonical correlation, discriminant analysis and classification, and factor analysis. Variety of commercial computer programs used.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>7120</td>
<td>Advanced Testing Principles</td>
<td>Lecture</td>
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<td>The purpose of the course is to provide the knowledge and skills in understanding, selecting, scoring, and interpreting individual and group administered psychological and educational tests. An expansion and review of statistical constructs and test construction principles will be in order to critique the appropriateness of available psychological and academic achievement tests.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>7130</td>
<td>Advanced Regression Analysis</td>
<td>Lecture</td>
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<td>The first half of this course is an introduction to generalized linear regression models, including logistic regression, multinomial logistic regression, ordinal logistic regression, and Poisson regression models; the second half of this course is an introduction to multilevel linear models. Topics include the principles and procedures involved in the estimation and testing of parameters, the use of diagnostic procedures, the representation of categorical predictors, and the exploration of higher-order effects, including interactions.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>7150</td>
<td>Structural Equation Modeling</td>
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<td>Modeling causality using linear models as in confirmatory factor analysis and structural equation modeling.</td>
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<td>A&amp;S</td>
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<td>7170</td>
<td>Health Statistics</td>
<td>Lecture</td>
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<td>This course provides an introduction to specialized statistical techniques that have been developed for the analysis of health-related data. Major topics include the evaluation of diagnostic tests, the measurement and modeling of health states or events, and the analysis of survival time data.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>7210</td>
<td>Neuropsychology</td>
<td>Lecture</td>
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<td>COURSE DESC: Didactic training in structure of the central nervous system; overview of research on major neuropsychological disorders; introduction to neuropsychological assessment and diagnosis. Clinical case material is presented to illustrate brain behavior relationships.</td>
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<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>7240</td>
<td>Psychoneuroimmunology</td>
<td>Lecture</td>
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<td>COURSE DESC: Provides a broad survey of psychosocial research in the psychoneuroimmunology (PNI) literature. PNI is the study of the interactions among behavior, psychosocial factors, and the nervous, endocrine and immune systems.</td>
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<td>A&amp;S</td>
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<td>7250</td>
<td>Health Psychology</td>
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<td>COURSE DESC: Overview of theory and research in health psychology, with a focus on the interactive relationship between biological, developmental, psychological, and sociocultural contributors to health promotion, disease prevention, and disease management (e.g., cardiovascular, pain, respiratory, and immune disorders). The course will also provide an introduction to applications and effectiveness of selected psychological interventions to promote health and treat illness.</td>
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<td>7270</td>
<td>Psychopharmacology and Psychotherapy</td>
<td>Lecture</td>
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<td>GEC2: A-F, REQUISITE: PSY 6710 and 7210 and 7920 PR</td>
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<td>COURSE DESC: Nature and clinical use of major types of psychotropic medications, with emphasis on antidepressants, mood stabilizers, antipsychotics, antianxiety and hypnotic agents, psychostimulants, and related drugs. Biological models of mental disorders, mechanisms of drug action, evidence for drug effectiveness and clinical use of psychotropic medications. Use of psychotropic medications in the context of psychological treatments.</td>
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<tr>
<td>A&amp;S</td>
<td>PSY</td>
<td>PSY</td>
<td>7280</td>
<td>Pediatric Psychology</td>
<td>Lecture</td>
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<td>GEC3: A-F, REQUISITE: PSY 7250 and 7750 CR</td>
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<td>COURSE DESC: Theory and research on the relationship between the psychological and physical well-being of children and adolescents; behavioral and emotional concomitants of disease and illness as they affect children/adolescents and their families, applications and effectiveness of psychological interventions for health related problems in children and adolescents.</td>
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<td>A&amp;S</td>
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<td>PSY</td>
<td>7280</td>
<td>Pediatric Psychology</td>
<td>Practicum</td>
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<td>COURSE DESC: Theory and research on the relationship between the psychological and physical well-being of children and adolescents; behavioral and emotional concomitants of disease and illness as they affect children/adolescents and their families, applications and effectiveness of psychological interventions for health related problems in children and adolescents.</td>
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<td>COURSE DESC: Experimental and theoretical approaches to the problem of sensing, perceiving, and interpreting sensory information. Psychophysical models and laws, receptor function and physiology, discrimination, adaptation, attention, perceptual learning, and psychophysical methods of research and assessment. Theories of the human perceptual system with an emphasis on vision.</td>
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<td>COURSE DESC: How people produce, understand, and acquire language within framework of major psychological and linguistic theories of language. Emphasis on user of language rather than on language.</td>
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<td>COURSE DESC: This course is an introduction to the psychology of judgment and decision making research. As such, it is a survey course designed to expose students to a wide array of topics that deal with the psychological factors affecting judgments and choices. These factors include (but are not limited to) cognitions, emotions, and informational characteristics of the environment. The course also presents an introduction to decision analysis.</td>
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<td>COURSE DESC: Lectures and readings covering theoretical works in field of learning.</td>
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<td>COURSE DESC:</td>
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<td>An in depth discussion on the nature of concepts, concept learning, and categorization behavior in humans and non-human animals. The prominent paradigms on the nature of concepts (e.g., concepts as rules, exemplars, prototypes, boundaries, and structures) will be discussed in detail in light of key empirical findings in the human and non-human animal categorization literature. The major competing models, such as the context model, GCM, ALOCE, MPM, OIM, and MINC will be compared and contrasted in the context of other cognitive facilities such as attention, similarity assessment, discrimination, perception, and memory.</td>
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<td>COURSE DESC:</td>
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<td>Formal modeling is an essential research tool in cognitive psychology and cognitive science. In this seminar we shall discuss and critically evaluate a wide variety of key formal models and modeling approaches to cognition (e.g., algebraic, geometric, analytic, qualitative, statistical, probabilistic, computational, connectionist, dynamical, structural, and process). We shall do this with three goals in mind: 1) to become aware of the wide range of modeling techniques at our disposal, 2) to achieve a basic understanding of these techniques and the modeling process in general, and 3) to get us to start thinking strategically and analytically about how to construct an effective formal model (i.e., one that predicts and explains our empirical results). Discussions will assume no previous modeling background.</td>
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<td>COURSE DESC:</td>
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<td>The main goal of this course is for graduate students to gain expert knowledge about the psychology of social psychology, including social cognition, social relationships, and social behavior. This will be accomplished via lecture, and through reading classic and contemporary works in this area. One manifestation of students' mastering the material is their ability to take over the class for an hour and lead a class discussion on a selected topic. A final paper is required to demonstrate their mastery of the material; this involves either a critical review of one of the topics covered in the course or a research proposal on the topic. Upon completion of the course, students should be in a position to design research related to the psychology of social psychology and should also be able to teach this material to undergraduates.</td>
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<td>COURSE DESC:</td>
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<td>Examine major theoretical and research trends in social cognition, the dominant perspective in social psychology. Readings will focus on attribution theory, person perception, stereotyping and prejudice, attitudes, automaticity and control, and the relationship between affect and cognition.</td>
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<td>COURSE DESC:</td>
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<td>The main goal of this course is for graduate students to gain expert knowledge about the psychology of the self, including how the self is constructed, maintained and regulated. This will be accomplished via lecture, and through reading classic and contemporary works in this area. One manifestation of students' mastering the material is their ability to take over the class for an hour and lead a class discussion on a selected topic. A final paper is required to demonstrate their mastery of the material; this involves either a critical review of one of the topics covered in the course or a research proposal on the topic. Upon completion of the course, students should be in a position to design research related to the psychology of the self and should also be able to teach this material to undergraduates.</td>
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<td>COURSE DESC:</td>
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<td>Survey of traditional and current theories of motivation. Focus on older learning theories from the classical, operant and observational learning perspectives, and update these with more current thinking on cognitive processes. Integrate older findings with current research on goals. Discuss practical ways to integrate motivation in specific areas.</td>
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<td>COURSE DESC:</td>
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<td>Individuals are complex systems behaving within complex organizational systems. This course will explore in depth the motivational, affective, and cognitive subsystems of humans, and how they are affected by and affect leaders, groups, and organizations. Attention will be paid to understanding the operation of the systems and the consequences of applications and interventions on these systems. The boundaries of the field's knowledge of these issues are explored and students are expected to describe how they could add to the field's knowledge store either empirically, theoretically, or both.</td>
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<td>COURSE DESC:</td>
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<td>Study of organizational theory: classical and contemporary perspectives on the process and structure of organizations.</td>
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**Course Descriptions:**
- **Employee Turnover and Retention:** Introduces doctoral students to the research literature on organizational withdrawal, notably turnover. As distinguished motivational scholars (Katz & Kahn, 1978) long noted, organizations must not only motivate their members to perform their work roles effectively but also induce them to remain in these work roles. Indeed, employees who quit obviously cannot be productive or contribute effectively to their organization's mission.
- **Performance Appraisal and Management:**
- **Select and Placement:**
- **Training & Development:**
- **Adult Assessment:**
- **Child and Adolescent Assessment:**
- **Adult Psychotherapy:**
- **Child and Adolescent Therapy:**
- **Interventions in Health Psychology:**
- **Fieldwork in Psychology:**
- **Practicum in Industrial and Organizational Psychology:** Supervised field experience in organizational settings.
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COURSE DESC:
Clinical Practicum: Practicum experience for graduate students in clinical psychology. Psychological services provided under supervision in a clinical setting.

Advanced Clinical Practicum: Advanced practicum experience for doctoral students in clinical psychology. Psychological services provided under supervision in a clinical setting.

Practicum in Teaching of Psychology: Mentored teaching experience for graduate student instructors in the Department of Psychology.

Readings in Psychology: To broaden training of master's or doctoral students in areas in which they need further work, which cannot be obtained through specific courses.

Research in Psychology: Student assist in the planning, designing, data collection, interpretation, and writing of research projects.

Seminar in Teaching of Psychology: Issues in and approaches to teaching in the field of psychology. Includes such topics as characteristics of good classes and teachers, syllabus preparation, lecture and discussion techniques, exam preparation, and grading. Includes experiences with feedback.

Advanced Seminar in Psychology: Specific course content will vary with offering.


Advanced Seminar in Psychology: Physiological: Seminar contents varies.

Advanced Seminar in Psychology: Cognitive: Seminar contents varies.

Advanced Seminar in Psychology: Developmental: Seminar contents varies.

Advanced Seminar in Psychology: Social: Seminar contents varies.

Advanced Seminar in Psychology: Industrial/Organizational: Seminar contents varies.

Office of the University Registrar
June 1, 2023
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<td>COURSE DESC:</td>
<td>This course examines religion from an anthropological perspective through attention to healing systems, divinity, spirituality, the sacred, religious movements, religious leadership, ritual, magic, witchcraft, ancestor veneration and pilgrimage. The course considers the place of religion in everyday life, the study of religion in social science theory, moral and ethical reasoning, symbolism, ideology, idealism, materialism, individual and collective empowerment, and articulations between religion and other aspects of culture. The course considers a variety of religious systems around the world.</td>
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<td>An in depth look at societies before the emergence of agriculture. Exploration of life before food production through the comparison of archaeological data and modern foraging analogs. Considers the ecological, biological and cultural impacts of foraging systems through the archaeological record.</td>
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<td>This course explores the origins of plant and animal domestication cross-culturally, focusing on the similarities and differences between different cultures as they adopted food production as a subsistence strategy. The course also considers the effects of farming on human health, human social organization, and global ecology and environment.</td>
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<td>COURSE DESC:</td>
<td>ArcGIS and other GIS programs have become common tools in anthropology. This course introduces students to basic mapping skills used by archaeologists and anthropologists, familiarizes students with current mapping software, provides practical applications of ArcGIS for use in anthropology, and teaches students to effectively relay information through maps and sharable databases. The course focuses on archaeology while providing examples from biological, cultural, and linguistic anthropology to help students better understand GIS applications across their discipline.</td>
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<td>COURSE DESC:</td>
<td>Survey of past and/or present cultural diversity present in North, South, or MesoAmerica or the Caribbean, with emphasis on application of the anthropological method and theory to understanding of particular sociocultural systems. Emphasis varies by instructor.</td>
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<td>Reconstruction, analysis, and interpretation of the process of cultural evolution as expressed by the ancient societies of South America.</td>
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<td>Reconstruction, analysis, and interpretation of the process of cultural evolution in pre-Hispanic Mexico and Central America.</td>
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<td>Includes topics from the following areas of anthropological concern: nature of scientific inquiry, ethnology, linguistics, archaeology, biological anthropology,</td>
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<td>Impacts of cultures upon one another; immediate and subsequent cultural adaptations; theory of change.</td>
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<td>Description and analysis of peasant societies; application of anthropological theory to an analysis of peasant social, political and economic organization; analysis of the role of the state and global processes in shaping peasant production, distribution, and consumption patterns.</td>
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Office of the University Registrar
June 1, 2023
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<td>Ethnographic Methods</td>
<td>Survey of methods and practical experience in the collection and analysis of data in cultural anthropology. Includes considerations of ethics in fieldwork and the institutional review of research proposals. Fulfills subfield requirement in cultural anthropology.</td>
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<td>Peoples, Plagues and Pestilence: The Anthropology of Infectious Disease</td>
<td>This course focuses on utilizing anthropological concepts such as the bio-cultural perspective to understand infectious disease, how cultures have responded to such challenges, and what the future might hold.</td>
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<td>Human Rights, Law and Justice</td>
<td>Applies anthropological perspectives to issues relating to human rights, law, and justice with special attention to themes of peacekeeping and peace building, democracy and the rule of law, and the politics of truth, justice, and reconciliation in conflict and post-conflict countries. Examines particular cases from Latin America, South Asia, Africa, and Southeast Asia to consider some of the questions facing countries that are emerging from periods of significant human rights violations, including how to attribute responsibility and guilt, how to deal with perpetrators, and how to provide proper redress to victims.</td>
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<td>History of Anthropological Thought</td>
<td>This course explores the ideas, actors, and institutions that have shaped the history of anthropological thought. The course considers how power-laden encounters between western and non-western societies framed the conceptions of human culture, society, economy, religion, politics, law, and personhood that continue to shape the horizons of anthropological thought today. Through examination of the historical development of the discipline, the course addresses the complexities of anthropology's analytical tools in the present.</td>
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<td>Human Evolution</td>
<td>This course explores issues surrounding the evolution of humans, human ancestors, and their close relatives, focusing on how selective pressures have shaped the evolution of hominins.</td>
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<td>Zooarchaeology</td>
<td>In this course we explore identification, analysis, and interpretation of animal bones from archaeological and paleontological contexts. Instruction focuses on the skeletal anatomy of extant species as comparative specimens for fauna from older time periods (Holocene-Miocene).</td>
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<td>Lithic Analysis: Stone Tools and Human Behavior</td>
<td>This course focuses on the study of stone tools in archaeology. We conduct laboratory analyses of artifacts, where students learn to describe stone tools and the debris of making stone tools. We also read foundational works in archaeology and anthropology, which relate to the use, manufacture, and interpretation of stone tools. This literature provides a theoretical foundation to allow students to better interpret prehistoric behavior and technology.</td>
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<td>The anthropology internship option allows students to gain professional experience in anthropology by working intensively on a particular project under the supervision of the sponsoring agency or organization. Anthropology internships may focus on any of the three fields represented by departmental faculty: archaeology, biological anthropology, and cultural anthropology. The internship experience varies according to the interests of students and the needs of the sponsoring organization.</td>
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Office of the University Registrar
June 1, 2023
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<td>Non-Western medical systems and theories of health and disease causation; social basis for diagnosis and cure; curing rituals; symbolism of health and illness. Ecological factors in health and nonhealth; systemic connections between health concepts, culture, and environmental situations.</td>
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<td>Survey of methods and practical experience in the collection and analysis of data in cultural anthropology. Includes considerations of ethics in fieldwork and the institutional review of research proposals. Fulfills subfield requirement in cultural anthropology.</td>
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<td>This course combines writing instruction with a focus on using the tools of social science to promote active citizenship and bring about systemic change on issues of vital social concern. Social justice topics considered range from access to education and healthcare; environmental degradation; poverty and economic power; discrimination based on race, gender, and sexuality; reforming and reimaging criminal justice; immigrant and refugee rights; ableism and disability justice; corporate globalization; settler colonialism; warfare, militarism, and conflict transformation; and community empowerment and transformative organizing, among others. Through a focus on written communication, the course trains students in effective writing for social transformation, with special attention to the emancipatory potential of social science.</td>
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<td>Survey of various aspects of religion in their cultural setting with emphasis on the use of anthropological theories for an objective understanding of religion.</td>
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<td>This course focuses on utilizing anthropological concepts such as the bio-cultural perspective to understand infectious disease, how cultures have responded to such challenges, and what the future might hold.</td>
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<td>This course focuses on the comparative study of law, legal institutions, and other modes of dispute processing and regulation, in both contemporary and historical societies. We read foundational works in legal anthropology, examine ethnographic studies of legal structures in non-Western cultures, and apply anthropological theories to facets of the U.S. legal system. Through the course, we explore legal pluralism, law and colonialism, law and culture, and law and everyday life. We also consider ethnographies of human rights, law, and justice in conflict and post-conflict settings.</td>
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<td>Analysis and interpretation of the cultural evolution of indigenous North American Indian cultures. Emphasis placed on those cultures from Ohio and the Midwest.</td>
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<td>Applies anthropological perspectives to issues relating to human rights, law, and justice with special attention to themes of peacekeeping and peace building, democracy and the rule of law, and the politics of truth, justice, and reconciliation in conflict and post-conflict countries. Examines particular cases from Latin America, South Asia, Africa, and Southeast Asia to consider some of the questions facing countries that are emerging from periods of significant human rights violations, including how to attribute responsibility and guilt, how to deal with perpetrators, and how to provide proper redress to victims.</td>
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**Course Descriptions:**

**GIS in Anthropology:**
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- General Education N
- Permutation G40
- Subsidy Level 0

**Cultures of the Americas:**
- Lecture 4
- Repeat 0
- General Education N
- Permutation G40
- Subsidy Level 0

**South American Prehistory:**
- Lecture 4
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- General Education N
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**History of Anthropological Thought:**
- Seminar 4
- Repeat 0
- General Education N
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**Human Evolution:**
- Lecture 4
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**Zoarchaeology:**
- Laboratory 4
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- General Education N
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**Lithic Analysis: Stone Tools and Human Behavior:**
- Seminar 4
- Repeat 0
- General Education N
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- Subsidy Level 0

**Culture Contact and Change:**
- Lecture 4
- Repeat 0
- General Education N
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*Note: The course descriptions include impacts of cultures upon one another; immediate and subsequent cultural adaptations; theory of change.*
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Office of the University Registrar
June 1, 2023
Page 323 of 1005
### Master Curriculum File

#### Course Listing

**SORTED BY College, Department/School, Prefix**

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**Course Descriptions**:

- **Collective Behavior**: Examines the emergence and significance of collective behavior in its many forms. Topics may include but are not limited to behavior in crowds; behavior in panics, disasters, fads and fashions, protests, and riots; rumor and communication processes; and the impact of collective behavior on society.

- **Introduction to the Family**: This course examines the family system in the United States and across cultures, including the ways family structures both reinforce and challenge gender roles. Sociological and gender-based theories of the family are explored as well as the complex relationships among marriage, parenting, work, and family. Students use critical thinking and ethical reasoning to investigate these relationships and consider issues of family policy. Varieties of family experience are considered, with special attention given to issues concerning competing definitions of the family.

- **Social Inequalities and Social Change**: This course is a comprehensive survey of the sources, meaning, and consequences of social inequality in its multiple forms including age, class, gender, poverty/wealth, race/ethnicity, sexuality, and spatial dimensions. The course connects these forms to social change processes that can be both a source of and solution to inequality. Whether it is collective action, culture, development, the environment, globalization, population, social institutions, or social structure, social change has many sources, providing an arena for social inequality to play out and intersect in its various forms. In its breadth the course promotes critical analysis of the dynamics and presence of social inequality and social change in the larger society and everyday lives of students. Using a social injustice framework and an informed sociological imagination, the course is intended to prepare students for additional study in more focused and advanced topics in inequality.

- **Sociology of Health and Health Care**: This course uses a sociological perspective to explore issues of health, illness, and health care among diverse populations in contexts of social inequality. It explores social and cultural patterns of health and illness, the influence of the social environment on health behavior, social inequality and health status, medical education, the social organization of health care delivery in the United States, comparative health care delivery systems, complementary and alternative medicine, emerging social issues raised by new medical technologies, and health care policy. Students use critical thinking and ethical reasoning to evaluate and address inequalities in the practice of United States health care, including disparities in health care delivery, power dynamics in the physician-patient relationship, the ethical obligations of physicians, and discrimination in health care practice based on class, gender, race, and sexualities.

- **Sociology of Sport**: A sociological examination of sport in the United States and its social organization as a major American institution. The course will examine the nature of sport, its social functions, and attempt to situate it in the wider contemporary and historical context of our society. Focus on topics such as: sport and socialization, violence/deviance in sport, sport and academic institutions, gender and race in sport, and the business of sport.

- **Global Social Change**: What is driving global social change? How does social transformation occur? This course uses the tools of sociology to explore the complex ways that contemporary politics, economics, culture, technology, and new media are transforming our increasingly interconnected world. We begin by exploring how theories and research from sociology and related fields can help us make sense of these important global changes. We then turn to explore the dynamics of social change from different perspectives, including politically-driven change, economically-driven change, culturally-driven change, technology-driven change, and change driven by popular global protest and social movements. Along the way, we will consider a wide range of social issues and urgent social problems, including the effects of neoliberalism, the politicization of COVID-19 and other epidemics, the interplay between religion and law, how social media is transforming civic engagement, and movements for gender recognition and equality. Our course concludes by considering new forms of social movements that call for innovative solutions to the challenges of our changing global world.

- **Breaking the Law**: This interdisciplinary course explores central questions about law, crime, justice, social change, human rights, globalization, and technology in the new global era. The dominant global forces that have defined and contested in the 21st century have massively transformed law and legal frameworks, at both local and global levels. How is law's role in relation to patterns of discrimination and marginalization that produce social suffering and vulnerability? In relation to global human rights regimes and international justice mechanisms? In relation to inequalities in access to health care and other basic human goods? How are our understandings of our own bodies, lives, and futures shaped by law?

- **Applied Statistics in Sociology and Anthropology**: This course is an introduction to the quantitative statistical analysis in sociological and anthropological research and its substantive importance. Students learn how to apply and interpret statistical methods appropriate for answering research questions using archaeological, census, criminological, historical, paleontological, survey, and other secondary data in the social sciences. Through a series of hands-on projects, students apply statistical tests and methods of analysis to real-world problems using statistical tools and datasets commonly used by sociologists, criminologists, and anthropologists. Students learn how to communicate statistical analysis and results in likely professional situations.
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<td>This course examines the structures and decision processes of agencies that deal with crime and people involved in the United States criminal justice system, including criminal justice personnel, people apprehended and convicted of crimes, and victims of crimes. An emphasis is placed on how criminal justice practice is based on politically derived public policies and the use of discretion by criminal justice personnel. Students use critical thinking and ethical reasoning to analyze the practice of these agencies. Topics include but are not limited to criminal law, policing, court systems, sentencing, and corrections.</td>
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<td>Examines theory and research concerning the social processes through which behaviors and statuses come to be defined as deviant, individuals become identified as deviants, and social control practices are directed toward perceived deviants. Also investigates how individuals and groups manage deviant labels, embrace deviant identities, and use deviant behavior to challenge social norms and produce social change. Case studies of specific forms of deviant behavior, including criminality, substance abuse, and mental illness, will be explored.</td>
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<td>This course explores the gendered nature of crime and criminal justice in the United States from a sociological perspective. Students investigate gendered pathways into criminal offending; gendered patterns and behaviors of offending and ceasing offending; gendered patterns and behaviors of victimization; gendered organization, behaviors, and experiences of policing, prosecution, punishment, and incarceration; and gendered work, behaviors, and representation within justice professions. The course employs sociological theories and methodologies that emphasize the social construction of gender, social structure and social inequality, and the intersections between gender, sexuality, race, class, and age.</td>
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<td>Honors tutorial on topics in Sociology for first year students. Topics vary.</td>
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<td>This course offers an introduction to sociological theory. Students will examine the historical roots of sociological theory and understand major theoretical paradigms with an emphasis on social and intellectual contexts, conceptual frameworks and methods, and contributions to contemporary social analysis.</td>
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<td>Appalachian, a region examined by sociologists for more than 100 years, continues to be a subject of study for academics seeking to demystify the region and foster positive change for its people and the land. The politics of the region, the persistence of poverty, and the development and sustainability of the economy, environment, and society are main themes in Appalachian studies that the course explores from a sociological perspective. Additional topics relevant to the sociology of Appalachia may include but are not limited to social movements and social media, transitional economies, and the dynamics of Appalachian culture and identity.</td>
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**COURSE DESC:**

- **Sociology of Appalachia**: Examines the social and cultural determinations and consequences of changes in fertility, mortality, and migration. Current and historical national and international population policies and programs are also examined, incorporating sources of demographic data used in population analysis.
- **Social Identities**: Identity is a very complex concept that has personal, social, political, and cultural dimensions. This course explores the social construction of identity at each of these levels of interaction.
- **Sociology of Education**: School as social institution in relation to community and development of child; comparative systems of education; issues of access and inequality in delivery of educational services.
- **Race and Ethnic Relations**: Students explore race and ethnic relations from a sociological perspective. Topics considered include the development of ideas of race and ethnicity, sociological theories and scholarship that explain the social location of various racial and ethnic groups, how race and ethnicity intersect with other statuses, stratification and patterns of racial inequality and privilege, the experiences of different ethnic groups in U.S. society, the causes and consequences of prejudice and discrimination, media representations of race and ethnicity, and past and current social movements seeking to address racial and ethnic inequality.
- **Sociology of Poverty**: Critically examines how poverty is defined and measured, the competing theoretical perspectives and debates on poverty, the numerous forms of poverty and its consequences, the cultural frameworks through which poverty is lived and experienced, and strategies and policy solutions for fighting poverty.
- **Class and Inequality**: This course explores the causes and consequences of inequalities in power, privilege, and opportunities, which characterize the class structure of most societies. Students investigate how social forces shape where people are positioned in society and what resources they have access to.
- **Access to Justice**: This course examines how structural inequalities lead to regional, national, and global justice gaps. The course investigates needs and problems confronted by communities; disparities in access to information and legal resources; how groups perceive and employ the justice system; representation and inclusion within the legal profession; and the attainment of substantially just outcomes. The course then explores strategies to address these concerns, including approaches traditionally employed by the legal profession and innovative legal, social, technological, and architectural solutions designed to bridge gaps between communities and justice.
- **Veterans in Society**: This course examines the unique role that veterans play in society. Using a sociological perspective, students learn about veteran identity, how military service impacts the lives of soldiers and families, how service members reintegrate into society after service, the development of law and public policy related to veterans' needs, and how societies remember their veterans. Specific issues explored include official debates over the definition of veterans, military service and the life course, veteran service organizations, Post-Traumatic Stress Disorder and veterans' health care, veterans' law and veterans' rights, Veterans Treatment Courts, the meaning of the veteran in U.S. society, and remembrance movements to memorialize veterans, as well as other relevant topics.
- **Economic Sociology**: This course examines the social structural, cultural, and political foundations of market exchange, the production of goods and services in the formal and informal economies, and consumption. A variety of theoretical approaches drawn from the political economy, social behavioral, sociology of culture, and social network traditions in sociology will be used to explore non-economic dimensions of economic structure and action.
- **Population and Society**: This course examines the social and cultural determinations and consequences of changes in fertility, mortality, and migration. Current and historical national and international population policies and programs are also examined, incorporating sources of demographic data used in population analysis.
SOC 3620 Ethics in Law, Crime, and Justice

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
In this course, students investigate immigration in the United States and around the world. Students first explore the history of sociological research on immigration to the United States, as well as the sociological theories that help us understand why people migrate to other countries. We then consider diverse topics such as settlement patterns, education, identity, language, the second generation, religion, and integration. Students apply these topics to issues of public policy, addressing the shortcomings of past and present policies and considering potential future solutions based on social science research. Finally, students explore the challenges of global migration, especially in relation to social stratification.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: SOC 2600

Lecture 3 0 BDP N U30 0

SOC 3600A Honors Experience: Criminology

A&S SOC

ELIGIBLE GRADES: NC

COURSE DESC:
This course invites students to combine sociological reasoning with ethical theory to analyze and respond to ethical concerns prevalent in the practice of law, criminology, and public policy. Students investigate contemporary cases of judicial misconduct, police brutality, and the use of experimental drugs in executions, among many other topics.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: SOC 2600

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SOC 3620 Ethics in Law, Crime, and Justice

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
This course invites students to combine sociological reasoning with ethical theory to analyze and respond to ethical concerns prevalent in the practice of law, criminology, and public policy. Students investigate contemporary cases of judicial misconduct, police brutality, treatment of prisoners, and the use of experimental drugs in executions, among many other topics.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: SOC 2600

Lecture 3 0 BER N U30 50

SOC 3560J Writing in Sociology & Anthropology

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
This course combines writing instruction with in-depth consideration of substantive topics such as famine, hunger/food insecurity, food justice, food politics, food sovereignty, and food systems. Students practice various styles of social science writing, including data analysis, field notes, abstracts, essays, grant proposals, position papers, and social media. Through a focus on written communication, students improve their academic writing while also reflecting on how and why sociologists and anthropologists tell their stories about the world in the way that they do.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: 9 Hours in (ANTH or SOC)

Seminar 3 0 1J; FAW N U30 0

SOC 3550 Elementary Research Techniques

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
An introduction to the techniques employed by social scientists to identify research problems, gather data, analyze data, and reach conclusions about research ideas. Topics include how to identify a research problem, ways to develop data gathering procedures, techniques of gathering data, ways to summarize data, and ways to analyze data. The overall goal is to provide the tools to be able to design and carry out a research project.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: SOC 1000 and (SOC 404 or SOC 3000) and (COMS 3520 or ECON 3810 or MATH 2500 or PSY 2110 or QBA 2010)

Lecture 3 0 BDP N U30 0

SOC 3561J Writing in Food, Hunger, and Inequality

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
This course combines writing instruction with in-depth consideration of substantive topics such as but not limited to famine, hunger/food insecurity, food justice, food politics, food sovereignty, and food systems as the foundation for developing one's writing abilities. Students develop skills in various styles of social science writing including book reviews, blogs, critical reflection essays, field notes, interview composition, policy briefs, and research papers, among others.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: 6 Hours in SOC including 1000

Lecture 3 0 1J; FAW N U30 0

SOC 3568J Writing for Social Justice

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
Planning, execution, and write-up of empirical study, utilizing skills developed in 3500. Limited class meetings, conferences with instructor, research report.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: SOC 1000 and (SOC 404 or SOC 3000) and (COMS 3520 or ECON 3810 or MATH 2500 or PSY 2110 or QBA 2010)

Lecture 3 0 1J; FAW N U30 0

SOC 3410 Sociology of Immigration

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
The course combines writing instruction with in-depth consideration of substantive topics such as but not limited to famine, hunger/food insecurity, food justice, food politics, food sovereignty, and food systems as the foundation for developing one's writing abilities. Students develop skills in various styles of social science writing including book reviews, blogs, critical reflection essays, field notes, interview composition, policy briefs, and research papers, among others.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: SOC 1000 and (SOC 404 or SOC 3000) and (COMS 3520 or ECON 3810 or MATH 2500 or PSY 2110 or QBA 2010)

Lecture 3 0 BDP N U30 0

SOC 3500 Field Studies in Sociology

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
This junior-level writing composition course provides writing instruction combined with consideration of substantive topics in sociology and anthropology research. The course addresses the disciplinary conventions that guide formatting, organization, and stylistic choices appropriate for the fields of sociology and anthropology. The course emphasizes the context and purpose of various genres of anthropological and sociological writing, with special attention to the politics and praxis of social science representation, argumentation, citation, and credibility. Students practice various styles of social science writing, including data analysis, field notes, abstracts, essays, grant proposals, position papers, and social media. Through a focus on written communication, students improve their academic writing while also reflecting on how and why sociologists and anthropologists tell their stories about the world in the way that they do.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: 9 Hours in (ANTH or SOC)

Seminar 3 0 1J; FAW N U30 0

SOC 3500 Writing in Sociology & Anthropology

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
This course examines theories and research in criminal behavior and societal reaction to crime and deviance. It explores the what different methodological approaches and data sources can tell us about crime and deviance. Students apply these topics to issues of public policy, addressing the shortcomings of past and present policies and considering potential future solutions based on social science research. Finally, students explore the challenges of global migration, especially in relation to social stratification.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: SOC 1000 and (SOC 404 or SOC 3000) and (COMS 3520 or ECON 3810 or MATH 2500 or PSY 2110 or QBA 2010)

Lecture 3 0 BDP N U30 0

SOC 3520 Field Studies in Sociology

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
This course combines writing instruction with in-depth consideration of substantive topics such as but not limited to famine, hunger/food insecurity, food justice, food politics, food sovereignty, and food systems as the foundation for developing one's writing abilities. Students develop skills in various styles of social science writing including book reviews, blogs, critical reflection essays, field notes, interview composition, policy briefs, and research papers, among others.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: 6 Hours in SOC including 1000

Lecture 3 0 BDP N U30 0

SOC 3560J Writing in Sociology & Anthropology

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
This course combines writing instruction with in-depth consideration of substantive topics such as but not limited to famine, hunger/food insecurity, food justice, food politics, food sovereignty, and food systems as the foundation for developing one's writing abilities. Students develop skills in various styles of social science writing including book reviews, blogs, critical reflection essays, field notes, interview composition, policy briefs, and research papers, among others.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: 6 Hours in SOC including 1000

Lecture 3 0 BDP N U30 0

SOC 3500 Field Studies in Sociology

A&S SOC

ELIGIBLE GRADES: CR

COURSE DESC:
An introduction to the techniques employed by social scientists to identify research problems, gather data, analyze data, and reach conclusions about research ideas. Topics include ethical issues in the making of law and public policy and ethical decision-making by actors practicing in justice institutions. Students will investigate contemporary cases of judicial misconduct, police brutality, treatment of prisoners, and the use of experimental drugs in executions, among many other topics.

ELIGIBLE GRADES: GEC1: A-F

REQUISITE: (ENG 1510 or 1610) and (ANTH 2700 or SOC 2700 or 6 hrs in ANTH or 6 hours in SOC)

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**COURSE DESC:**
- Sociology Honors Tutorial: Honors tutorial on topics in Sociology for third year students. Topics vary.
- Sociology Honors Tutorial: Honors tutorial on topics in Sociology for third year students. Topics vary.
- Emergent Topics in Sociological Theory: This advanced theory course offers an in-depth examination of current issues in sociological theory.
- Media and Society: The proliferation of new media/technology and its impact upon social life; the dramatic impact of an intensely global visual culture upon social life; tensions in race, gender, and sexuality in representation; the resurgence and cultural functions of the real in box office documentary and reality television; ideological debates about media effects and violence; the limits of representation (images of death, torture, war, and genocide) and the end(s) of the social.
- Contemporary Social Movements: Examines the meaning of social movements and contentious politics and their significance for producing social change in contemporary world societies. Using case studies of typical movements, the course emphasizes both radical and reform movements and their various dynamics and components including emergence and participation, organization, culture, identity, tactical repertoires, and outcomes among others.
- Society and the Individual: An advanced examination of selected topics in sociological social psychology with emphasis on current theory and research.
- Group Processes: This course introduces a range of theories of group processes, discusses research applications to social groups, and encourages students to apply these theories to contemporary groups. Communication patterns, social networks, social roles, status processes, and solidarity are among topics covered. Current research literature is stressed.
- Comparative Studies of Family: The institution of marriage and family will be examined and analyzed with regard to families from different cultural, racial, and ethnic backgrounds. Special emphasis on the significance of social and cultural determinants of family life in the United States.
- The American Family System: Development of the family system throughout history with an emphasis on how changing patterns and conditions led to the formation of the American family. Problems and challenges, both at the micro and macro levels, faced by the American family today are also examined.
- Urban Sociology: Examines the social and cultural character of cities and how urban spaces shape, and are shaped by, social life. Draws on competing social theories of urban life to explore factors that have influenced the historical development of cities. Examines processes of industrialization, urbanization, and suburbanization. Other topics include ethnic segregation and the spatial patterning of inequality, uses of urban space, the social and moral order of the neighborhood, urban subcultures, urban imagery and symbolism, gentrification, and the impact of globalization on urban life.
- Sociology of Religion: Interrelationship between religious institution and social structure from comparative perspective and with particular reference to American society.
- Sociology of Organization: This course concentrates on the structure and process of formal organizations. We study various organizational forms, including bureaucracies and nonprofits, in detail. We will also explore the major theoretical perspectives for understanding how organizations function. The course will also explore the impact of organizations on individual identity, autonomy, and power.
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**COURSE DESC:**
- **Sociology of Gender**
  - ELIGIBLE GRADES: CR, PR
  - COURSE DESC: This course explores the social and cultural construction of gender as a fundamental basis of social relations and institutions and narratives we tell about those interpersonal relations and institutions. Focus includes sociological theories of gender, and an examination of gender in areas such as sexuality, identity, the body, education, marriage, family, violence, health, paid and unpaid work, popular culture, politics, and the history of the discipline itself.

- **Gender and Justice**
  - ELIGIBLE GRADES: CR, PR
  - COURSE DESC: Explores how the interpretation and application of criminal law reflects assumptions about men's and women's natures, appropriate roles, and positions in society. Readings examine changes and stability in the prosecution of violence against women; the prosecution, sentencing, and correction of women offenders; women's and men's access to the profession of law and other legal positions; and conceptions of justice. Readings highlight how race, class, and gender intersect and how structure and interpersonal interaction contribute to observed outcomes.

- **Environmental Sociology**
  - ELIGIBLE GRADES: CR, PR
  - COURSE DESC: Examines the interaction between social systems and the natural ecosystems in which they reside. It considers the predominant cultural, demographic, economic, geographic, political, and social factors that modify and shape the environment and the human ecological footprint. Emphasis is on the prospects for the emergence of sustainable societies and links between environmental issues and conflict, development, globalization, inequality, social change, and social movements among others.

- **GRADUATE PROSEMINAR IN SOCIOLOGY**
  - ELIGIBLE GRADES: CR, PR
  - COURSE DESC: The proseminal is required for incoming sociology graduate students. It is designed to advance students' enthusiasm and commitment to sociology as an intellectual endeavor and as a profession. The course will also help graduate students acclimate to the rigorous requirements and culture of graduate school.

- **Internship in Sociology & Criminology**
  - ELIGIBLE GRADES: CR, PR
  - COURSE DESC: Provides internship experience for students majoring in sociology, criminology/sociology, and sociology-prelaw. Students will have the opportunity to apply social science knowledge in working with law, business, criminal justice, non-profit, social service, and other organizations.

- **Research Problems in Sociology**
  - ELIGIBLE GRADES: CR
  - COURSE DESC: Individual research in specific problem areas in which student has demonstrated ability and interest.

- **Honors Thesis in Sociology**
  - ELIGIBLE GRADES: CR
  - COURSE DESC: Designed individually for students pursuing departmental honors. The work is undertaken under the supervision of a faculty member and may extend for up to one academic year. The student is expected to produce a thesis from the work.

- **Sociology Capstone**
  - ELIGIBLE GRADES: CR, PR
  - COURSE DESC: Students apply and integrate knowledge and techniques from their coursework to complete a sociological research or applied project. Students review literature, collect and analyze data, engage in peer review, and learn skills for effective professional presentation of their work. Students also learn about careers in sociology, opportunities for advanced study, and communication skills to make their sociological training and expertise meaningful to the general public. Topics vary according to instructor.

- **Sociology Tutorial**
  - ELIGIBLE GRADES: CR, PR
  - COURSE DESC: Honors tutorial thesis course for seniors.

- **Sociology Tutorial**
  - ELIGIBLE GRADES: CR, PR
  - COURSE DESC: Honors tutorial thesis course for seniors.

- **Media and Society**
  - ELIGIBLE GRADES: CR, PR
  - COURSE DESC: The proliferation of new media/technology and its impact upon social life; the dramatic impact of an intensely global visual culture upon social life; tensions in race, gender, and sexuality in representation; the resurgence and cultural functions of the "real" in box office documentary and reality television; ideological debates about media effects and violence; the limits of representation (images of death, torture, war, and genocide) and the end(s) of the social.
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<td>the meaning of social movements and contentious politics and their significance for producing social change in contemporary world societies. Using case studies of typical movements, the course emphasizes both radical and reform movements and their various dynamics and components including emergence and participation, organization, culture, identity, tactical repertoires, and outcomes among others.</td>
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<td>topics in sociological social psychology with emphasis on current theory and research.</td>
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<td>COURSE DESC:</td>
<td>This course introduces a range of theories of group processes, discusses research applications to social groups, and encourages students to apply these theories to contemporary groups. Communication patterns, social networks, social roles, status processes, and solidarity are among topics covered. Current research literature is stressed.</td>
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<td>COURSE DESC:</td>
<td>The institution of marriage and family will be examined and analyzed with regard to families from different cultural, racial, and ethnic backgrounds. Special emphasis on the significance of social and cultural determinants of family life in the United States.</td>
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<td>COURSE DESC:</td>
<td>Development of the family system throughout history with an emphasis on how changing patterns and conditions led to the formation of the American family. Problems and challenges, both at the micro and macro levels, faced by the American family today are also examined.</td>
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<td>COURSE DESC:</td>
<td>Examines the social and cultural character of cities and how urban spaces shape, and are shaped by, social life. Draws on competing social theories of urban life to explore factors that have influenced the historical development of cities. Examines processes of industrialization, urbanization, and suburbanization. Other topics include ethnic segregation and the spatial patterning of inequality, uses of urban space, the social and moral order of the neighborhood, urban subcultures, urban imagery and symbolism, gentrification, and the impact of globalization on urban life.</td>
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<td>COURSE DESC:</td>
<td>Interrelationship between religious institution and social structure from comparative perspective and with particular reference to American society.</td>
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<td>COURSE DESC:</td>
<td>This course concentrates on the structure and process of formal organizations. We study various organizational forms, including bureaucracies and nonprofits, in detail. We will also explore the major theoretical perspectives for understanding how organizations function. The course will also explore the impact of organizations on individual identity, autonomy, and power.</td>
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<td>COURSE DESC:</td>
<td>This course examines authority and power relationships in both the state and civil society that influence structure and agency within key societal institutions at all levels, from the local to the global. A variety of class, historical-institutional, organizational, cultural, and social network perspectives are used to explore how power relationships develop, are institutionalized, and are challenged.</td>
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**COURSE DESC:**
Access to Justice examines how structural inequalities lead to regional, national, and global justice gaps. The course investigates needs and problems confronted by communities; disparities in access to information and legal resources; how groups perceive and employ the justice system; representation and inclusion within the legal profession; and the attainment of substantively just outcomes. The course then explores strategies to address these concerns, including approaches traditionally employed by the legal profession and innovative, legal, social, technological, and architectural solutions designed to bridge gaps between communities and justice.

**COURSE DESC:**
This course scrutinizes the ways women and men work in the United States and how the work we do affects our lives. Using a sociological perspective, we will critically examine the structure of work, major economic changes, and concerns of workers such as earnings, promotions, unemployment and the balance between work and family. In an effort to understand many of the inequalities related to work, we will challenge both the structure of our society as well as many of our commonly held unquestioned beliefs.

**COURSE DESC:**
This course examines the social and cultural determinations and consequences of changes in fertility, mortality, and migration. Current and historical national and international population policies and programs are also examined, incorporating sources of demographic data used in population analysis.

**COURSE DESC:**
This course combines writing instruction with in-depth consideration of substantive topics such as but not limited to famine, hunger/food insecurity, food justice, food politics, food sovereignty, and food systems as the foundation and inspiration for developing one's writing abilities. Students develop skills in various styles of sociological writing including book reviews, blogs, critical reflection essays, field notes, interview composition, policy briefs, and research papers, among others.

**COURSE DESC:**
This course scrutinizes the ways women and men work in the United States and how the work we do affects our lives. Using a sociological perspective, we will critically examine the structure of work, major economic changes, and concerns of workers such as earnings, promotions, unemployment and the balance between work and family. In an effort to understand many of the inequalities related to work, we will challenge both the structure of our society as well as many of our commonly held unquestioned beliefs.

**COURSE DESC:**
This course combines writing instruction with in-depth consideration of substantive topics such as but not limited to famine, hunger/food insecurity, food justice, food politics, food sovereignty, and food systems as the foundation and inspiration for developing one's writing abilities. Students develop skills in various styles of sociological writing including book reviews, blogs, critical reflection essays, field notes, interview composition, policy briefs, and research papers, among others.

**COURSE DESC:**
This course examines media representations of crime and criminal justice, as well as the relationship between the media and criminal justice institutions. Students investigate moral panics, crime myths, and crime's contested cultural meanings; how media representations influence law and public policy; how media portrays special types of offenders; how media depicts and engages with crime victims; and how media represents and shapes our criminal justice institutions. Students learn and apply sociological theories regarding the relationship between media, crime, and criminal justice.

**COURSE DESC:**
This course is designed to introduce students to a sociological perspective on the importance and impact of the court system in American society. We will examine the court's structural and cultural features as well as how court officials create and move cases through to various institutional outcomes.

**COURSE desc:**
Explores the fundamental roles that law plays in organizing contemporary social life. Considers various ways of understanding law's complex presence: how law shapes and enables routine social interaction, how law constructs differences among people and their actions, how law mediates and enforces power relationships, and how law matters for the kind of societies we have. Our inquiries will examine official legal institutions and actors, but the class will emphasize how law works as a complex array of norms, symbols, discourses, and practices that intensify and shape all aspects of social life, from everyday social interaction to social movements and official legal institutions and actors. The course draws from the U.S. experience as well as historical, international, and transnational perspectives.

Office of the University Registrar
June 1, 2023
Page 333 of 1005
A&S SOC
SOC 5650
Eligible Grades: A-F
Course Desc: Dynamics and processes by which social change takes place; major theories of change; industrialization and modernization; social evolution and revolution; planned change; social impact of change.

A&S SOC
SOC 5660
Eligible Grades: A-F
Course Desc: In this course, students explore criminal justice policy, reform, and transformation. Students study historical and contemporary movements for criminal justice reform, consider perspectives and ideas of communities and criminal justice professionals, and consider perspectives of formerly incarcerated individuals. Students explore police abolition and prison abolition movements and consider tensions between advocates for gradual reform and groups seeking fundamental transformation of the criminal justice system. Students also learn how to use their sociological expertise effectively as a tool for change.

A&S SOC
SOC 5670
Eligible Grades: A-F
Course Desc: Upper-level undergraduate seminar designed to survey an emergent area of inquiry, the sociology of risk, in its multiple and varied forms, including the rise of world “risk society,” and the like. Students examine related forms of violence where women are the predominant victims, with a major emphasis on forcible rape and women physical abuse. Other forms of violence against women may be included, such as stalking, rape in marriage, incest and other related subjects. The place of masculinities, the development of a rape culture, and the role of the media, including pornography, will be examined. The course will include both theoretical and empirical findings and developments.

A&S SOC
SOC 5675
Eligible Grades: A-F
Course Desc: This course examines human trafficking and efforts to combat it. Students investigate the causes of human trafficking, how human trafficking unfolds, and its effects on victims; examine competing frames and social constructions of human trafficking; analyze and assess governmental, non-governmental, and social movement organizations' attempts to eradicate human trafficking; analyze media depictions of human trafficking; and critically evaluate anti-trafficking policies and programs and their effectiveness.

A&S SOC
SOC 5680
Eligible Grades: A-F
Course Desc: How social scientists, criminologists, and other intellectuals have sought to make sense of genocide and mass atrocity; the challenge of mass violence for criminology and law; and responses to mass atrocity by local, national and transnational actors.

A&S SOC
SOC 5685
Eligible Grades: A-F
Course Desc: This course examines human trafficking and efforts to combat it. Students investigate the causes of human trafficking, how human trafficking unfolds, and its effects on victims; examine competing frames and social constructions of human trafficking; analyze and assess governmental, non-governmental, and social movement organizations' attempts to eradicate human trafficking; analyze media depictions of human trafficking; and critically evaluate anti-trafficking policies and programs and their effectiveness.

A&S SOC
SOC 5690
Eligible Grades: A-F
Course Desc: How social scientists, criminologists, and other intellectuals have sought to make sense of genocide and mass atrocity; the challenge of mass violence for criminology and law; and responses to mass atrocity by local, national and transnational actors.

A&S SOC
SOC 5700
Eligible Grades: A-F
Course Desc: This course explores the social and cultural construction of gender as a fundamental basis of social relations and institutions and narratives we tell about those interpersonal relations and institutions. Focus includes sociological theories of gender, and an examination of gender in areas such as sexuality, identity, the body, education, marriage, family, violence, health, paid and unpaid work, popular culture, politics, and the history of the discipline itself.

A&S SOC
SOC 5710
Eligible Grades: A-F
Course Desc: Explores how the interpretation and application of criminal law reflects assumptions about men's and women's natures, appropriate roles, and positions in society. Readings examine changes and stability in the prosecution of violence against women; the prosecution, sentencing, and correction of women offenders; women's and men's access to the profession of law and other legal positions; and conceptions of justice. Readings highlight how race, class, and gender intersect and how structure and interpersonal interaction contribute to observed outcomes.
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<td>Sociology of Sexualities</td>
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<td>This course provides a comprehensive analysis of sexualities from a sociological perspective. It investigates how sexual identities and sexuality are socially constructed and regulated, and how these constructions create social inequalities. The course also explores the influence of social movements that relate to sexuality and their effect on society. In addition, the course examines the intersections between sexuality and other social categories, such as gender, race, class, and place.</td>
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<td>Examines the interaction between social systems and the natural ecosystems in which they reside. It considers the predominant cultural, demographic, economic, geographic, political, and social factors that modify and shape the environment and the human ecological footprint. Emphasis is on the prospects for the emergence of sustainable societies and links between environmental issues and conflict, development, globalization, inequality, social change, and social movements among others.</td>
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<td>Independent directed readings designed to expand understanding in selected areas of interest not covered in regular course offerings.</td>
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<td>Individual research in specific problem areas in which student has demonstrated ability and interest.</td>
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<td>An advanced examination of current sociological theories and research in the sociology of gender including theoretical and methodological debates in gender studies.</td>
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<td>This course provides an introduction to qualitative social science research methods, focusing primarily on participant observation and intensive interviewing. Students engage in fieldwork data collection techniques, qualitative data coding and analysis, and writing of qualitative research reports.</td>
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<td>A survey of the sociological approach to the structure and function of organizations in society. The primary focus is on bureaucracies, nonprofit organizations, and enterprises. Students will gain an appreciation of how organizations work, empower, frustrate, and shape people. Students will understand why organizations succeed or fail in achieving their goals.</td>
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<td>This course is an advanced survey of crime and deviance theories. The course will cover the history and development of theories of crime and deviance. Additional attention is focused on the methodological approaches and data sources used to estimate the distribution of crime and deviance in the U.S., and how to use and evaluate these different sources.</td>
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<td>The seminar focuses on the social organization of work, current trends, and inequalities. Students will critically examine sociological theories and research about work and workplaces in a global economy with an emphasis on the (re)production of inequality. The interdependence of economic, social, and political factors that shape and change the nature of work is covered within a global context.</td>
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<td>A systematic evaluation of the principal theories, research, and substantive issues that frame the sociological study of race and ethnicity.</td>
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<td>A survey of the sociological study of the multiple forms of social inequality.</td>
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June 1, 2023
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<td>An analysis of the extent to which rock and roll has challenged the boundaries of women and gender by exploring the relationship between feminism and rock. Topics might include blues, jazz, girl groups, folk, soul, punk, rap, MTV, and riot grrl.</td>
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<td>This course introduces students to the study of women, gender, and sexuality in a global context, with a focus on the experience of countries in the Global South. The course begins with an introduction to transnational feminist theory, challenging students to consider the way that their identity and nationality affects their understandings of WGSS issues globally. After a brief consideration of feminist thought in an historical context, the course explores issues of representation, geopolitics, health and reproduction, economic globalization, environmental justice, migration, militarization, and violence. The course also considers how activists are organizing to address these concerns.</td>
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<td>Students in this course learn how to research, write, and produce radio, TV, text, web, and/or podcast content about LGBTQ+ issues relevant to local and regional communities. Students in the course receive access to and training in audio, video, and/or digital media production to address areas currently lacking news coverage and/or access to information, resources, and community in the southeast Ohio region. This class includes a praxis element that interrogates what stories get produced/disseminated and why, how we envision and create objectivity, and thus what our responsibility as advocates and activists is to those in our communities and those without similar access.</td>
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**Course Description**

**Independent Reading**
GEC1: A-F
REQUISITE: Permission required
Directed individual reading and research.

**Gendered Bodies**
GEC1: A-F
REQUISITE: Students explore how gendered bodies are created within systems of power and how gender is embodied through beauty, race, sports and play, menstruation, sexuality, disability, cancer, intersex and trans bodies, and pregnancy.

**Medicine, Science & Sexuality**
GEC1: A-F
REQUISITE: This course studies how the history of medical and scientific approaches to sexuality, as well as contemporary medical practices, shape modern discourses of sexuality. Students examine how medicine shapes global discourses of sexuality within the context of the legacy of European colonialism. Students reflect on issues relevant to LGBTQ diversities, contraception and abortion, as well as sexual health, desire, and morality.

**Gender, Sexuality & Healthcare**
GEC1: A-F
REQUISITE: This course is an introduction to selected topics in the intersections of gender, sexuality, medicine, and health care. Students will learn how to think about medical issues intersectionally, from epidemiological trends based on gender and sexuality, to contemporary health policy debates.

**Sexual Violence and Survivor Advocacy**
GEC1: A-F
REQUISITE: Survey of the social scientific literature on the history of sexual violence and the evolution of its definitions; the social correlates of offending and victimization; the social patterns of different forms of sexual offending; the programs and policies aimed at reducing sexual violence, processing offenders, and meeting the therapeutic and social institutional needs of survivors.
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COURSE DESC: This course provides an introduction to the rapidly growing field of forensic accounting and addresses the causes and consequences of white collar crime and explores implications within the financial reporting system. The course emphasizes the role of internal controls in forensic accounting and fraud prevention and provides an understanding of the role of forensic accountants in examining financial records. This course also provides the basic skills and tools required in fraud examination and recognition of the basic types of fraud schemes.
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Office of the University Registrar
June 1, 2023
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**COURSE DESC:**
- Advanced Auditing and Assurance Services:
  - Lecture 3 credits, no repeat required.
  - GE1: A-F, Required.
  - Course focuses on the nature of assurance services with an emphasis on evaluating the quality of information. Contemporary auditing techniques are explored with a focus on the entity's control systems. Course covers advanced issues which arise in audit practice including audit reporting issues, fraud detection and reporting, attestation engagements, special reporting issues, compilation and review engagements, scope of services issues, and other new issues which have a significant impact in audit practice.

- Forensic Accounting and Fraud Examination:
  - Lecture 3 credits, no repeat required.
  - GE1: A-F, Required.
  - This course is designed to help students apply their accounting, auditing, information systems and communication skills and build the forensic and examination skills needed to detect financial fraud, perform litigation support services and prepare a case for criminal proceedings or civil litigation. These skills are highly valued in the rapidly growing field of forensic accounting.

- Financial Accounting Theory and Research:
  - Lecture 3 credits, no repeat required.
  - GE1: A-F, Required.
  - An examination of the foundations and applications of accounting theory as it relates to financial accounting and reporting. The course draws upon existing research which provides evidence about the applicability of accounting theory to the financial reporting process for business enterprises which prepares financial statements in accordance with generally accepted accounting principles.

- Income Tax Research, Planning and Special Topics:
  - Lecture 3 credits, no repeat required.
  - GE1: A-F, Required.
  - Students learn how to research complex tax issues and engage in complex tax planning. The focus of the course is the application of these skills to current tax issues facing accounting practitioners.

- Professional Ethics and Communication for Accountants:
  - Lecture 3 credits, no repeat required.
  - GE1: A-F, Required.
  - This course is designed to help students in their ethical obligations and decision making to meet their responsibilities under the professions' code of conduct. These skills should help students ensure that their work meets the highest standards of integrity, independence and objectivity while challenging the ethical decision making by providing an examination of various ethical theories; identifying and resolving ethical dilemmas; the potential civil and criminal liability of accountants under both statutes and common law; civil and criminal liability in accounting practice; ethical issues and cases in accounting practice; issues and cases involving the Code of Professional Conduct. In addition, this course provides students an opportunity to assess a student's overall learning in the program. Specifically, this course provides a review of the material covered throughout the program and an opportunity to assess a student's overall learning in the program.

- Analytics for Accounting Decision-Making:
  - Seminar 3 credits, no repeat required.
  - GE1: A-F, Required.
  - This course is designed to help students develop and apply analytics concepts and critical thinking skills needed to use analytics for decision-making in the accounting profession. Data analytics and critical thinking skills are highly valued in the accounting profession. Upon completion of this course, students will understand the role of analytics in the accounting profession and demonstrate critical thinking when using analytics for accounting decision-making. Students will also be able to apply knowledge of data preparation, analytic techniques, visualization techniques, and basic skills in tools to extract data from accounting information systems and other sources and transform the data into usable information for accounting decision-making.

- Contemporary Topics in Accounting:
  - Lecture 3 credits, no repeat required.
  - GE1: A-F, Required.
  - This course is an application of the theory underlying financial accounting and reporting and the interrelationships between the different accounting sub-disciplines. Cases and problems are utilized to illustrate contemporary issues related to standard setting and financial statement measurement and reporting topics. Significant and rapid changes in accounting rules affect the financial reporting and analysis that management uses to make business decisions. This course explores contemporary accounting topics that accounting professionals face in the workplace and how the accompanying requirements change the way companies and their business partners use, report, analyze, and interpret financial data. Actual subjects covered vary as conditions change. This course serves as the Capstone Experience for our program. Specifically, this course provides a review of the material covered throughout the program and an opportunity to assess a student's overall learning in the program.

- Independent Study:
  - Ind Study 1 to 3 credits, no repeat required.
  - GE1: A-F, Required.
  - Research in selected fields of accounting under direction of faculty member.

- Financial Accounting Procedures:
  - Lecture 3 credits, no repeat required.
  - GE1: A-F, Required.
  - Fundamental accounting principles for service businesses and merchandising enterprises. Topics include the accounting cycle, financial statement preparation, and financial statement analysis. Analyzes the components of asset, liability and equity accounts. Covers the income statement, balance sheet, owner's equity statement and cash flow statement.

- Managerial Accounting Procedures:
  - Lecture 3 credits, no repeat required.
  - GE1: A-F, Required.
  - ATCH 1030
  - Accounting procedures for managerial accounting including job/process costing, cost behavior, budgeting, performance evaluation, differential analysis and capital investment.
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<td>ATCH</td>
<td>2040</td>
<td>Electronic Data Processing Accounting</td>
<td>Lecture</td>
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<td>0</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>ATCH 1030</td>
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<td>Use of computers to perform both specialized and routine accounting functions. An integrated accounting program and an electronic spreadsheet program are used.</td>
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<td>COB</td>
<td>ACCT</td>
<td>ATCH</td>
<td>2050</td>
<td>Manufacturing Accounting</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>N</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>(ACCT 1020 or ATCH 1040) and MATH 1200</td>
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<td>Study of cost behavior; data collection procedures and reports for manufacturing firms, job order costs; process costs; standard costs; overhead allocation methods.</td>
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<td>COB</td>
<td>ACCT</td>
<td>ATCH</td>
<td>2090</td>
<td>Business Statistics</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>N</td>
<td>U20</td>
<td>0</td>
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<td>Basic statistics, demonstrated and developed through problems typical of actual business situations. Procedures and applications of statistical analysis and inference as they relate to business activity.</td>
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<tr>
<td>COB</td>
<td>ACCT</td>
<td>ATCH</td>
<td>2250</td>
<td>Federal Income Tax Procedures</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>N</td>
<td>U20</td>
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<td>Comprehensive course in fundamentals of federal income taxation and preparation of individual, partnership, and corporation tax returns.</td>
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<td>COB</td>
<td>ACCT</td>
<td>ATCH</td>
<td>2330</td>
<td>Accounting Information Systems</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
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<td>U20</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>ACCT 1010 or ATCH 1030</td>
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<td>Fundamental accounting principles and practices using data accumulation and working paper techniques employed by professional accountants in reporting on merchandising, manufacturing, and service companies. Application of generally accepted accounting principles to preparation of general purpose financial statements for internal and external use. Accounting software emphasized.</td>
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<td>COB</td>
<td>ACCT</td>
<td>ATCH</td>
<td>2410</td>
<td>Auditing Procedures</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>ATCH 2250</td>
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<td>Study of purposes and scope of audits including audit objectives, professional ethics, audit files and working papers, legal responsibilities, internal control, tests of transactions, audit procedures and disclosure requirements, and preparation of audit reports.</td>
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<tr>
<td>COB</td>
<td>ACCT</td>
<td>ATCH</td>
<td>2900</td>
<td>Special Topics in Accounting Technology</td>
<td>Lecture</td>
<td>1 to 15</td>
<td>999</td>
<td>N</td>
<td>U20</td>
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<td>Specific course content will vary with offering.</td>
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<td>COB</td>
<td>ACCT</td>
<td>ATCH</td>
<td>2990</td>
<td>Independent Study</td>
<td>Lecture</td>
<td>1 to 6</td>
<td>6</td>
<td>N</td>
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<td>GEC1: A-F</td>
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<td>Supervised independent study projects in accounting technology.</td>
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<td>eLearn Options</td>
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<td>COB</td>
<td>AIS</td>
<td>MIS</td>
<td>2020</td>
<td>Business Information Systems</td>
<td>Lecture</td>
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<td>REQUISITE: COB and WARNING: no credit if taken after MIS 2021</td>
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<td>Addresses issues that arise in dealing with management information as a business resource. As an introduction to the field of management information systems, topics covered deal with computer technologies, information development, and impact of information systems on business organizations at a variety of levels, from personal information systems to organization information architectures. Major attention is given to the implications of information systems for achieving competitive advantage.</td>
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<td>COB</td>
<td>AIS</td>
<td>MIS</td>
<td>2021</td>
<td>Business Information Systems Nonmajor</td>
<td>Lecture</td>
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<td>REQUISITE: Not COB major except BS5511 and (Soph or Jr or Sr) and WARNING: no credit if taken after MG2100</td>
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<td>Addresses issues that arise in dealing with management information as a business resource. As an introduction to the field of management information systems, topics covered deal with computer technologies, information development, and impact of information systems on business organizations at a variety of levels, from personal information systems to organization information architectures. Major attention is given to the implications of information systems for achieving competitive advantage.</td>
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<td>COB</td>
<td>AIS</td>
<td>MIS</td>
<td>2200</td>
<td>Systems Analysis and Design</td>
<td>Lecture</td>
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<td>REQUISITE: Provides an introduction to Systems Analysis and Design. Topics include analyzing the business case, requirements modeling, data and process modeling, and development strategies, with an increased focus on object modeling and project management. Students also learn about output and user interface design, data design, systems architecture and implementation, and systems operation, support and security. Students will analyze and design information systems in a structured format using a contemporary systems development methodology.</td>
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<td>COB</td>
<td>AIS</td>
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<td>2800</td>
<td>Business Intelligence and Information</td>
<td>Lecture</td>
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<td>REQUISITE: Provides an introduction to database terminology, design, development, the querying of databases, Business Intelligence and the management of information in order to solve complex business problems. Topics include the relational model, database normalization, basic and complex database design, implementing a SQL database, basic and advanced SQL queries and subqueries, business intelligence concepts, data mart and data warehouse technologies, data mining, the use of scorecards, dashboards and reports, and dimensions, key performance indicators(KPIs), and cubes.</td>
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<td>Special Topics in Management Information</td>
<td>Lecture</td>
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<td>REQUISITE: Specific course content will vary with offering.</td>
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<td>COB</td>
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<td>Internship</td>
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<td>GEC6: CR,</td>
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<td>PR, F</td>
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<td>Permission required and 2.5 GPA</td>
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<td>REQUISITE: Internship experience that provides on-site exposure to general business operations and procedures. Intended for experiences following the freshman year.</td>
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<td>COB</td>
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<td>3200</td>
<td>Systems Development</td>
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<td>REQUISITE: WARNING: No credit if MIS 3201</td>
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<td>Teaches the fundamentals of business application development using a contemporary business programming language, framed in relevant business contexts.</td>
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<td>COB</td>
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<td>3800</td>
<td>Cybersecurity for Business Information</td>
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<td>REQUISITE: This course covers key topics and helps students build skills related to business cybersecurity management. Topics include frameworks and methods that help with cybersecurity risk analysis, business cybersecurity controls, and cybersecurity policies. Students also learn about and use tools that help with business cybersecurity monitoring and response.</td>
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<td>Internship</td>
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<td>GEC6: CR,</td>
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<td>REQUISITE: Internship experience that provides opportunities to learn by participating in day-to-day activities of a business concern for at least four consecutive weeks. Intended for experience following the sophomore year.</td>
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<td>COB</td>
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<td>4200</td>
<td>Information System Consulting Project</td>
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<td>REQUISITE: MIS 2020 and 3200</td>
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<td>Provides a refresher on system development techniques before providing students with experience working on an information system consulting/development project using live clients.</td>
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<td>COB</td>
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<td>4580</td>
<td>Advanced Business Intelligence</td>
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<td>REQUISITE: MIS 2800</td>
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<td>Builds on the concepts learned in MIS 2800. There is no such thing as &quot;big data,&quot; just &quot;all data,&quot; Integration, manipulation, and processing of complex structured and unstructured data create barriers for businesses looking to gain insight from their data. We will work with the data modeling, processing, and computation techniques to remove these barriers. Utilizing software commonly used to process &quot;all data,&quot; students will understand how to address the volume, velocity, and variety of data that businesses face to today.</td>
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*ELIGIBLE GRADES: GEC1: A-F, GEC4: A-F, CR, PR*

*REQUISITE:*
- MIS 2020 and 3200 and 3800 and Sr only
- MIS 2200 and 2800
- Permission required
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*COURSE DESC:
- This capstone seminar is designed to accomplish three primary goals: 1) build deep business information system analysis and design skills in the context of ‘The Big Three’ (Enterprise Systems, Business Intelligence Systems and Collaboration Systems), 2) expand Information Systems knowledge base and understanding through intensive discussion and activities, 3) increase career readiness and networking skills.
- Special topics of current interest in the management information systems area.
- Management Information Systems related internship.
- Directed readings in Management Information Systems.
- Research in selected fields in management information systems under the direction of a faculty member. Student must submit a proposal and have it accepted by a faculty member before receiving permission to enroll.
- Honors thesis work.
- Special topics of current interest in the management information systems area.
- Graduate seminar in current Management Information Systems topics.
- Internship in Management Information Systems.
- Directed readings in Management Information Systems.
- Research under direction of faculty member.
- The course introduces students to information analysis and descriptive analytics. Students critically analyze business problems and develop high-quality information designs that inform and support management decisions using software tools. Topics include the organization of data, central tendency and dispersion, estimation and hypothesis testing, simple and multiple linear regression analysis, and the use of Excel in statistical analysis. Students learn to choose the proper analysis and present the results using effective information designs.
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<td>Course describes introduces students to information analysis and descriptive analytics. It includes the organization of data, measures of central tendency and dispersion, estimation and hypothesis testing, simple and multiple linear regression analysis, and the use of Excel in statistical analysis. It also introduces effective information designs to help solve business problems. Students critically analyze business problems and develop high-quality information designs that inform and support management decisions using personal computer software tools.</td>
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<td>An introductory course in probability and statistics. Includes the organization of data, central tendency and dispersion, probability concepts, the concept of random variables, probability distributions, sampling distribution, estimation and hypothesis testing, simple linear regression analysis, analysis of variance, nonparametric statistical tests, and the use of Excel in statistical analysis.</td>
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<td>A business environment. Business Analytics is the use, analysis, and interpretation of data to drive decision-making. This course teaches students how to apply problem-solving processes to a variety of business situations, think critically and analytically, and understand how to analyze the internal and external environments of business organizations. Students in this course gain an understanding of how analytical methods are used to help manage today's organizations. In addition, students use software that is commonly used in business to summarize and make inferences about data in order to support decision-making through data analysis.</td>
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<td>Predictive Analytics is a form of analysis that aims to discover trends or patterns within datasets. The mathematical relationships that are found are used to make proactive, future-based, data-driven decisions. Predictive analytics is an important field of study because techniques that are used can find complex relationships that experts may overlook, or may not know at the time of the analysis. This course covers a variety of predictive analytics techniques and theories from the viewpoint of various business applications. To achieve the course learning objectives, students utilize software tools that are commonly used in business to develop, test, and apply continuous, classification and clustering models.</td>
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<td>Predictive Analytics uses multiple techniques that recommend which course of action a decision maker should take within a business environment. The goal is to utilize these techniques to determine optimal strategies that can improve the results related to business decisions. In this course, students are introduced to concepts related to developing various linear and non-linear models within software tools that are commonly used by business professionals. Students apply optimization techniques to solve problems related to assignment, transportation, and network models as well as investigate other business scenarios that require additional theories such as integer and goal programming. In addition, students develop simulation models and utilize decision analysis strategies for conditions of uncertainty.</td>
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**Course Description:**

- **Basic Personal Finance**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUISITE: Introduction to financial literacy, which includes understanding the sources of personal income and how consumers spend, manage risk and save. Methods for saving and investing will be presented. The importance of personal credit scores and consumer debt, including credit cards, automobile loans and home mortgages will be discussed. Topics will also include goal setting, household budgeting and major purchase decision making. There will also be a discussion of retirement planning and the various ways to prepare for retirement. Students will be trained to calculate mortgage and car loan payments and the value of an investment. The purpose of this course is to prepare students to solve personal financial problems and make good financial decisions.

- **Special Topics in Finance**
  - ELIGIBLE GRADES: GEC3: A-F, CR
  - REQUISITE: Specific course content will vary with offering.

- **Internship**
  - ELIGIBLE GRADES: GEC6: CR, PR, F
  - REQUISITE: Permission required and 2.5 GPA

- **Introduction to Corporate Finance**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUISITE: (ACCT 1005 or 1010) and WARNING: No Credit if taken after the following: FIN 2400 and 3100

- **Honors Experience in Honors Finance Seminar**
  - ELIGIBLE GRADES: GEC7: CR, F, NC
  - REQUISITE: Ohio Honors student and FIN 3001 concurrently

- **Financial Management**
  - ELIGIBLE GRADES: GEC3: A-F, CR
  - REQUISITE: ACCT 1000 and not COB and WARNING not (FIN 2400 or 2400)

- **Financial Statement Analysis and Financial Modeling**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUISITE: FIN 3000 AND (MATH 1300, 1350, or 2301)

- **Financial Markets and Institutions**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUISITE: FIN 3000 AND (MATH 1300, 1350, or 2301)

- **Risk and Insurance**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUISITE: Social importance of risk and its place in personal, business, and national life, including principles and methods of handling risk. Special interest in technique of insurance.

- **Investments**
  - ELIGIBLE GRADES: GEC1: A-F
  - REQUISITE: FIN 3000 AND (MATH 1300, 1350, or 2301)

- **Internship**
  - ELIGIBLE GRADES: GEC6: CR, PR, F
  - REQUISITE: Permission required and 2.5 GPA
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<td>Application of basic financial management techniques to small business environment (100 or fewer employees). Problems faced by persons who start small businesses and recommendations for alternative solutions to most commonly discovered problems. Microview, nuts-and-bolts approach used throughout course, but consistent with broad macro-overview set of company objectives.</td>
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<td>This course builds on the fundamental principles of corporate finance to provide the tools students need to participate in a dynamic global business environment.</td>
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<td>This course examines advanced corporate finance topics presented through lecture and cases including capital structure, capital budgeting, payout policy, and mergers and acquisitions. Topics are explored using industry relevant tools and models and real time data.</td>
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<td>This course applies the theory and empirical findings of corporate finance to decisions that managers make in many areas, including capital budgeting, capital structure and external financing, dividend and payout policy, asset pricing, firm valuation, working capital management, mergers and acquisitions, and restructuring and reorganization.</td>
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<td>Application of quantitative methods to financial management, with special emphasis on systems approach to evaluating proposed financial decisions.</td>
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<td>Case study of financial management in business enterprises. Planning current and long-run financial needs, profit planning, allocation of funds, raising funds, dividend policies, expansion and combination, recapitalization and reorganization.</td>
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<td>This course exposes students to various techniques in data analysis as applied to problems in the financial industry. Through experience with programming applications and modelling, students explore the role of a data analyst in the financial world and learn the basic skills required to begin a career in that field.</td>
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<td>This course will prepare students to sit for two professional examinations. The Investment Company Products/Variable Life Contracts Representative Exam (Series 6) and The Ohio Agent's Examination for Life, Accident and Health Insurance Series. Topics covered include mutual funds, variable annuities, unit investment trusts, initial offerings of closed-end funds, life insurance, health insurance and other insurance products.</td>
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<td>Experience might include project-oriented assignments. The intern often has extended contact with customers or clients and might attend and participate in departmental meetings. Positions that are considered by the company as &quot;trial runs&quot; to full-time placement would be at this level.</td>
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<td>Readings in selected fields of finance. Topics selected by student in consultation with the instructor.</td>
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ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Senior

COURSE DESC:
This course meets weekly with the objective of preparing CFA Level I candidates. Class meetings discuss study goals for the upcoming week and review the expectations for the previous week. A variety of topics of covered by the exam and course related to finance, economics, and ethics. The CFA curriculum is robust, and this course emphasizes study plans and techniques that required for successful exam completion. The course encourages a positive, group-focused, learning environment as students prepare for the CFA Level I exam. Students are encouraged to help one another succeed. A mock exam is administered on a Saturday from 8am-5pm, which replicates the actual exam setting.
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<td>COURSE DESC: Provides information about College of Business majors, offices, and services so students are familiar with the available options. Department chairs and directors, administrators, student representatives, and various guest speakers discuss the structure and procedures of the College of Business.</td>
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<td>COURSE DESC: This course provides an introduction to the world of business by investigating a wide array of issues and phenomena that business executives face while conducting their work. Overall goals for the course are to introduce the context of business in general, discuss the challenges people face as they try to lead and navigate their organization(s), and to lay a foundation for personal growth and development for students pursuing business-related studies.</td>
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<td>COURSE DESC: BA 1500 introduces students to essential business communication and professional skills. The purpose of the course is to help students build a foundation for college and career success.</td>
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<td>COURSE DESC: This course is designed primarily as a transition course for international students moving into the College of Business from the Ohio Program in Intensive English or similar programs. Students will be introduced to basic business concepts and terminology and will learn to research and present recommendations for business improvement using both oral and written approaches.</td>
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<td>COURSE DESC: The Career Management Seminar will require that students develop knowledge and comprehension of several professional development processes and tools, including the career management process, networking, job search strategies, interviewing, offer screening and ongoing career management strategies. The primary focus is preparing College of Business students for an aggressive and successful internship or full-time job search strategy. A secondary goal is to support the development of a long-term career management strategy that includes goal-setting, personal development, and an appreciation for continuous improvement and lifelong learning.</td>
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<td>COURSE DESC: This course prepares students for the Global Consulting Program by teaching students to work effectively with global businesses. Students learn cultural frameworks, cultural self-awareness, communications, empathy, openness, and curiosity. Each student is provided an opportunity to develop the necessary skills to serve as an ethical, well-rounded, and culturally-appreciative ambassador of Ohio University to the rest of the world.</td>
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<td>COURSE DESC: Strategic managerial communication issues of critical and current interest are addressed in conjunction with cross-functional cluster projects and include the strategic execution of communication medium, form, and format. Attention is given to strengthening strategic managerial communication skills for greater success in the complex and sometimes problematic workplace.</td>
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<td>COURSE DESC: Students are introduced to principle-based leadership. Students are asked to define their principles and values and identify their leadership style. Using the Leadership Practices Inventory self-assessment, students are encouraged to focus on the &quot;Model the Way&quot; behavior and are expected to find their voice by establishing their principles and style while setting an example through personal leadership.</td>
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<td>COURSE DESC: Individualized tutorial for HTC students only to conduct in depth research on a business topic. First year.</td>
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<td>3290</td>
<td>Current Global Business Issues</td>
<td>Lecture</td>
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<td>0</td>
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<td>Current issues in global business with particular emphasis on preparing students for the Global Competitiveness Program.</td>
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<td>COB</td>
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<td>3400</td>
<td>Integrated Business Cluster Project</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
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<td>Integrated business problems in the context of cross-functional cluster projects. These projects will integrate learning in marketing, management, information systems, and finance. Students will acquire basic business research skills, use analytical and problem-solving skills to approach cross-functional business problems, learn concepts related to managing effective teams, and acquire practical skills related to communication, networking, and ethical decision making.</td>
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<td>COB</td>
<td>MGT</td>
<td>BA</td>
<td>3500</td>
<td>Ohio International Consulting Program</td>
<td>Seminar</td>
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<td>2CP; BDP; BLD</td>
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<td>The OICP experience gives you an opportunity to leverage your existing business skills and develop new ones in a challenging international environment. Student teams develop and implement a strategy for completing their assigned project in a fashion that satisfies the client and meets the course objectives. This course also provides students with intercultural knowledge and competence. OICP helps students to increase their own cultural self-awareness within worldwide frameworks. Students grow in cultural openness and curiosity while expanding their communication skills.</td>
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<td>COB</td>
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<td>BA</td>
<td>3900</td>
<td>Topics in Business Ethics</td>
<td>Lecture</td>
<td>1</td>
<td>3</td>
<td>BER</td>
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<td>This course covers a variety of special topics in business ethics. Course topics vary and may focus on specific business ethics topics such as corporate social responsibility, accounting, finance, marketing, human resource management, leadership, and intellectual property.</td>
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<td>The course provides students with opportunities to integrate academic knowledge with skills learned through internship. Students reflect on prior internship experiences in order to develop personal and professional skills through self-assessment.</td>
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<td>COB</td>
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<td>3950</td>
<td>Select Leaders II: Leadership Development for Juniors</td>
<td>Seminar</td>
<td>1 to 2</td>
<td>4</td>
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<td>Students in second year of the program begin to collect various leadership experiences both inside and outside of the program. Their principles are at the core of these experiences. Students at this level understand their leadership style and are learning how to be effective when interacting with different individuals and situations. Using the Covey model, students are independent and working to achieve Public Victory. Students will focus on the Leadership Practices inventory behavior Challenge the Process. They are expected to search for areas for improvement in both themselves and their organizations. They are encouraged to experiment by taking on different leadership opportunities.</td>
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<td>COB</td>
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<td>3960</td>
<td>Emerging Leaders I: Leadership Development</td>
<td>Seminar</td>
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<td>The course is about discovering who a participant is, as a person, and as a leader. During the semester, students are introduced to principle-based leadership, self-discovery and self-awareness. Students are asked to define their principles and values and identify their leadership style. On Stephen Covey's model of The 7 Habits, students recognize how to move from dependency to interdependency, and discover who they are as an individual. Next, students participate in a 2-part intensive career management seminar, which includes career interest inventory and other career management tools. Students then participate in the Big 5 Personality Assessment. Finally the students discover their own authentic leadership approach through the study of True North, taking part in leading sessions with their colleagues.</td>
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<td>Emerging Leaders II: Leadership Development</td>
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<td>GEC1: A-F,</td>
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<td>Selection into Emerging Leaders Program</td>
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<td>Emerging Leaders II is designed to provide students with the tools and skills they need to become effective leaders. Students participate in a series of sessions entitled Speak as Well as You Think, based on the work of John Vautier. These sessions are designed to improve the speaking and message delivery of leaders. Students are videotaped and provided one on one feedback regarding their message and delivery of the message. Students participate in designing new ways of thinking about challenging the process and innovation through a series of sessions around lean thinking, value stream mapping, problem solving, and innovation. Lastly, students participate in a series of sessions, based on the book by Kouzes and Posner entitled The Leadership Challenge. Students lead each of the sessions and engage their colleagues in discussions and experiential exercises to more deeply understand and practice the behaviors necessary to be an effective leader.</td>
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<td>Individualized tutorial for HTC students only to conduct in depth research on a business topic. Third year.</td>
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<td>Special Topics in Business Administration</td>
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<td>Specific course content will vary with offering.</td>
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<td>Seminar in Business Administration with topics determined by the assigned instructor. Topics will vary across offerings of this course so please see the Management Department for specifics.</td>
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<td>Participation in day-to-day activities of a business concern for at least four consecutive weeks.</td>
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<td>The course provides students the opportunity to leverage their existing business skills and develop new ones in an exciting and challenging international environment. Students spend time in a foreign country and work on a live-client consulting project. Students will harness their curiosity to explore a new culture and use empathy to investigate the similarities and differences with their own.</td>
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<td>4930</td>
<td>Readings in Business Administration</td>
<td>Ind Study</td>
<td>1 to 3</td>
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<td>Directed readings in topics in Business Administration arranged by student proposal of topic and faculty supervisor approval.</td>
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<td>Research in selected fields of business administration under direction of faculty member.</td>
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<td>Select Leaders III: Leadership Development for Seniors</td>
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<td>The senior year in the program focuses on establishing a legacy. A key element of the Select Leadership Development Program is servant leadership, which is exemplified during the senior year of the program. Seniors are the leaders of the program and are essential to the growth of the sophomores and juniors. Seniors reflect on their development in the program and share their experiences with younger members. The goal of seniors is to achieve Interdependence in Covey's 7 Habits model. Seniors focus on the Leadership Practices Inventory behavior Enable Others to Act. They recognize potential in younger members and empower them to grow in their leadership.</td>
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<td>Nature of business and of economic, social, and political environments of business firms. Emphasis on ways in which such surroundings affect business policies and operations.</td>
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<td>Nature of managerial concepts, managerial functions, and organizational structure, with emphasis on current issues</td>
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<td>History of the quality movement along with the current thinking and best practices for organization effectiveness. The quality of management and its responsibilities for overall effectiveness emphasized including process improvement and use of quality tools.</td>
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<td>Application of basic math to business problems. Special emphasis on compound interest, installment buying, and depreciation. Elementary applications of probabilities and statistics. Introduction to computer programs commonly used in business math applications.</td>
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<td>Introduction to problems of manufacturers, wholesalers, and retailers as they relate to modern marketing, market, and product</td>
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<td>Concepts of modern-day supervision. Emphasis on supervisor's major functions and development of sensitivity to human facets in management and application of effective supervisor practices</td>
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<td>Includes preparation of student for selection and operation of small business. Balanced program of all major aspects confronting small business operator, including finance, personnel, sales, success and failure factors, and business planning activities.</td>
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<td>Explores the management issues related to women in leadership positions. Case studies, discussion, business research, and project based activities used to deliver course content.</td>
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<td>Projects concerning business management or technology explored with instructor in classroom, teams or one-to-one. Studies selected in subject areas in business field.</td>
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<td>Focuses on PC-based applications used in business and industry, such as word processing, spreadsheets, databases, and presentation packages including web applications. Computer lab setting.</td>
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<td>Exploration of career opportunities by examining industries, business sectors, organizations, and management positions. Opportunities to achieve a better grasp of the various activities and institutions found in the business community; expectations of organizations.</td>
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<td>REQUIREITE: Analysis of purchasing operation's structure and procedure. Descriptions of quality, quantity, value analysis, sources of supply, and procurement controls. Vendor/buyer relationships, make-or-buy decisions, inventory control, buyer training, materials handling, records, and budgets.</td>
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<td>REQUIREITE: Policies and procedures pertaining to planning sales effort and control of sales operations. Professional selling strategies and approaches as related to business to business selling.</td>
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<td>REQUIREITE: Review of fundamental service marketing and management strategies and activities.</td>
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<td>REQUIREITE: Development of knowledge of behavior content of marketing in consumer fields. Examination of applicable theory and research findings and concepts provided by psychology, sociology, anthropology, and marketing. Stress on conceptual models of buyer behavior based on sources of influence.</td>
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<td>REQUIREITE: Broad overview of micro and macroeconomic theory as applied to the labor factor of production; the many problems related to the full utilization of human resources and government policies addressing these problems; the effects of unionism and labor-management relations including collective bargaining.</td>
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COURSE LISTING
SORTED BY College, Department/School, Prefix

Office of the University Registrar
June 1, 2023
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<td>Regulations of amateur athletics, public regulation of sports activities, legal relationships in professional sports, enforcement of professional sports contracts, antitrust aspects of sports activities, liability for injuries in sports activities.</td>
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<td>Business-related subjects delivered in modular format. Consists of 12 credit hours of modular units in accounting, statistics, marketing, and economics. Units may be added by the faculty team from other 600-level business courses based on the current business environment.</td>
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<td>Modular content of business-related subjects. Consists of 13 credit hours of modular units in accounting, finance, marketing, and management. Units may be added from other 600-level business courses based on current business environment. Students must take a 3 credit hours elective in addition to the 13 credit hours of business modules.</td>
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<td>Modular content of business-related subjects. Consists of 13 credit hours of modular units in management information systems, marketing, management, finance, operations, and international business. Units may be added from other 600-level business courses based on current business environment. Students must take a 3 credit hours elective in addition to the 13 credit hours of business modules.</td>
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<td>COURSE DESC: The course addresses topics related to building and developing effective relationships at the customer interface. The goal is to help students develop and practice skills in the areas of interpersonal communications, negotiations, creating value and product solutions, presentation, asking questions, active listening, determining customer needs, and identifying &amp; qualifying prospects. Role-plays and interactive exercises are employed in order to help students apply the knowledge to real-world situations. Cases are also employed on certain topics such as ethics and negotiation.</td>
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<td>COURSE DESC: Introduction to the basic tenets and processes of accounting systems for financial statements and managerial reports. Study of the financial reporting process for investor and creditor decisions, including internal controls. Study of cost behavior, budgeting, and capital budgeting for managerial reports. Spreadsheet design and application integrated throughout the course.</td>
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<td>COURSE DESC: Critical analysis and application of accounting principles, and building on those principles to maximize value creation. Bridging accounting and financial disciplines with strategic focus of an organization, and understanding the external forces impacting that particular organization.</td>
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<td>COURSE DESC: Business analytics can be subcategorized into three primary fields of study. These fields include descriptive, predictive, and prescriptive analytics. Descriptive analytics serves as a foundation to all other forms of analytics. The primary goal of this course is to provide students with the skills to effectively summarize, visualize, and manage data within software environments that are commonly used in various business contexts. In this course, topics include, but are not limited to, measures of central location, measures of dispersion, discrete and continuous probability distributions, hypothesis tests, as well as data visualization. In addition, students are introduced to predictive and prescriptive analytics topics for business applications.</td>
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<td>COURSE DESC: Prescriptive analytics includes a variety of topics related to decision-making within the context of business problems and applications. The primary goal of this course is to develop a model of a business scenario within a software environment. Students employ mathematical techniques that support or automate a course of action that should be taken by decision-makers. In this hands-on course, students are introduced to concepts related to constructing, testing, and applying prescriptive models and techniques that are common in business settings. From this perspective, students utilize software tools in order to apply a variety of decision-making techniques, including optimization and simulation.</td>
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<td>COURSE DESC: Introduces macroeconomic issues and concepts that a manager has to understand and adapt to. An overview is provided of the structure and functioning of financial markets. Also addressed: how to frame economic issues within the rest of the external environment.</td>
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<td>COURSE DESC: Managerial Finance is an integrated application of accounting and economic principles to the financial functions of business. The course covers financial analysis, basic investing concepts, risk and return, time value of money, capital structure, and capital budgeting.</td>
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Office of the University Registrar
June 1, 2023
Page 361 of 1005
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COURSE LISTING

MASTER CURRICULUM FILE

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Office of the University Registrar
June 1, 2023
Page 363 of 1005
### MBA Core IV
- **ELIGIBLE GRADES:**
- **COURSE DESC:** Modular content of business-related subjects. Consists of 6 cr hrs of international business, including a study abroad experience. Units may be substituted or added from other 600-level business courses based on current business environment.
- **Lecture:** 6 cr hrs
- **Repeat:** 12 cr hrs
- **Perm:** N
- **GEC:** 1 to 3
- **G40:** 0

### MBA Experiential Learning
- **ELIGIBLE GRADES:**
- **COURSE DESC:** Applied learning experience in which students consult with various real organizations. Students set appropriate project scope, identify business problems to address, analyze the organization's current situation and context, and recommend solutions.
- **Lecture:** 1 to 12 cr hrs
- **Perm:** N
- **G40:** 0

### Consulting Capstone and International Immersion
- **ELIGIBLE GRADES:**
- **COURSE DESC:** This course is designed for the student to further develop and synthesize business skills in order to apply them to real-world client engagements. Students examine and apply the skills needed to succeed in business consulting, such as decision models, team management, international business research, international marketing, consulting basics, project management, interviewing, and preparation and presentation of client deliverables. Capstone simulates and is essential preparation for the international consulting experience.
- **Lecture:** 3 cr hrs
- **Perm:** N
- **G40:** 0

### New Venture Planning
- **ELIGIBLE GRADES:**
- **COURSE DESC:** New Venture Planning is designed to engage MBA students in a process of ideation, business model generation, market validation and venture pitching. The course begins by engaging students in a process of ideation. During this step in the process the class is introduced to a range of different ideation techniques and uses them to generate a large number of venture opportunities. Ideas generated go through a screening process and teams are formed around the leading venture ideas as assessed by the class. Teams are then introduced to the business model canvas and then develop initial business models for their ideas. Next, student teams in a "lean launch" process. During this stage teams engage in validation research to confirm and amend their initial business models and provide supporting customer and other validation for their intended approach. Finally, student teams develop their pitches, trade shows, pitch decks and other materials and engage in a "shark tank"-like competition to propose their ventures to prospective investors. The class is a "learning by doing" and "problem-based learning" class. Students are expected to engage on a full-time basis for the duration of the class and the class is designed to give MBA students an accelerator-like experience.
- **Lecture:** 3 cr hrs
- **Perm:** N
- **G40:** 0
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Managing Intercultural Effectiveness in Organizations
GEC1: A-F
REQUISITE:
This course provides a comprehensive foundation for understanding and successfully interacting in today's multi-faceted, cross-cultural organizations. Attention will be given to individual, team, and organizational dynamics, providing students with a skill set of competencies designed for intercultural effectiveness in a globalized workforce and for enhanced career success.

Special Topics in Management
GEC3: A-F, CR
Specific course content will vary with offering.

Principles of Operations
GEC1: A-F
REQUISITE: Not COB major except BS 5511 and WARNING; No credit for this course if taken after MGT 3200
Emphasis is on providing a conceptual understanding of the operations function, which includes: product/process design, facility location and layout, capacity planning, material and inventory management.

Applied Management and Supervision
GEC1: A-F
REQUISITE: Not COB major except BS 5511
Application of management techniques to first line supervision and mid-level managerial roles. Topics include managerial planning, organizing and delegating work, leading, decision-making, motivating and evaluating performance, and human resources management.

Values, Business Ethics, and Corporate Responsibility
GEC1: A-F
REQUISITE:
This course enables students to prepare themselves to act in accordance with their ethical intentions when business issues with ethical ramifications arise. It exposes students to corporate responsibility and business ethics through reading, discussion, research, and reflection. However, this course is about more than the narrow question "What should I do?" Primarily, it is about our desire to live a good life--a life that is successful, honorable, and full of meaning. As such, this course will help students contemplate the overarching question "How do I want to live my life?"

Operations Management
GEC1: A-F
REQUISITE: (QBA 2720 or 2010 or MATH 2500) and COB. No credit for MGT 3000 if taken after MGT 3200
More than any other function, operations provides an organization with the capability to compete successfully in the global marketplace. With proper operations management, the firm can provide a product or service of higher quality in less time and at less cost than the competition. Emphasis on conceptual understanding of the operations function and includes the following topics: product/process selection and design, facility location and layout, capacity, material and inventory management.

Honors Experience in Operations Management
GEC7: CR, F
Ohio Honors student and MGT 3200 concurrently
Ohio Honors curricular experience in Operations Management

Project Management
GEC1: A-F
REQUISITE:
Often we are involved with developing a new system, a new product, planning an event, or participating in an undertaking where we cannot simply repeat things we have done in our past experience. These are "one-offs" or Projects. Projects are major undertakings that have a defined life time (i.e. limited duration) and a specific outcome. As such, they require a unique approach to management and administration. It is important to understand and appreciate the techniques and concepts used for successful project management. This course covers some of the basic issues related to, and tools used for, managing projects, and provides an opportunity for students to learn application of the tools and concepts of project management.

Sustainable Supply Chain Management
GEC1: A-F
REQUISITE:
This course provides a survey of concepts and issues involved in managing an organization's supply chain and its sustainability over the long run. Managing resources and supply chain dynamics are key foci of this course. Among the issues discussed are the strategic role of a supply chain, key strategic drivers of supply chain performance and common problem-solving approaches that help supply chain and logistics professionals make better decisions that contribute to the long run sustainability of the organization and its supply chain. Topics include supply chain design, planning, and operation, facilities, inventory, transportation, information management, and coordination in a Sustainable Supply Chain.
Human Resource Management
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0

ELIGIBLE GRADES: MGT 3300
COURSE DESC: Survey of human resource management practices in areas of human resource planning, recruitment, selection, training and development, performance appraisal, compensation, discipline, safety audits, and personnel research. Includes applications in employment law and discussion of interference of line and staff responsibilities in organization.

Organizational Behavior
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0

ELIGIBLE GRADES: MGT 3400
COURSE DESC: This organizational behavior course is designed to provide students with a foundation for understanding the impact of groups and organizations on and organizations. Understanding and effectively functioning within complex organizations is a key competency for today's business leaders. The course will cover many of the fundamental topics that leaders need to understand including, leadership, motivation, conflict, negotiation, stress management, managing diversity, and much more. Students will learn relevant theoretical and factual information and will participate in numerous active learning activities. Critical thinking is emphasized through hands-on activities, exercise discussions and cases that will help to build familiarity with key concepts. Students will study and learn about human behavior in organizations.

Managing High Performance Teams
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 50

ELIGIBLE GRADES: MGT 3410
COURSE DESC: Teams are increasingly used in business to tackle more challenging issues that require a diverse set of skills. Strong teams require capable leadership, attention to process, innovative ideas, excellent communication, and an appreciation for different skills and work styles. While much is known about what makes some teams more successful than others, few people are trained in how to effectively create, build, and manage teams. This course focuses on learning and best practices in team formation, working on a team, and leading teams. Throughout the course students use readings, discussion, cases, action learning exercises, and team projects as a platform to dissect common team issues, and the strategies and tactics to overcome these challenges.

Leadership in Practice
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: BLD
Perm: U30
Subsidy Level: 0

ELIGIBLE GRADES: MGT 3435
COURSE DESC: This course enables students to develop their perspectives, skills, and techniques to put strategic leadership into practice. It draws on the broad concepts of strategic leadership of knowing business or industry from multiple perspectives; demonstrating agility or cognitive flexibility to set and achieve goals; mobilizing leadership of self and others through collaboration, communication, and teamwork; and executing analysis to competitively drive results to create a viable future. This course uses prelection, reading, research, lectures, discussion, reflection, and active and experiential learning, culminating in a semester-long, team-based leadership simulation focused on sustainability.

Entrepreneurial Leadership
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0

ELIGIBLE GRADES: MGT 3450
COURSE DESC: Students will be exposed to the concepts and theories about leadership at the individual level and will have an opportunity to build and enhance their leadership skills.

Theories of Organizational Effectiveness
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0

ELIGIBLE GRADES: MGT 3500
COURSE DESC: Macro-organizational view emphasizing organizational theory. Concentrates on interaction among organization, its environment and its members, and the importance of fit among organizational strategies, structures, and culture.

Creativity and Innovation Management
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0

ELIGIBLE GRADES: MGT 3550
COURSE DESC: Examination of the role of creativity and innovation in business with a particular focus on the management of the innovation process. Students will explore personal creativity, management practices that enhance or suppress creativity, the relationship between creativity and innovation, and the process of innovation in a business setting.

Foundations of Festivals, Events and Entertainment Management
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 50

ELIGIBLE GRADES: MGT 3580
COURSE DESC: This course is a comprehensive overview of festivals, events, and entertainment management entailing an interdisciplinary focus on sports, recreation, arts, culture, and tourism. The course provides foundational content in relation to the history and scope of events, event impacts, and core components of planning, implementing, and evaluating within the festival, event, and entertainment industry.

Introduction to International Business
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: 2CP
Perm: U30
Subsidy Level: 0

ELIGIBLE GRADES: MGT 3600
COURSE DESC: An introductory course to the study of the special terms, concepts, and institutions associated with the environment in which multinational companies emerge, the nature and scope of their operations, and their economic, political, and social impact.

Cultural Intelligence in Business
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: 2CP; BDP
Perm: U30
Subsidy Level: 0

ELIGIBLE GRADES: MGT 3640
COURSE DESC: The course focuses on improving students cultural intelligence in business situations. The course reviews the components of cultural intelligence drive, knowledge, strategy, and action and offers strategies for increasing intercultural knowledge and competence in global, diverse business settings.

International Market Assessment and Entry
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Perm: U30
Subsidy Level: 0

ELIGIBLE GRADES: MGT 3650
COURSE DESC: Examination of concepts, frameworks and tools for assessing international market opportunities and for selecting and implementing appropriate means of international market entry.
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<td>Introduction to the opportunities and challenges of creating and managing a new venture. Emphasis is on how to manage a new venture and operate it profitably.</td>
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<td>Because of its comprehensive focus, the course will cover topics studied in several business classes including management, marketing, and finance. Topics examined will include conducting internal company and external environmental analyses, developing effective marketing and cash flow strategies, and managing new venture operations. Additional topics will include international business and franchising opportunities, family business issues, innovation, corporate entrepreneurship, and ethical decision-making.</td>
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<td>Provides students with an understanding of the elements and uses of a business plan. Students will build a business plan from the concept stage through a final document that could be presented to financial investors, venture capitalists or loan sources in starting up a new venture.</td>
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<td>Develop a student's ability to find, evaluate, and develop raw technical ideas into commercially viable product concepts, and build those into business propositions.</td>
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<td>During this applied learning experience, students are assigned to work as consultants with a real business. They conduct background research, analyze the client's current situation and context, and make recommendations on how to address a defined business problem. It is intended to enhance students' analytical skills while giving them the opportunity to apply business and other academic concepts to a real-world situation. Also addressed are general business skills, such as report writing, presentation, client interaction skills, and team management skills.</td>
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<td>(MGT 3740 and ACCT 3770) or (MGT 3700 and MGT 3560) and submitted application to Director of Center for Entrepreneurship Students work in the Bobcat Hatchery in an action-based learning environment to create and implement innovative entrepreneurial solutions to real problems, by working towards creation of either start-ups or social ventures.</td>
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<td>This course is for entrepreneurs building the courage to create, and risk making mistakes in their quests for true innovations in products, services or processes. You will solve problems in uncertain and dynamic environments. Creativity is the central focus, which might be defined as applying your mental ability and curiosity to discover something new, the act of relating previously unrelated things. More specifically, we focus on capitalist creativity. This means that we must apply a Business Model framework to your creativity. We demand that your solutions be profitable (have a potential to be profitable) and reflect bottom-line practicality. More importantly they must create value. We provide challenging places to fully engage your brain to discover patterns to produce breakthrough ideas that solve business problems.</td>
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<td>This course provides real world, hands-on learning on the process of actually starting a company, applying the Lean StartUp methodology. Our goal, within the constraints of a classroom and the time available is to create an entrepreneurial experience with all of the pressures of an early stage start-up. The class is designed to give you the experience of how to work as a team and turn an idea into a company. You will talk to customers, partners and competitors as you encounter the uncertainty of the start-up process. You will practice evidence-based entrepreneurship as you learn how to use a business model to brainstorm each part of a company and customer development to get out of the classroom to see whether anyone other than you would want/use your product or service. Finally, based on the customer and market feedback you have gathered, you will use agile development to rapidly iterate your product or concept to build/design something customers would actually buy and use. Completion of this course is necessary for teams who wish to compete for admission to Ohio University’s Innovation Engine Accelerator mentoring program, grant and investment funding opportunities via TechGROWTH Ohio and admission to other mentoring and funding opportunities designed to help start ventures at Ohio University.</td>
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<td>Internship experience that provides opportunities to learn by participating in day-to-day activities of a business concern for at least four consecutive weeks. Intended for experience following the sophomore year.</td>
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<td>Study of discretionary and mandatory employee relations issues such as discipline procedures, individual employment contracts, union contract administration, and alternative dispute resolution. Topics also include employee safety and health issues, and compliance with health and safety regulations.</td>
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<td>This course examines the latest theories, concepts and applications for building a talent mindset, culture and process for assessment, development and engagement of human capital. Students will have the opportunity to view talent management from an enterprise or CEO perspective, thus understanding the strategic significance of talent for delivering extraordinary business results. We will investigate talent performance and potential assessment methods, leadership succession planning, engagement practices, talent analytics, diversity acquisition sciences and global people systems. We will utilize historical and modern perspectives of talent management, as well as numerous theories related to talent along with real time current events. A variety of case studies, simulations and in-class exercises will be used to provide practical examples of effective and ineffective talent management. Throughout the course students will be asked to explore this material from a personal perspective and encouraged to gain insights into the kind of talent leader they would like to become.</td>
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<td>This capstone course in international business integrates theoretical and applied managerial concepts, strategies, and organizational practices associated with complex international and multinational organizations; administration of foreign operations; differences and conflicts between domestic and international policies and practices; and integration of cultural, technological, knowledge and organizational management imperatives in complex multinational and international operations.</td>
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<td>A broad examination of historical, literary, and business perspectives on entrepreneurship. The entrepreneurial process is studied by examining the role of individuals, new ventures, and established organizations in the discovery, evaluation, and exploitation of economic opportunities. Emphasis is placed on tracing the evolution of entrepreneurship theories over time.</td>
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<td>GECE1: A-F</td>
<td>REQUISITE</td>
<td>(FIN 2400 or FIN 3000) and MGT 2100 and MIS 2020 and MGT 2400</td>
<td>(MGT 3200 or concurrent) and Sr only</td>
<td>intended to be a challenging and exciting capstone course for the undergraduate business curriculum. It is first and foremost a course about &quot;strategy&quot; and about &quot;managing for success&quot;. The course is centered on the theme that a company achieves sustained success if and only if its managers effectively formulate and implement an astute strategy. We will explore how and why doing a good job of strategy formulation and strategy implementation produces good business performance. The course will also integrate much of the knowledge gained in the business core curriculum, pulling together the multiple disciplines that you have taken in the core. In addition, this course will be writing intensive and will require you to submit, revise, and resubmit written work to demonstrate professional level skills.</td>
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<td>4900</td>
<td>Special Topics in Management</td>
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<td>MGT</td>
<td>4910</td>
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<td>GEC6: CR, PR, F</td>
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<td>COURSE DESC: Allows students to earn credit for internship experiences that provide substantive exposure to management practices.</td>
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<td>Independent Research in Management &amp; Leadership</td>
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<td>COURSE DESC: Research in selected fields of leadership, management, and organizational behavior under direction of faculty member.</td>
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<td>4940H</td>
<td>Independent Research Departmental Honors</td>
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<td>COURSE DESC: Independent research. Course content selected by professor and student.</td>
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<td>4950</td>
<td>Seminar in Management</td>
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<td>REQUISITE: Selected topics of current interest in leadership, management, organizational behavior and related areas. Students may repeat MGT 4950 with different topics.</td>
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<td>Introduction to Management</td>
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<td>REQUISITE: Understanding of and practice in solving problems facing managers and administrators using concepts and principles from behavioral sciences and other applicable disciplines.</td>
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<td>Managing Individuals and Teams</td>
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<td>COURSE DESC: This course presents a strategic and analytical approach to complex behavioral problems involving interactions among individuals, teams, and organizational factors. The course explores topics such as leadership, team dynamics, motivation, decision-making, power/persuasion, and conflict as they apply to the management of individuals and teams in organizations. The class utilizes case studies, experiential exercises, personal reflection, and an organizational consulting project to practice and refine students' management skills as well as to gain insight into their own strengths and weaknesses as a manager.</td>
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<td>REQUISITE: Managers need to be able to scan and understand the external environment in order to engage in the important planning and decision making tasks they face. In this course, students learn tools and techniques used by managers for understanding &amp; analyzing the business environment, resources for environmental scanning and competitive analysis; how to identify and evaluate trends for the purposes of problem diagnosis &amp; opportunity recognition; approaches to strategic prioritization; and sources of competitive advantage.</td>
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<td>Managerial Decisions &amp; Challenges</td>
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<td>REQUISITE: This course examines the principles of judgment and choice in the face of uncertainty. Students are introduced to normative (i.e., how best to decide) and behavioral decision making (i.e., how do we decide). The latter approach recognizes that people use various tricks (i.e., heuristics) that simplify cognitive processing. While these serve well in some instances, they may also become traps that lead to poor results in others. Extensive study of bias helps students to recognize these tendencies and become better decision makers following a third approach known as prescriptive decision making (i.e., how should we decide).</td>
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<td>Managerial Effectiveness &amp; Research</td>
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<td>REQUISITE: MGT 5003 or concurrent</td>
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<td>COURSE DESC: This course takes a macro-organizational view emphasizing theoretical approaches to organizations and organizing and indicators of managerial effectiveness. The class focuses on interactions among the organization, its environment and its members, and the importance of fit among organizational strategies, structures, and culture. Students also explore how managerial effectiveness can be assessed and researched.</td>
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<td>COB</td>
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<td>MGT</td>
<td>5006</td>
<td>Management, Strategic Leadership &amp; Strategic Communications</td>
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<td>REQUISITE: MGT 5001</td>
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<td>COURSE DESC: This course examines the role of strategic leaders in contemporary organizations, the differences between strategic leadership and other forms of leadership, and the importance of strategic communications and crisis management for leaders in strategic roles.</td>
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### MGT 5020 Operations & Project Management

**COURSE DESC:** This course examines the ramifications of ethical and legal issues between employers and their employees, unions, independent contractors and customers. The focus is on the role of the manager in ensuring both ethical practice and legal compliance in all areas of managing the human resources in an organization.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Admission to Master's of Science in Management or MBA program or Certificate program CTOAMG

**Component:** Lecture 3

**Credits:** 0

**Repeat:** N

**General Education:** G40

**Perm:** 0

### MGT 5021 Management of Lean Six Sigma Programs

**COURSE DESC:** Projects are major undertakings that have a defined lifetime (i.e. limited duration) and a specific outcome. As such, they require a unique approach to management and administration. It is important to understand and appreciate the techniques and concepts used for successful project management. This course covers some of the issues related to projects, working on project teams and tools used for managing projects.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Admission to COB graduate or certificate program or permission

**Component:** Lecture 3

**Credits:** 0

**Repeat:** N

**General Education:** G40

**Perm:** 0

### MGT 5022 Sustainable Supply Chain Management

**COURSE DESC:** Projects are major undertakings that have a defined lifetime (i.e. limited duration) and a specific outcome. As such, they require a unique approach to management and administration. It is important to understand and appreciate the techniques and concepts used for successful project management. This course covers some of the issues related to projects, working on project teams and tools used for managing projects.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Admission to COB graduate or certificate program or permission

**Component:** Lecture 3

**Credits:** 0

**Repeat:** N

**General Education:** G40

**Perm:** 0

### MGT 5023 Supply Chain Risk Management & Global Supply Chain Design

**COURSE DESC:** Projects are major undertakings that have a defined lifetime (i.e. limited duration) and a specific outcome. As such, they require a unique approach to management and administration. It is important to understand and appreciate the techniques and concepts used for successful project management. This course covers some of the issues related to projects, working on project teams and tools used for managing projects.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Admission to COB graduate or certificate program or permission

**Component:** Lecture 3

**Credits:** 0

**Repeat:** N

**General Education:** G40

**Perm:** 0

### MGT 5024 Purchasing and Supply Management

**COURSE DESC:** Projects are major undertakings that have a defined lifetime (i.e. limited duration) and a specific outcome. As such, they require a unique approach to management and administration. It is important to understand and appreciate the techniques and concepts used for successful project management. This course covers some of the issues related to projects, working on project teams and tools used for managing projects.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Admission to COB graduate or certificate program or permission

**Component:** Lecture 3

**Credits:** 0

**Repeat:** N

**General Education:** G40

**Perm:** 0

### MGT 5025 Supply Chain Project Management

**COURSE DESC:** Projects are major undertakings that have a defined lifetime (i.e. limited duration) and a specific outcome. As such, they require a unique approach to management and administration. It is important to understand and appreciate the techniques and concepts used for successful project management in business organizations. Strategically managing projects combines technical skills with behavioral approaches as well. This course covers issues related to successful project management in business organizations and provides an opportunity for students to learn and apply tools and concepts of project management. This course guides students through the fundamental project management tools and managerial behavior skills necessary to successfully launch, lead, and realize benefits from projects.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Admission to COB graduate or certificate program or permission

**Component:** Lecture 3

**Credits:** 0

**Repeat:** N

**General Education:** G40

**Perm:** 0

### MGT 5030 Employee Relations, Ethics & Legal Aspects of HRM

**COURSE DESC:** Projects are major undertakings that have a defined lifetime (i.e. limited duration) and a specific outcome. As such, they require a unique approach to management and administration. It is important to understand and appreciate the techniques and concepts used for successful project management in business organizations. Strategically managing projects combines technical skills with behavioral approaches as well. This course covers issues related to successful project management in business organizations and provides an opportunity for students to learn and apply tools and concepts of project management. This course guides students through the fundamental project management tools and managerial behavior skills necessary to successfully launch, lead, and realize benefits from projects.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Admission to COB graduate or certificate program or permission

**Component:** Lecture 3

**Credits:** 0

**Repeat:** N

**General Education:** G40

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<td>Lecture</td>
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<td>This course is a deep dive into the strategic management aspects of talent acquisition, development and succession planning for organizational performance, sustainability and longevity. The course examines talent management from the enterprise or macro firm perspective and then share specific processes and tools for delivering results. Through agile teaming, complex business cases and in-class conversations with talent management scholars and executives, students investigate the essential contribution of talent for executing business strategy while ensuring individual, team and cultural alignment aspects. The course utilizes historical and modern perspectives of talent management, as well as numerous theories of human resource management and organizational behavior. For learning discovery, the course instructional design features a strong focus on team-based projects, consultative case analysis, simulations and in-class discussions to provide practical examples of effective and ineffective strategic talent management. Course content is explored from both a personal perspective and a professional business manager, or human resource professional perspective.</td>
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<td>Performance Management &amp; Total Rewards</td>
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<td>In today's globally competitive environment, organizations are more focused than ever on delivering measurable results - at an enterprise, business unit, team, and individual level. Performance, compensation and benefit systems are critical to attracting, motivating, and rewarding highly talented employees. Developing a comprehensive, effective performance management and reward system is critical to a Human Resource Imperative.</td>
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<td>Lecture</td>
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<td>Business and management can no longer be defined as purely local or domestic in scope. Globalization has made an understanding of the international context a critical element in any manager's knowledge base. This course exposes students to the challenges confronting organizations as they seek to enter and operate in the multiple business environments and cultures that characterize the global economy today, and provides them with conceptual models and analytical approaches for problem solving and decision making in the global context.</td>
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<td>American business is international business; one third of the U.S. corporate profits are generated abroad. Yet billions of potential business dollars are lost every year because we ignore the expectations of people in foreign cultures, and the way that they do business. This course provides a framework for understanding cross cultural differences and using such knowledge in developing country specific management practices and policies. Moreover, it provides a guide for dealing with managerial issues associated with cross national environments, organizational design and adaptation, as well as those concerns of developing global talent, social responsibility and ethical behavior.</td>
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<td>This course allows students to identify various aspects of the global supply chain and networks that facilitate international business strategy. The Transnational strategy is explored as a foundation of this course. The horizontal and vertical linkages and ecosystems that facilitate this strategy are explored.</td>
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<td>This course focuses on how large organizations manage innovation, technology commercialization and entrepreneurship. Key activities and processes are explored in the class, including innovation management, research and development, technology commercialization, corporate entrepreneurship, incubation, corporate venturing and corporate venture capital. The class also engages students in practical projects associated with innovation and entrepreneurship within companies.</td>
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<td>In this class students learn how to use common tools and techniques to generate, validate and assess new venture ideas. The class is principally practical focusing on ideation efforts and engages students in a process of screening, validating and building new business concepts. Students in this class learn how to use the business model canvas and other lean launch techniques to validate their business models. Critical skills, such as pitching and selling concepts, are acquired.</td>
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<td>Students focus on detailed planning and validation of new ventures. This class uses a business planning format to engage student teams in industrial analysis, market research, sales and marketing planning, operations and financial planning for a new venture concept. Students learn key aspects of venture planning and acquire skills in business planning, market research and investment due diligence presentations and processes.</td>
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<td>Survey of human resource management practices in areas of human resource planning, recruitment, selection, training and development, performance appraisal, compensation, discipline, safety audits, and personnel research. Includes applications in employment law and discussion of interface of line and staff responsibilities in organization.</td>
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<td>Study of discretionary and mandatory employee relations issues such as discipline procedures, individual employment contracts, union contract administration, and alternative dispute resolution. Topics also include employee safety and health issues, and compliance with health and safety regulations.</td>
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Office of the University Registrar
June 1, 2023
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<td>This course examines the latest theories, concepts and applications for building a talent mindset, culture and process for assessment, development and engagement of human capital.</td>
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<td>Students will have the opportunity to view talent management from an enterprise or CEO perspective, thus understanding the strategic significance of talent for delivering extraordinary business results. We will investigate talent performance and potential assessment methods, leadership succession planning, engagement practices, talent analytics, diversity acquisition sciences and global people systems. We will utilize historical and modern perspectives of talent management, as well as numerous theories related to talent along with real time current events. A variety of case studies, simulations and in-class exercises will be used to provide practical examples of effective and ineffective talent management. Throughout the course students will be asked to explore this material from a personal perspective and encouraged to gain insights into the kind of talent leader they would like to become.</td>
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<td>This organizational behavior course is designed to provide students with a foundation for understanding the impact of people and groups in and on organizations. Understanding and effectively functioning within complex organizations is a key competency for today's business leaders. The course will cover many of the fundamental topics that leaders need to understand including, leadership, motivation, conflict, negotiation, stress management, managing diversity, and much more. Students will learn relevant theoretical and factual information and will participate in numerous active learning activities. Critical thinking is emphasized through hands-on activities, exercise discussions and cases that will help to build familiarity with key concepts. Students will study and learn about human behavior in organizations.</td>
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<td>This course examines theories, concepts, and applications relating to decision making and problem solving in organizations from a managerial perspective.</td>
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<td>Examination of the role of creativity and innovation in business with a particular focus on the management of the innovation process. Students will explore personal creativity, management practices that enhance or suppress creativity, the relationship between creativity and innovation, and the process of innovation in a business setting.</td>
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<td>This course examines theories, concepts, and applications relating to change leadership in the modern workplace. Focus on internal processes of organizational transformation, change, and development. Designed to improve leadership potential through understanding change models and strategies, resistance to change and change leadership roles in the context of a dynamic, uncertain, and ever-changing external environment.</td>
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<td>Study of emergence of U.S. and non-U.S. multinational corporations, scope of their operations, and impact on U.S. economy and consumer.</td>
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<td>In this course students will be challenged to find, evaluate, and develop raw technical ideas into commercially viable product concepts, and build those into business propositions. Many technologies are developed in research laboratories that never make the transition to commercialization, often due to lack of business expertise by the scientists, engineers, or other technologists who develop them. The goal of this course is to bring the focus to commercializing such discoveries.</td>
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<td>Students develop a proposal for their capstone project in one of three formats: an Applied Project to be conducted within their current company, a Consulting Project to be conducted in another organizational setting either domestically or abroad, or a Research project.</td>
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<td>In this course masters candidates apply prior coursework in the Masters of Science in Management to an applied project in their employer's organization, to a consulting project for a client organization, or to a research project and present their recommendations or results in a written report and oral presentation.</td>
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<td>Selected topics of current interest in management and organizational behavior.</td>
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<td>This comprehensive and participative course will provide students with the skills, knowledge and tools needed for project success. The students will learn the essential steps in setting up project plans, scheduling work, exercising appropriate control and monitoring progress to achieve desired project goals. Through class exercises and realistic projects, students learn how the principles are put into practice. The topics covered in this session are those considered best practices in the field. Upon completion of this course, the participants return to their own major fields prepared to meet time, budget and performance objectives of their own projects.</td>
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<td>Provides opportunities to practice and improve written and spoken communication skills, both individual and collaborative, which are appropriate for career success. Utilizes strategic managerial communication skills in analyzing business problems or situations and choosing the appropriate communication processes, products, or events to meet organizational needs.</td>
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<td>Entrepreneurial Accounting will include recording, reporting, and measuring business transactions. The course will focus on using accounting information for strategic planning and decision-making in business organizations. Topics covered include preparation and analysis of financial statements, budgeting, break-even analysis, and time value of money.</td>
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<td>Managing Systems and Projects</td>
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<td>The course provides a broad view of Management Information Systems (MIS) by integrating business and information systems perspectives. The course focuses on the multitude of current information systems types, associated issues, and impacts on individuals, organizations, and business in general.</td>
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<td>The course will provide a conceptual understanding of the operations function, which includes: product/process design, facility location, and capacity planning. The course will demonstrate how operations management provides a product or service with higher quality and at a lower cost than competition.</td>
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<td>The purpose of this course is to teach the students effective marketing tools for reaching consumers. The course will focus on how managers use the marketing mix to reach target markets and position products. The students will gain the knowledge necessary to conduct market research, how to develop a consumer survey.</td>
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<td>The course introduces students to the College of Business and the Bachelor of Science in Business (BSB) program. Students explore careers and leadership while learning insight into the professional world. Students develop knowledge and experience important for career management, networking, job search strategies, and interviewing.</td>
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<td>Supervision Management is an introduction to the field of management at the supervisory level which includes the functions and roles of management in organizations.</td>
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<td>A corporate finance course which will implement a profit-maximizing approach to investing, financing, and managerial decisions of a firm. The principles used apply equally to not-for-profit organizations and personal finances. Major topics include financial goals of a firm, financial mathematics, financial statement analysis, financial asset valuation, capital budgeting, risk and return, and cost of capital.</td>
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<td>Strategic managerial communication is a writing enriched course that provides opportunities to practice and improve written communication skills, which are appropriate for career success. This course begins with the assumption the student has competency in basic business form and format for professional communication such as letters, memoranda, reports, and presentations.</td>
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<td>This course provides students with a structured planning approach to optimize their internship experience. Students focus on personal and professional development, self-reflection, skill development, and building professional relationships and networks during the planning for an internship experience.</td>
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<td>Internship Experience</td>
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**ELIGIBLE GRADES:**
GEC6: CR, PR, F
**REQUISITE:** SAM 3905 and permission required

**COURSE DESC:**
The purpose of the course is to provide students with a format for reflection while they perform a professional internship. The internship will enhance the student's ability to achieve their personal career objectives. Also, the internship experience will provide opportunities for participation in day-to-day activities of a business concern for 15 consecutive weeks. (Intended for experience)

| COB     | MGT  | SAM  | 3920  | Business Application Simulation     | Practicum | 3           | 0            | BLD               | N    | U30     |               |                  |

**ELIGIBLE GRADES:**
GEC1: A-F
**REQUISITE:** (SAM 3010, 3020, 3100) and (BA 2000 or SAM 3905)

**COURSE DESC:**
Students operate a simulated company and compete head-to-head against companies in the same industry run by other students in the class. The companies compete in a global market arena in four geographic regions including Europe-Africa, North America, Asia-Pacific, and Latin America. The manager(s) of each company are responsible for assessing market conditions, determining how to respond to the actions of competitors, forging a long-term direction and strategy for their company, forecasting upcoming sales volumes, and making decisions including to workforce compensation and plant operations, capacity expansion, distribution center operations and inventory management, pricing and marketing, finance, and corporate social responsibility/citizenship.

| COB     | MGT  | SAM  | 4700  | Managing Strategically in the Future| Lecture   | 3           | 0            | 3; CAP            | N    | U30     |               |                  |

**ELIGIBLE GRADES:**
GEC1: A-F
**REQUISITE:** SAM 3010 and 3100 and Sr

**COURSE DESC:**
The course is intended to be a capstone course. The course centers around the theme that a company achieves sustained success if its managers (1) formulate an astute game plan (2) implement and execute the game plan with proficiency. The course will prove how and why doing an effective job of strategy formulation and strategy implementation produces good business performance. In studying the tasks of strategic management, the course will integrate the knowledge students have gained from previous courses. Strategic management requires dealing with many variables and situational factors at one time. The students will be able to weigh the pros and cons of what strategy entails: a total enterprise perspective and a talent of judging how all of the relevant factors add up to shape the actions needed to take place in a business.

| COB     | MGT  | SAM  | 4900  | Special Topics Science in Applied Management| Lecture | 1 to 15     | 15           | N                 | U30  | None   |               |                  |

**ELIGIBLE GRADES:**
GEC1: A-F
**REQUISITE:** Jr or Sr

**COURSE DESC:**
Specific business course content will vary with offering of the course.
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<td>ELIGIBLE GRADES: Not COB major except BS5511 or BS6108 or BS6109 and WARNING: No credit for this course if taken after the following: MKT 2400</td>
<td>Provides a broad understanding of marketing activities, decisions, and terms with an emphasis on the practices and problems of marketing managers and the analysis of the marketing environment.</td>
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<td>ELIGIBLE GRADES: COB and ECON 1030</td>
<td>Provides an introductory coverage of topics in marketing. Offers an early focus on the elements of the marketing mix to assist students when they take the integrated cluster. Also includes specific assignments designed to enhance COB majors’ understanding of marketing activities and strategies.</td>
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<td>ELIGIBLE GRADES: Specific course content will vary with offering.</td>
<td>COURSE DESC: Combination of personal selling theory with actual practice. Students learn skills needed for successful careers in sales and marketing.</td>
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<td>COURSE DESC:</td>
<td>The course provides students the opportunity to use marketing knowledge to create and execute a marketing plan for a nonprofit client. Students will transfer general marketing concepts to nonprofit marketing contexts in order to make connections between knowledge and experience. Students will also use reflection to self-assess knowledge and skills.</td>
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<td>COURSE DESC:</td>
<td>combines personal selling theory with actual practice. Students learn skills needed for successful careers in sales and marketing.</td>
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<td>COURSE DESC: (MKT 2020 or 2400) and (QBA 1720 or 2010 or MATH 2500 or PSY 1110 or 2110)</td>
<td>Provides an introduction to the field of marketing research for effective decision-making. Students will learn techniques involved in collection, tabulation, and analysis of marketing information.</td>
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<td>COURSE DESC: Problems encountered by manufacturer in establishing and maintaining effective distribution system, concentrating on channel design and strategies.</td>
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<td>COURSE DESC: The goal is to develop responsible, analytical, curious businesspeople who are ready to tackle the issues of our changing planet.</td>
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<td>COURSE DESC: Reflects the increasing proportion of GNP taken up by the service sector. Industries that do not sell a physical good as their main offering to the public are examined. These could include the recreation industry, government agencies, financial institutions, and professional (legal, medical) services.</td>
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<td>COURSE DESC: The course introduces the field of business-to-business (B2B) marketing. Answers the questions: What is business marketing? In what markets does it occur? Topics include: Organizational buyer behavior, methods of assessing business market opportunities, and business marketing strategies.</td>
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<td>COURSE DESC: The course is designed to help students learn how to design and execute digital marketing strategies that will effectively reach target audiences, develop their attention, and convert them to customers.</td>
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<td>COURSE DESC: Focuses on understanding the major issues facing international/global marketing managers today through the application of marketing principles in the international/global business environment. This course also builds awareness of ethical, international, and cross-cultural issues, primarily, as they relate to marketing decisions, encourages the search for cross-cultural contact, and creates cultural curiosity in the students to guide students to become Global Citizens.</td>
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<td>WARNING: No Credit for both this course and the following (always deduct credit for the first course taken): MKT 3020 illustrates the practical importance of understanding consumers' knowledge and attitudes, incorporating various approaches for assessing such knowledge and attitudes. Identifies major factors that influence how consumers process and learn marketing information and considers various techniques marketers can use to influence consumer attitudes and behavior.</td>
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<td>COURSE DESC: Integrates communication theory, concepts and research with in-depth treatment of the following elements of the promotional mix: advertising, sales promotions, public relations, and point-of-purchase communications.</td>
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<td>COURSE DESC: Teaches students how companies can retain their current customers and develop long-term profitable relationships with them.</td>
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<td>This course focuses on the job skills and competency areas needed by the industry's communication, media relations, community relations, and development professionals. The common threads of external relations are information management and relationship building. This class will synthesize public relations, media relations, and building brand equity in the sport context with attention to differentiating special procedures required in handling student-athlete information in intercollegiate athletics.</td>
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<td>Sport Facility and Event Management</td>
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<td>This course applies the functions of management to the development, operations, and financing of sport facilities. Facilities examined include public and private arenas, stadiums, ballparks, and multi-use venues. Provides the foundations for event bidding and management as well as covering risk management, safety, and emergency planning in sport. The course may require additional student attendance at events outside of the normal class period.</td>
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<td>Internship in Sport Management</td>
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<td>Internship experience that provides opportunities to learn by participating in day-to-day activities of a sports and entertainment-related organization for a minimum of 90 total hours for 1.0 credit hour. Intended for a sports and entertainment-related organization experience following sophomore year.</td>
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<td>Diversity, Equity and Inclusion in Sport</td>
<td>Lecture</td>
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<td>Examines the role of sport in the lives of women, ethnic minorities, people with disabilities, and gay, lesbian, bi-sexual, and transgender individuals, and reflects on the special structures and attitudes of sport for these populations. It includes a discussion of issues and controversies affecting these populations, a look at their sport structures, and a highlight of select individuals as athletes, coaches, and administrators within these populations.</td>
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<td>Advanced Sport Event Management</td>
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<td>This course will explore the process of the design and implementation of recreational and sporting events. An in-depth discussion pertaining to the planning, development, management, and implementation of these events. Specific attention will be given to the venue needs, financing, marketing, and various operational aspects of hosting recreational and sporting events. The course may require additional student attendance at events outside of the normal class period.</td>
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<td>Advanced Sport Facility Management</td>
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<td>This course is designed to apply best principles of facility management to various recreational and sports facilities. Emphasis is placed upon operational efficiency, quality of service and fiscal responsibility. The course may require additional student attendance at facility tours outside of the normal class period.</td>
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<td>This course provides relevant theoretical and practical insights from which an undergraduate student can develop a broader awareness and perspective in understanding international sport organizations and business and the practice of business as it intersects with the practice of international sport.</td>
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<td>4130</td>
<td>The Business of Baseball</td>
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<td>This course provides students the opportunity to explore the managerial aspects of operating a baseball team, facility and event with the community-owned, student-operated Southern Ohio Copperheads in Athens, Ohio. It combines classroom instruction with hands-on service learning on how to operate a summer collegiate baseball team. The course focuses on 501(c)3 non-profit operations as a member of the Great Lakes Summer Collegiate League.</td>
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<td>The Business of Esports</td>
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<td>This course provides students with an overview of the business of esports. This course focuses on the history of video games from creation to the development of the modern, competitive gaming environment.</td>
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<td>Economics of Sport</td>
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<td>This course is designed to examine major economic issues in the sport industry and introduce the methodology of economics that can be used to analyze these issues.</td>
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<td>This course introduces students to the fundamental concepts and tools necessary to understand the emerging role of business analytics for making better decisions to advance sport organizations, both on and off the field. Students explore how leveraging data can create competitive advantage, review the analytics language, gain experience evaluating data, and gain knowledge regarding contemporary software options as they relate specifically to the sport industry.</td>
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<td>COURSE DESC: This course examines and applies the concepts of financial resource management to the operation of programs in the sport industry. Concepts examined include forms of ownership, taxation, financial analysis, feasibility studies, revenue generation, economic impact studies, and current issues in sports finance.</td>
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<td>COURSE DESC: This course focuses on critically analyzing the role of intercollegiate athletics in higher education. Particular focus and discussion centers on the prevailing contemporary issues in intercollegiate athletics including financial trends, legislation, conference alignment, reform, gender equity, graduation rates, gambling, violence, and diversity issues in coaching and management hiring.</td>
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<td>Sport Promotion and Sales Management</td>
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<td>COURSE DESC: This course provides an overview of the elements of sport promotion and sales. Content includes rationale and benefits of promotion and sales, sponsorship proposals, licensing programs, solicitation of sponsors, and an introduction to the ticket sales process.</td>
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<td>Sport Ticket Sales and Systems</td>
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<td>COURSE DESC: This course introduces students to ticket operations by studying policy development and implementation, customer service, problem solving, ticket technology, will call, seat improvements and relocations, ticket transfers, the processes of ticket, group, and sponsorship sales.</td>
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<td>Sport Ticket Sales and Revenue Streams</td>
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<td>COURSE DESC: This course examines the many sources of revenue that drive the sport industry at the professional and intercollegiate levels including media rights, sponsorships, stadium game day, and a specific focus on the process and implementation of effective ticket selling.</td>
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<td>COURSE DESC: This course allows students to apply the principles and concepts of sport management and to demonstrate critical thinking, planning, research, and ethical decision-making skills required of sport managers. This course applies a variety of key business concepts towards effective decision-making in the sports and entertainment industry. This capstone features an industry project with a live client in the continental United States that is funded by each individual student. A local option (Athens-based) is offered for those who are unable to travel at no additional cost.</td>
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June 1, 2023
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<td>COURSE DESC: This course prepares students for sport industry careers in ticket operations, box office management, inside sales, group sales, and corporate ticket sales. The course discusses the ticket sales process for inside, group, special, premium, and luxury seats via planning, direct, and indirect selling methods.</td>
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<td>COURSE DESC: This course provides students with an understanding of legal concepts that may affect operations of interscholastic athletics. Specific attention is given to legal system foundations, fundamentals of risk management, constitutional law, negligence and Title IX.</td>
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<td>COURSE DESC: This course focuses on the theory and practice of planning and managing facilities and events in interscholastic athletics. The course covers the complexities involved in managing various types of athletic facilities and stakeholder groups in the planning and execution of athletic events. Topics covered in this course include the strategic management of athletic facilities, facility construction and renovation, maintenance of athletic facilities and equipment, and scheduling of facility use by school and non-school users. In addition, the course covers the steps in planning and executing interscholastic athletic events.</td>
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<td>COURSE DESC: This course provides an overview of human resources related policies and functions in interscholastic athletic administration, including hiring and supervision of staff and best practices for diversity/inclusion initiatives. This course also covers legal issues related to human resources, including harassment, discrimination and the Fair Labor Standards Act.</td>
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<td>COURSE DESC: This course examines and applies the fundamentals of marketing to interscholastic athletics. The course covers the principles of consumer behavior, branding, the marketing mix, and sponsorship, and culminates with students developing a marketing plan for an interscholastic athletic program or event.</td>
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<td>COURSE DESC: This course applies contemporary management, leadership and ethics theories to interscholastic athletics. This course also discusses leadership roles in interscholastic athletic administration and applying theoretical knowledge to the practical day-to-day leadership needs in interscholastic athletics.</td>
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Office of the University Registrar  
June 1, 2023  
Page 385 of 1005
### Course Listing

#### Applied Sports Sponsorship Project
- **Department**: COB SA
- **Course Code**: SASM 6575
- **Eligible Grades**: CR, PR
- **Course Description**: Applied Sports Sponsorship Project
- **Component**: Seminar
- **Credits**: 2
- **Hours**: 0
- **Repeat**: CR, PR

#### Revenue Generation in Sport
- **Department**: COB SA
- **Course Code**: SASM 6580
- **Eligible Grades**: CR, PR
- **Course Description**: Revenue Generation in Sport
- **Component**: Lecture
- **Credits**: 3
- **Hours**: 0
- **Repeat**: CR, PR

#### Sport Business Revenue Strategies
- **Department**: COB SA
- **Course Code**: SASM 6585
- **Eligible Grades**: CR, PR
- **Course Description**: Sport Business Revenue Strategies
- **Component**: Lecture
- **Credits**: 3 to 4
- **Hours**: 0
- **Repeat**: CR, PR

#### Governance in Intercollegiate Athletics
- **Department**: COB SA
- **Course Code**: SASM 6650
- **Eligible Grades**: CR, PR
- **Course Description**: Governance in Intercollegiate Athletics
- **Component**: Lecture
- **Credits**: 3
- **Hours**: 0
- **Repeat**: CR, PR

#### Human Resource Management in Sport Organizations
- **Department**: COB SA
- **Course Code**: SASM 6670
- **Eligible Grades**: CR, PR
- **Course Description**: Human Resource Management in Sport Organizations
- **Component**: Lecture
- **Credits**: 3
- **Hours**: 0
- **Repeat**: CR, PR

#### Financial Management for Sport Administration
- **Department**: COB SA
- **Course Code**: SASM 6700
- **Eligible Grades**: CR, PR
- **Course Description**: Financial Management for Sport Administration
- **Component**: Lecture
- **Credits**: 3
- **Hours**: 0
- **Repeat**: CR, PR

#### Research Methods in Sports Administration
- **Department**: COB SA
- **Course Code**: SASM 6600
- **Eligible Grades**: CR, PR
- **Course Description**: Research Methods in Sports Administration
- **Component**: Lecture
- **Credits**: 3
- **Hours**: 0
- **Repeat**: CR, PR

#### Introduction to Sport Analytics
- **Department**: COB SA
- **Course Code**: SASM 6850
- **Eligible Grades**: CR, PR
- **Course Description**: Introduction to Sport Analytics
- **Component**: Lecture
- **Credits**: 3 to 4
- **Hours**: 0
- **Repeat**: CR, PR

#### Contemporary Issues in Sport Administration
- **Department**: COB SA
- **Course Code**: SASM 6880
- **Eligible Grades**: CR, PR
- **Course Description**: Contemporary Issues in Sport Administration
- **Component**: Lecture
- **Credits**: 1 to 3
- **Hours**: 6
- **Repeat**: CR, PR

#### Special Topics in Sports Administration/Sports Management
- **Department**: COB SA
- **Course Code**: SASM 6900
- **Eligible Grades**: CR, PR
- **Course Description**: Special Topics in Sports Administration/Sports Management
- **Component**: Lecture
- **Credits**: 1 to 15
- **Hours**: 999
- **Repeat**: CR, PR

#### Internship in Sports Administration
- **Department**: COB SA
- **Course Code**: SASM 6910
- **Eligible Grades**: CR, PR
- **Course Description**: Internship in Sports Administration
- **Component**: Field
- **Credits**: 1 to 6
- **Hours**: 6
- **Repeat**: CR, PR

Office of the University Registrar
June 1, 2023
Page 386 of 1005
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Office of the University Registrar
June 1, 2023
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<td>GEC1: A-F REQUISTE: In this course, students identify societal issues that can be addressed with immersive media technologies (virtual reality and/or augmented reality). Students develop project-based solutions to these problems and design ways to implement these projects. Special emphasis is placed on team building and client-based research. The research from this class is then utilized in COMM 4250 the following semester.</td>
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<td>GEC1: A-F REQUISTE: COMM 5011 or concurrent \nThis course prepares the student to plan for a crisis, recognize, communicate, and operate within a crisis to ensure resiliency, and to recover from a crisis. The concepts are foundational and follow national standards. The focus is learning through exploring crisis events, case studies of organizations and most importantly, developing the fundamental structure of a crisis plan outline and crisis communication plan and implementing a follow-up system to ensure the plan is always ready to implement.</td>
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<td>GEC1: A-F REQUISTE: COMM 5012 (or concurrent) \nThis course prepares the student to develop key message baselines before a crisis; to communicate with speed, accuracy, and to provide credibility skills in a crisis; to monitor information and prevail with the truth in a crisis; and to provide perspective on cause marketing and communication beyond the crisis.</td>
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<td>GEC1: A-F REQUISTE: COMM 5013 (or concurrent) \nThis course prepares the student to collect, analyze, and present social data from a crisis situation to ensure resiliency and timely crisis management. The focus is on analyzing online social interactions in crisis situations using analytics techniques.</td>
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<td>GEC1: A-F REQUISTE: COMM 5012 \nA retrospective of media introduces students to the changing landscape of media and how it is being redefined and traversed by business professionals, non-profits and average citizens. Students learn how to be good sources for positive public information and how to create their own understandable media messages. Message development and delivery are emphasized. Students also explore the future of media and the impact on society.</td>
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<td>GEC1: A-F REQUISTE: COMM 5013 (or concurrent) \nThis course introduces students to the changing landscape of media and how it is being redefined and traversed by STEM professionals. Students learn how to be good sources for positive information related to STEM research and projects and how to create their own understandable media messages. Message development and delivery for areas related to Science, Technology, Engineering and Math are emphasized.</td>
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<td>GEC1: A-F REQUISTE: COMM 5400 \nStudents learn how to take complex business concepts or personal messages and synthesize the information into cogent media messages for public consumption. Message targeting, delivery and personal branding skills are developed. Media interviewing techniques are analyzed and strategies explained on how to avoid traps for interviewees.</td>
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<td>GEC1: A-F REQUISTE: COMM 5401 \nStudents learn how to take complex concepts, research findings and data and synthesize the information into cogent media messages for public consumption. Media interviewing techniques are analyzed and strategies explained. Students learn how to shape, promote and deliver policy messages that resonate with the public.</td>
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<td>GEC1: A-F REQUISTE: COMM 5410 \nThis course emphasizes best practices for how to be interviewed. Topics includes creating sound bites, elevator pitches and understandable descriptions for the interview. Through mock interviews student learn to maximize messaging throughout the interview process.</td>
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<td>GEC1: A-F REQUISTE: COMM 5411 and WARNING: No credit if taken after COMM 5420 \nThis course emphasizes best practices for how to be interviewed. Topics includes creating sound bites from scientific research, interview preparation and interview delivery techniques. Through mock interviews student learn to maximize scientific messaging throughout the interview process.</td>
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<td>GEC1: A-F REQUISTE: \nThis course explores the creation of short form video as a method for communication in professional industries. Examines tools and technologies, content production and distribution strategies. Consumer platforms are employed to ensure flexible production practices.</td>
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<td>GEC1: A-F REQUISTE: \nThis course is an introduction to asset design and motion graphics. Students will learn graphic design principles for the ideation, development, and production of motion graphics. This course emphasizes dynamic, thoughtful, and appropriate communication and design solutions.</td>
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## Assessing Digital Media Transformation & Innovation
- **Title:** Assessing Digital Media Transformation & Innovation
- **Component:** Lecture
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Permutation:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** GEC1: A-F
- **COURSE DESC:** Prepares students to engage digital media transformation within professional contexts. Students work to implement innovative digital media solutions with emphasis placed on critical analysis of new technologies and real-world benefits of disruptive media. Special emphasis is placed on networking, peer-evaluation, and media-centric business model frameworks.

## Strategic Communication Fundamentals
- **Title:** Strategic Communication Fundamentals
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Permutation:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** GEC1: A-F
- **COURSE DESC:** The course introduces students to the field of strategic communication. Students examine and apply theories, concepts, and frameworks employed in a contemporary professional setting. This course is one of three courses which fulfill the requirements of the Strategic Communication Management graduate certificate.

## Media Planning Fundamentals
- **Title:** Media Planning Fundamentals
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Permutation:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** GEC1: A-F
- **COURSE DESC:** Students identify and create the key components of a media plan. Students develop an integrative media plan, drawing on both digital and traditional media. Students identify, prepare, critique, and assess comprehensive media plans in various professional contexts.

## Introduction to Graduate Research in Communication
- **Title:** Introduction to Graduate Research in Communication
- **Component:** Seminar
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Permutation:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** GEC1: A-F
- **COURSE DESC:** This course provides an overview of the communication discipline and key research issues and methods in different areas of the field.

## Master's Capstone
- **Title:** Master's Capstone
- **Component:** Thesis
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Permutation:** G40
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC4: A-F, CR, PR
- **REQUISITE:** GEC4: A-F, CR, PR
- **COURSE DESC:** In consultation with an advisor and program committee, students select and complete a capstone experience that fits with their professional and academic goals: applied project or e-Portfolio.

## Seminar in Political Communication
- **Title:** Seminar in Political Communication
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Permutation:** U30
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC2: A-F, PR
- **REQUISITE:** GEC2: A-F, POCO 2010
- **COURSE DESC:** Senior-level research course investigating selected aspects of political communication.
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<td>Fundamentals of Human Communication</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Introductory analysis of oral communication in human relationships with focus on variety of contexts including dyadic, small group, and public communication experiences. Serves as survey of human communication processes. Mass lecture.</td>
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<td>Introduction to Undergraduate Communication Studies</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Introduces undergraduate COMS students to their major and equips them to thrive in the program. Students will engage with full-time faculty in the school as they complete discussions and assignments related to navigating the requirements of their major and the discipline of which they are a part. This is a required course for COMS majors. Transfer students must take the course the semester they are admitted to COMS.</td>
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<td>2HL; BDP; BER; BSL</td>
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<td>REQUISITE: The Fundamentals of Public Speaking course develops understanding of theories and skills related to successful communication in the presentational speaking context. Through the use of interpretive and rhetorical methods students understand meaning, context, culture, diversity, ethics, research, and language in the development and delivery of informative and persuasive speeches that are informed by and adapted to desired audiences.</td>
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<td>Communication Among Cultures</td>
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<td>REQUISITE: The purpose of this course is to explore the role of communication in understanding, accepting, and appreciating cultural differences. Culture includes not only issues of nationality, ethnicity, and race, but also issues such as gender, socioeconomic status, and age. Using a number of co-cultural, cross-cultural, and intercultural examples, students explore how communication is a key component of bridging cultural differences.</td>
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<td>REQUISITE: The purpose of this course is to explore the role of communication in understanding, accepting, and appreciating cultural differences. Culture includes not only issues of nationality, ethnicity, and race, but also issues such as gender, socioeconomic status, and age. Using a number of co-cultural, cross-cultural, and intercultural examples, students explore how communication is a key component of bridging cultural differences.</td>
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<td>GEC6: CR; PR, F</td>
<td>REQUISITE: Students prepare for competition in oral interpretation, public speaking, and/or debate as part of the Ohio University Forensics Team. Travel to a weekend tournament at another university is required to earn credit. Number of credits depends upon number of performances prepared for competition.</td>
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<td>Communication and Persuasion</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Soph or Jr or Sr</td>
<td>Process of communication and attitude change, survey of general theories and typical research, and analysis of contemporary persuasion problems.</td>
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<td>Principles and Techniques of Interpreting</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Soph or Jr or Sr</td>
<td>Methods used in two-party, face-to-face oral communicative situations commonly encountered in organizational and professional environments. Intensive practice through role-playing and real-life interviews in and out of class, emphasizing skills involved in giving and getting information, persuasion, and job-employment situations.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Study of structure and dynamics of small groups, nature and functions of leadership, group participation, problem solving, and decision making; frequent participation in group discussion activities.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Provides experience in study of communication in social interaction. Exploration of communication variables and skill development in message generation in one-to-one informal settings.</td>
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<td>Argumentative Analysis and Advocacy</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: C or better in COMS 1030</td>
<td>Basic principles of argumentative discourse including concepts of presumption, burden of proof, rhetorical forms of reasoning, and evidence. Practice in applying these principles.</td>
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<td>GEC6: CR; PR, F</td>
<td>REQUISITE: COMS 1170</td>
<td>Students prepare for competition in one or more individual events and/or debate as part of the Ohio University Forensics Team. Attendance at tournaments is expected.</td>
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<td>REQUISITE: Techniques of oral interpretation and development of adequate intellectual and emotional responsiveness to the meanings of literature.</td>
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<td>REQUISITE: GEC1: A-F To identify the purposes, history, and application of key social and rhetorical theories of communication through reading and discussing classic works of communication theory. To understand issues of epistemology, ontology, and axiology when discussing the goals and methods related to relevant theories.</td>
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<td>REQUISITE: GEC1: A-F, Soph or Jr or Sr In this course we explore the role communication plays in fostering innovation and creativity in organizations. This course surveys theories from both organizational communication and behavioral sciences in order to demonstrate the ways that communication and innovation are inextricably intertwined. Students analyze real-world cases that give them the knowledge and ability to recognize ways to improve innovation in the organizations in which they will work.</td>
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<td>REQUISITE: GEC1: A-F, WARNING: Not BC5363 or BC5364 and no credit for this course and COMS 3500 Organizational communication is the study of how organizations accomplish these goals via the ongoing, mutual exchange of verbal and nonverbal messages. This course provides students with a firm grounding in organizational communication theory, while at the same time highlighting the very practical nature of this endeavor.</td>
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<td>REQUISITE: GEC3: A-F, CR Specific course content will vary with offering.</td>
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<td>REQUISITE: GEC2: A-F, HTC PR A survey of topics and research traditions in Communication Studies, with emphasis on current issues in the student's areas of interest.</td>
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<td>REQUISITE: GEC1: A-F, Jr or Sr Analysis of the communication dynamics involved in managing interpersonal and organizational conflicts. Examination of theory and research related to conflict management. Emphasis on case studies and role-playing conflicts in various interpersonal and group settings.</td>
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<td>REQUISITE: GEC1: A-F, Soph or Jr or Sr This course explores the ways in which communication is facilitated by, in, and through new communication technologies.</td>
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<td>REQUISITE: GEC1: A-F, Soph or Jr or Sr This course explores the ways technology shifts traditional conceptions of organizations and organizing. Specifically, the course explores three themes: 1) Ways organizations use social media for communication with external stakeholders, 2) Ways organizations use technology to facilitate internal communication processes, and 3) Ways that technology creates and sustains new forms of organizing. Discussion and readings address the social, technical, and psychological factors related to the use and adoption of communication technologies. Students are encouraged to draw on personal experiences with organizations and explore opportunities or threats organizations may face while adjusting to the challenges posed by online technologies.</td>
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<td>Students will apply statistical methods to critically analyze communication research literature. Students engage in a theoretical and applied exploration of a wide range of voices (e.g., Citizen and community groups, Greens, corporations and lobbyists, scientists, anti-environmentalists, public officials and regulators, journalists) and a variety of environmental issues (e.g., climate change, water and air quality, genetic engineering and nanotechnology, mountaintop removal, logging, endangered species and extinction). Topics might include the social construction of nature; human relationships with nature through discourse, rhetoric, and communication practices; critical and cultural approaches to environmental discourse; communication about environmental issues in organizations, mass media, political, and international contexts; communication around environmental controversies; stakeholder dialogue and conflict; public understanding of environmental issues; public participation in environmental decision-making; environmental risk communication; environmental campaigns; and environmental advocacy, deliberation, and public relations. Main aim is to engender understanding of how communication constructs nature, threats to the natural environment, disputes about threats, and ways of living in the natural world.</td>
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<tr>
<td>COM</td>
<td>COMS</td>
<td>COMS</td>
<td>3350</td>
<td>Managing Risk and Crisis Communication</td>
<td>Lecture</td>
<td>3</td>
<td></td>
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<td>N</td>
<td>U30</td>
<td>25</td>
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<td>Communication plays a central role in crisis planning, response, and resilience. The purpose of this course is to introduce students to the fundamental theories, principles, and practices surrounding crisis communication. Students examine real-life case studies on organizational crises, natural disasters, accidents, terrorism incidents, health crises, and major crises of credibility. By the end of this course, students can strategize, plan, execute, and evaluate crisis communication.</td>
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<td>3400</td>
<td>Introduction to Health Communication</td>
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<td>Concerned with issues in the theory and practice of health communication. Topics include provider-patient communication; organizational communication in health care delivery systems; communication in community/consumer health education; information technologies in health communication; communication in support systems for the elderly, disabled, and terminally ill; and, communication training for health care professionals.</td>
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<td>Writing is integrated into this course in several ways. First, students will write regularly throughout the term. Course assignments will require that students engage with the content of the course while simultaneously attending to principles of writing. Second, we will devote class time to learning about writing via lectures, discussions, and activities. Writing topics will focus on macro, mezzo, and micro issues in writing including ideas, organization, paragraphs, sentences, and grammar. Third, students will produce several short and/or one longer piece of writing that comprises at least 10-15 pages of original writing. Fourth, students will revise and resubmit at least one writing assignment based on peer and/or instructor feedback. Fifth, as appropriate, students will provide their peers with feedback on writing assignments and will use the feedback from their peers for revisions.</td>
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<td>Women and Health Communication</td>
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<td>This course focuses on the unique communication issues for women in health-related settings. Topics include the accomplishment of relational, informational, and medical goals for women health care seekers, as well as the challenges of offering and seeking social support in contemporary society.</td>
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<td>Qualitative Inquiry in Communication</td>
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<td>Discussion and application of communication data collection methods such as focus group and individual interviewing, participant observation, questionnaire design, sampling procedures, and case studies.</td>
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<td>Analysis of traditional and contemporary theories of communication in context of modern complex organizations (government, industry, education, etc.). Consideration and explication of such pertinent concepts and variables as message, channel, networks, information, information flow, communication climate, and communication audit.</td>
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<td>Writing is integrated into this course in several ways. First, students will write regularly throughout the term. Course assignments will require that students engage with the content of the course while simultaneously attending to principles of writing. Second, we will devote class time to learning about writing via lectures, discussions, and activities. Writing topics will focus on macro, mezzo, and micro issues in writing including ideas, organization, paragraphs, sentences, and grammar. Third, students will produce several short and/or one longer piece of writing that comprises at least 10-15 pages of original writing. Fourth, students will revise and resubmit at least one writing assignment based on peer and/or instructor feedback. Fifth, as appropriate, students will provide their peers with feedback on writing assignments and will use the feedback from their peers for revisions.</td>
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<td>This course builds upon, and extends, the conceptual foundations of organizational communication through analysis and critical examination of case studies. Students will read, discuss, and write about advances in contemporary organizational communication thought, practices, and research orientations.</td>
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<td>Students will apply statistical methods to critically analyze communication research literature. Students develop basic proficiencies in structuring designs, basic to descriptive, and experimental studies, including data collection, analysis, and presentation techniques in communication research.</td>
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<td>Advocacy</td>
<td>REQUISITE:</td>
<td>(C or better in COMS 2350) and (ENG 1510 or 151A) and Soph or Jr or Sr</td>
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<td>Courtroom Rhetoric</td>
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<td>Famous cases and methods of communication of masters of courtroom and judicial oratory. Cases and trials including Cicero, Strafford, Charles I, Erskine, Hastings, Marshall, Webster, Darrow, Sacco-Vanzetti.</td>
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<td>Political Rhetoric</td>
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<td>Rhetorical techniques found in political discourse are examined. Topics covered include symbolic politics, the place of myth in politics, and the political elements of film, literature, and television.</td>
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<td>Contemporary Culture and Rhetoric</td>
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<td>This course explores the relationship between rhetoric and contemporary culture. Students examine the role of rhetorical theory in understanding identity, power, and communication in our current world.</td>
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<td>Advanced Argument and Debate</td>
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<td>Advanced argumentation and debate course with legal issues used as basis for arguments.</td>
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<td>COMS</td>
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<td>Rhetorical Inquiry and Criticism</td>
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<td>Studies the approaches and methods of modern rhetorical critics. Emphasizes research and writing skills for a critical evaluation of rhetorical artifacts.</td>
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<td>COM</td>
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<td>Cultural Studies and Beer</td>
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<td>This course is designed to provide a cultural studies approach to beer, a common commodity in the United States and abroad. Specifically, this course examines how communication influences and is influenced by the production, consumption, representation, and distribution of beer, and how communication intersects with issues of identity in beer choices in the processes. Students study multiple theoretical, conceptual and methodological approaches to understanding this intersection of communication and an important artifact of public culture. The course requires students to think critically about their own and others’ interaction with beer.</td>
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<td>Practicum in Communication Education</td>
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<td>Students will receive instruction and hands-on experience in practicing skills related to human communication pedagogy, including leading planned discussions over communication theories, facilitating hands-on activities, and providing students with feedback on their communication skills. Students enrolled in this course will learn general fundamentals of communication pedagogy by serving as undergraduate discussion leaders for COMS 1010.</td>
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<td>In-depth study of a topic in Communication Studies.</td>
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<td>In-depth study of a topic in Communication Studies.</td>
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<td>This course will build on the knowledge and skills developed in COMS 1030. Students will learn how to make presentations that require extensive research, longer presentation times, and/or adaptation to diverse audiences. Particular attention will be given to developing competence with presentation technology.</td>
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## COM COURSE LISTING

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<th>Title</th>
<th>Component</th>
<th>Cred Hours</th>
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<th>Subsidy Level</th>
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<td>GEC1: A-F</td>
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<td>Theoretical and methodological approaches to principles of group and conference leadership. Emphasis on leadership methods and skills as they apply to group and conference situations.</td>
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<td>COM COMS</td>
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<td>GEC1: A-F</td>
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<td>An examination of communication theories relevant to the study of interpersonal communication. Attention will be given to communication involved in initiating, developing, maintaining, repairing, and disengaging from interpersonal relationships.</td>
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<td>COM COMS</td>
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<td>Communication, Dialogue, and Creativity</td>
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<td>This course investigates the theoretical, existential, practical, and ethical interrelations of communication, dialogue and creativity. It examines practices and ideals of dialogue in pursuing our everyday lives as creative communicative endeavors accomplished with others. Students are encouraged to become humane communicators who use their imagination and creativity to solve problems that arise in personal, civic, and professional interactions.</td>
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<td>Effective Classroom Communication for Teachers and Trainers</td>
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<td>Course focuses on interpersonal communication in classroom environment, with particular emphasis on communication between students and teachers. Taught in intensive format only during summer session.</td>
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<td>COM COMS</td>
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<td>Course focuses on the nonverbal behaviors used by students and teachers/trainers, and the impact of those behaviors on student/teacher relationships. Taught in intensive format only during summer session.</td>
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<td>COM COMS</td>
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<td>Communication in Your Workplace: Strategies for Teachers and Administrators</td>
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<td>Course focuses on the organizational communication variables that operate within the classroom, school, community, and state. Increases the abilities of teachers and administrators to understand and respond to the various organizational constituencies to which they are accountable. Taught in intensive format only during summer session.</td>
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<td>Course focuses on steps to more effective listening and working in small groups for teachers and trainers. Designed to familiarize teachers and trainers with the keys to active listening, the stages of group development and decline, how to manage groups, and improving their cooperation and productivity. Taught in intensive format only during summer session.</td>
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<td>4074</td>
<td>Family Communication for Teachers and Trainers</td>
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<td>This course explores issues of family communication for classroom teachers and organizational trainers. The definition and nature of contemporary families are explored. Children's views of the family and peer relationships are highlighted. Conflict, stress, decision making, and problem solving are discussed. Special activities for the teacher and trainer are provided. Taught in intensive format only during summer session.</td>
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<td>4075</td>
<td>Instructional Communication Assessment for Teachers and Trainers</td>
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<td>4076</td>
<td>Children's Conflict and Mediation for Teachers and Trainers</td>
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<td>This course focuses on the design and implementation of peer dispute mediation programs within elementary and secondary school systems. Course content includes discussion of children's communication development and development of conflict management ability, the rationale underlying and challenges involved with implementing peer mediation programs, and approaches to training youngsters in mediation and conflict management communication skills. Taught in intensive format only during summer session.</td>
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<td>Diversity and Inclusion in Organizational Life</td>
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<td>Provides opportunity to design instructional training programs beginning with the needs assessment and continuing through the evaluation phase. Combination of lecture/discussion and student presentations.</td>
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<td>Theory and practice of persuasion and management in campaign situations (political, religious, information, fund-raising, advertising, etc.). Students may participate in local, state, or national campaigns, or do an in-depth research paper.</td>
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<td>Ethical and rhetorical implications of constitutional guarantees on political, social, and religious speech; analysis of effects of famous legal cases on freedom of speech.</td>
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<td>Rhetoric and Electronic Media</td>
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<td>Examines meaning-making via the electronic symbol, verbal and graphic. Classes will alternate between the analysis of theories and close examination of radio, hypertext (online via the World Wide Web and stored on CD-ROM), email, word processing, and television--especially in contrast to print and speech.</td>
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<td>This course presents a seminar treatment of current or topical interest in communication studies. The topic will vary with instructor expertise and research interests. During the seminar, students will synthesize and integrate concepts from multiple areas of communication.</td>
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<td>Topics in Communication Studies</td>
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<td>Course structure varies by instructor, but readings, classroom discussion, and demonstration of understanding through written work is typical.</td>
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<td>Supervised practical training and experience in selected professional environments for COMS undergraduate students. Students should consult with the Internship Coordinator (or refer to the COMS website) about the courses required before an internship can be taken for academic credit.</td>
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<td>This course will provide students with a supervised, guided practical experience relevant to their Health Communication concentration.</td>
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<td>This course will provide students with a supervised, guided practical experience relevant to their Communication and Public Advocacy concentration.</td>
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<td>Students assume roles in an internal real-to-life organization and engage in a consulting or training project with an external client. Opportunity to apply theories and skills developed in major.</td>
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<td>Content varies. Individual contract between student and instructor required. May be repeated for maximum of 9 hours; 3 may be counted for COMS Electives.</td>
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Office of the University Registrar
June 1, 2023
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<td>COURSE DESC: Focuses on the problems of communication within an education-oriented organization. Particular emphasis on elements that help or delay the adoption of change, conflict management, and practical knowledge and skill for communicating successfully in an educational setting. Taught in seminar format only during summer session.</td>
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<td>COURSE DESC: Course focuses on steps to more effective listening and working in small groups for teachers and trainers. Designed to familiarize teachers and trainers with the keys to active listening, the stages of group development and decline, how to manage groups, and improving their cooperation and productivity. Taught in intensive format only during summer session.</td>
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<td>COURSE DESC: This course explores issues of family communication for classroom teachers and organizational trainers. The definitions and nature of contemporary families are explored. Childrens’ views of the family and peer relationships are highlighted. Conflict, stress, decision making, and problem solving are discussed. Special activities for the teacher and trainer are provided. Taught in intensive format only during summer session.</td>
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<td>COURSE DESC: Examination of test construction and grading practices, procedures, and formats. Analysis of underlying assumptions and philosophies of assessment in education. Emphasis on the alignment among objectives, testing practices, and evaluation procedures. Taught in intensive format only during summer session.</td>
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<td>COURSE DESC: This course focuses on the design and implementation of peer dispute mediation programs within elementary and secondary school systems. Course content includes discussion of children's communication development and development of conflict management ability, the rationale underlying and challenges involved with implementing peer mediation programs, and approaches to training youngsters in mediation and conflict management communication skills. Taught in intensive format only during summer session.</td>
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<td>COURSE DESC: This course is designed to explore issues relevant to enhancing communication competence and effectiveness between individuals of diverse backgrounds. Specifically, this course will address interactions between people from a variety of backgrounds, including gender, age, religious, geographical, ethnic, or racial differences. The focus will be on examining the impact of variables such as communication. Students will have the opportunity to explore the underlying patterns that influence their own, as well as others’, communication behaviors, and discuss strategies to improve their understanding of, and appreciation for, those differences. Taught in intensive format only during summer session.</td>
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<td>Course takes a specific theoretical approach to the critique of rhetoric as expressed in and by contemporary culture. The goal will be to explore the rich variety of rhetorical expression current in our lives. The reading list will encompass such topics as the critique of hate speech, the critique of whiteness, as well as focus on the discourse of African American, Native American, Latina/Latino cultures. Student projects will focus on one or more of the areas of inquiry with a goal of understanding and critiquing the role of rhetoric in the perpetuation and alteration of a culture.</td>
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<td>The overarching goal of this seminar is to develop a clearer sense of what it means to have rhetorical agency in a postmodern world. In moving toward that goal, we will interrogate Foucault's work that bears on the themes of discourse, knowledge/power, subject, and space.</td>
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<td>Experience in communication-related activities in organizational environments. Written proposal required.</td>
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**COM COMS COMS 7000**

**Professional Seminar in Communication Studies: Pedagogy**

Seminar 1 2 N G50 0

**ELIGIBLE GRADES:** GEC2: A-F, REQUISITE: COMS major

**COURSE DESC:** The professional seminar serves to orient students to graduate school and provide forums to discuss what it means to be a scholar, teacher, citizen, and/or communication practitioner.

**COM COMS COMS 7001**

**Professional Seminar in Communication Studies: Scholarly Writing**

Seminar 1 2 N G50 0

**ELIGIBLE GRADES:** GEC2: A-F, REQUISITE: COMS major

**COURSE DESC:** The professional seminar serves to orient students to graduate school and provide forums to discuss what it means to be a scholar, teacher, citizen, and/or communication practitioner.

**COM COMS COMS 7002**

**Professional Seminar in Communication Studies: Service**

Seminar 1 2 N G50 0

**ELIGIBLE GRADES:** GEC2: A-F, REQUISITE: COMS major

**COURSE DESC:** The professional seminar serves to orient students to graduate school and provide forums to discuss what it means to be a scholar, teacher, citizen, and/or communication practitioner.

**COM COMS COMS 7003**

**Professional Seminar in Communication Studies: Advanced Pedagogy**

Seminar 1 5 N G50 0

**ELIGIBLE GRADES:** GEC2: A-F, REQUISITE: COMS major

**COURSE DESC:** The professional seminar serves to orient students to graduate school and provide forums to discuss what it means to be a scholar, teacher, citizen, and/or communication practitioner.

All iterations of the course will instruct graduate students on approaches for teaching particular undergraduate courses in communication including but not limited to: Communication Theory, Small Group, Interviewing, Argumentation, Interpersonal, Health Communication, Rhetoric, or Organizational Communication. Students may repeat the course as new topics are offered.

**COM COMS COMS 7005**

**Introduction to Graduate Study in Communication**

Seminar 4 0 N G50 0

**ELIGIBLE GRADES:** GEC1: A-F, REQUISITE: 

In this course, students explore the discipline of Communication and prepare for graduate work in this area as well as their future roles within it. Students learn about how the field of communication is defined, methods of structuring the field, and the roles of research, teaching, and service for academic and alternative-academic careers.

**COM COMS COMS 7010**

**Research Design in Communication**

Seminar 4 0 N G50 0

**ELIGIBLE GRADES:** GEC2: A-F, REQUISITE: 

**COURSE DESC:** Nature and selection of communicative research problems; development of strategies, techniques, and appropriate designs, critical evaluation and development of experimental and descriptive procedures.

**COM COMS COMS 7020**

**Communication Inquiry I**

Seminar 4 0 N G50 0

**ELIGIBLE GRADES:** GEC2: A-F, REQUISITE: 

**COURSE DESC:** COMS 7020 (and its companion course, 7030) provides students with a broad-based introduction to, and critical examination of, communication theory. Students read primary source materials coupled with contemporary texts that develop, apply, and/or test communication theory.
COMS 7030 Communication Inquiry II
GEC2: A-F, REQUISITE: COMS 7020
Lecture 4 0 N G50 0

COMS 7040 Research Design and Analysis I
GEC2: A-F, REQUISITE: PR
Lecture 4 0 N G50 0

COMS 7050 Research Design and Analysis II
GEC2: A-F, REQUISITE: PR
Lecture 4 0 N G50 0

COMS 7100 Introduction to Qualitative Methods in Communication
GEC2: A-F, REQUISITE: PR
Seminar 4 0 N G50 0

COMS 7110 Communication Historiography I
GEC2: A-F, REQUISITE: PR
Seminar 4 0 N G50 0

COMS 7120 Communication Historiography II
GEC2: A-F, REQUISITE: COMS 7110
Seminar 4 0 N G50 0

COMS 7130 Language and Social Interaction Research Methods in Communication
GEC2: A-F, REQUISITE: PR
Seminar 4 0 N G50 0

COMS 7140 Qualitative Analysis in Communication
GEC1: A-F, REQUISITE: COMS 7140
Seminar 4 0 N G50 0

COMS 7150 Contemporary and Critical Approaches to Ethnographic Methods
GEC1: A-F, REQUISITE: COMS 7150
Seminar 4 0 N G50 0

COMS 7160 Discourse and Social Interaction Methods
GEC2: A-F, REQUISITE: COMS 7160
Seminar 4 0 N G50 0

COMS 7170 Communication Research Methods
GEC2: A-F, REQUISITE: COMS 7170
Seminar 4 0 N G50 0
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<td>Advanced Topics in Qualitative Communication Research</td>
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<td>Advanced seminar focusing on qualitative research in communication studies. Topic varies with instructor. Students may repeat course as topics rotate for a total of 12 credits. Students should have some background in qualitative research prior to taking this course.</td>
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<td>This course is the first in a series of courses designed to introduce graduate students to the interconnections between micro practices and macro organizational and societal structures and influences. Particular attention will be paid to how individuals and collectives experience and enact fundamental tensions in their efforts to relate and organize.</td>
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<td>Theory and research in group social system, group modification of individual judgment, leadership styles, group vs. individual goals, and problem-solving and learning groups.</td>
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<td>Interaction between organizational structure and communication within organizations. Emphasis on theoretical and methodological analysis. Primary focus on conducting major research project.</td>
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<td>Analysis of major approaches to data and information diffusion systems on local, regional, national, and international levels. Emphasis on acquisition analysis and dissemination of data as information, including critical points of interface and interaction between a system and its uses.</td>
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<td>A focus on theoretical perspectives to organizational communication consulting and organizational development. Review of theory and research on communication training, consulting practices, communication variables involved in the client/consultant relationship, as well as intervention techniques.</td>
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<td>An introductory survey of ideas theorizing the relationships between rhetoric and public culture. Since many of these ideas offer critical and analytic perspectives, students will also learn how to engage in critical analysis of the relationships between rhetoric and public culture. Likely theories/theorists include: Kenneth Burke, Mikhail Bakhtin, Michel Foucault, Antonio Gramsci, Jergen Habermas, cultural studies, post-colonial studies, feminist studies, and postmodernism.</td>
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<td>Students develop bibliographic, analytical, and interpretive skills for dealing with primary source materials published in print and those made available in databases or online archives, including letters, speech texts, and audiovisual recordings in their historical contexts. This course is designed to help students become skillful library users, situate a research problem in context, and analyze primary historical materials.</td>
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<td>This rhetorical methods class explores narrative approaches to rhetorical criticism. &quot;Narrative&quot; is construed broadly to encompass methods that view rhetorical transactions as dramatic events or as story-telling. Examples of narrative approaches to rhetorical criticism include Kenneth Burke's dramatistic approach, Ernest Bormann's rhetorical vision/fantasy theme analysis, or Walter Fisher's narrative perspective. These approaches tend to construe rhetorical discourse as involving heroes/villains (protagonist/antagonist), conflict, and events (a plot).</td>
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<td>The course offers an in-depth study of the theoretical underpinning and methodologies in specific techniques of rhetorical criticism. Although the specific rhetorical scholar or school of rhetorical scholars will vary by instructor, each seminar will engage the interdisciplinary dimensions of a specific technique of criticism of rhetorical interactions.</td>
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<td>This course focuses on performance as a paradigm for the study of communication processes, broadly defined. Performance is approached as method, experience, metaphor, and subject of analysis. The course is both conceptual and practical. It introduces students to key concepts in performance theory such as ritual, identity performance, culture, play, performativity, performing, performance texts, and performance process. Students gain experiential training in performance ethnography, ethnography of performance, autobiographical performance, autoethnographic performance, social justice organizing and performance, and performative writing. This training is accomplished through exercises in textual, aural, performative, material, poetic, and other sense-based representation of performance and everyday life.</td>
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<td>Survey of the wide range of topics within the area of health communication, including cultural concepts of health, patient centered meanings of health, physician patient interaction, social support, health promotion campaigns, harm reduction campaigns, mass media constructions of health, risk communication, and health-related values and ethics.</td>
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<td>This course focuses on practical and conceptual skills necessary for conducting high-quality quantitative research in communication. The course covers survey and experimental designs that are particularly relevant to communication studies.</td>
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<td>This course covers measurement of quantitative data and the preliminary analyses required before conducting the substantive analysis of hypotheses and research questions. The measurement portion of the course focuses on decision making and techniques for producing and working with quantitative data, focusing in particular on conceptualizing and operationalizing quantitative variables. Students will explore statistical techniques for assessing measurement including reliability and exploratory factor analyses. The preliminary analysis portion of the course explores issues such as data cleaning, diagnosis and resolution of missing data issues, item-level analyses, forming multi-item scales, transformation, and evaluating confounds and covariates.</td>
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<td>This course provides an introduction to the quantitative research method of moderation and mediation. A moderator variable is one that influences the strength of a relationship between two other variables, and a mediator variable is one that explains the relationship between the two other variables. This course is both conceptual and analytical. Students learn how to theoretically propose moderation analyses vs. mediation analyses and how to rationalize one approach over the other. Students also practice moderation and mediation through multiple regression and simple path analyses techniques (SPSS, PROCESS, and AMOS).</td>
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<td>Students learn theory and methods of quantitative content analysis of texts. Texts include interview transcripts, letters, social media content, visual communication, and traditional mediated texts.</td>
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<td>This course focuses on particular quantitative methods (e.g., multi-level modeling, meta-analysis, big data, longitudinal analysis, growth curve modelling, network analysis, etc.) not covered by regularly offered courses. Topics will vary and the course may be repeated three times as topics rotate.</td>
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Office of the University Registrar
June 1, 2023
Page 406 of 1005
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<td>This course is designed to provide an introduction to organizational communication. Specifically, this course covers both foundational and contemporary theory, research, and practice related to organizational communication. Students in this course are exposed to multiple theoretical, conceptual, and methodological approaches adopted across the field. Students think critically about how past and present scholarly trends guide our field.</td>
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| COM     | COMS | COMS | 8210  | Foundations of Interpersonal Communication | Seminar | 4          | 0            | N               | G50  | 0            |               |                  |
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| ELIGIBLE GRADES: | |      |       |       |           |            |              |                  |      |              |               |                  |
| GEC2: A-F |        |        |       |       |           |            |              |                  |      |              |               |                  |
| PR     |        |        |       |       |           |            |              |                  |      |              |               |                  |
| COURSE DESC: | |      |       |       |           |            |              |                  |      |              |               |                  |
| This course is designed to provide an introduction to interpersonal communication. Specifically, this course covers both foundational and contemporary theory, research and practice related to interpersonal communication. The course will study multiple theoretical, conceptual and methodological approaches to understanding communication in interpersonal relationships. Students will think critically about core research programs that have guided our field. | | | | | | | | | | | | |

| COM     | COMS | COMS | 8220  | Public Deliberation | Seminar | 4          | 0            | N               | G50  | 0            |               |                  |
|         |      |      |       |       |           |            |              |                  |      |              |               |                  |
| ELIGIBLE GRADES: | |      |       |       |           |            |              |                  |      |              |               |                  |
| GEC2: A-F |        |        |       |       |           |            |              |                  |      |              |               |                  |
| PR     |        |        |       |       |           |            |              |                  |      |              |               |                  |
| COURSE DESC: | |      |       |       |           |            |              |                  |      |              |               |                  |
| Course addresses theoretical and practical dimensions of the public, private, civil, and technical spheres of human discourse, with an emphasis on the content, structure, susasiveness, and social cultural implications of the speech and action emerging from and contributing to those spheres. | | | | | | | | | | | | |

| COM     | COMS | COMS | 8230  | Integrated Research in Communication Studies | Seminar | 4          | 0            | N               | G50  | 0            |               |                  |
|         |      |      |       |       |           |            |              |                  |      |              |               |                  |
| ELIGIBLE GRADES: | |      |       |       |           |            |              |                  |      |              |               |                  |
| GEC2: A-F |        |        |       |       |           |            |              |                  |      |              |               |                  |
| PR     |        |        |       |       |           |            |              |                  |      |              |               |                  |
| COURSE DESC: | |      |       |       |           |            |              |                  |      |              |               |                  |
| This course is designed to provide advanced students with an opportunity to apply communication theory in exploring questions and/or addressing problems that connect the realms of interpersonal communication studies and organizational communication studies. The course will be open to COMS graduate students who have successfully competed their first year of graduate studies and to graduate students from other programs in the university contingent on instructor permission. The precise questions explored and methods employed in that exploration will vary according to instructor interests and background. | | | | | | | | | | | | |

| COM     | COMS | COMS | 8240  | Communication and Identity | Seminar | 4          | 0            | N               | G50  | 0            |               |                  |
|         |      |      |       |       |           |            |              |                  |      |              |               |                  |
| ELIGIBLE GRADES: | |      |       |       |           |            |              |                  |      |              |               |                  |
| GEC1: A-F |        |        |       |       |           |            |              |                  |      |              |               |                  |
| PR     |        |        |       |       |           |            |              |                  |      |              |               |                  |
| COURSE DESC: | |      |       |       |           |            |              |                  |      |              |               |                  |
| This course is designed to provide an introduction to identity and communication related specifically to interpersonal, intergroup and/or organizational communication contexts. Specifically, this course covers both foundational and contemporary theory, research and practice related to identity and identification in at least one of these substantive areas. Students study multiple theoretical, conceptual and methodological approaches to understanding communication and identity. The course requires students to think critically about core research programs that have guided our field. | | | | | | | | | | | | |

| COM     | COMS | COMS | 8250  | Communication in Personal & Social Relationships | Seminar | 4          | 0            | N               | G50  | 0            |               |                  |
|         |      |      |       |       |           |            |              |                  |      |              |               |                  |
| ELIGIBLE GRADES: | |      |       |       |           |            |              |                  |      |              |               |                  |
| GEC1: A-F |        |        |       |       |           |            |              |                  |      |              |               |                  |
| PR     |        |        |       |       |           |            |              |                  |      |              |               |                  |
| COURSE DESC: | |      |       |       |           |            |              |                  |      |              |               |                  |
| The formation, maintenance, and dissolution of relationships comprises a large portion of our communication. These relationships may include romantic partnerships, friendships, family relationships, work relationships, and caregiver relationships, to name a few. In this class, students will investigate communication processes present in these relationships as well as relevant constructs, theories, and topics in order to gain a more complete and advanced understanding of interpersonal communication at both the abstract (theories, empirical research) and concrete (conducting their own research) levels. | | | | | | | | | | | | |

| COM     | COMS | COMS | 8260  | Communication, Innovation, and Organizational Change | Seminar | 4          | 0            | N               | G50  | 0            |               |                  |
|         |      |      |       |       |           |            |              |                  |      |              |               |                  |
| ELIGIBLE GRADES: | |      |       |       |           |            |              |                  |      |              |               |                  |
| GEC1: A-F |        |        |       |       |           |            |              |                  |      |              |               |                  |
| PR     |        |        |       |       |           |            |              |                  |      |              |               |                  |
| COURSE DESC: | |      |       |       |           |            |              |                  |      |              |               |                  |
| Advanced seminar in organizational communication that focuses on the ways communication enables organizing around innovation and facilitates organizational change. Specifically, this course highlights communication between individual organizational members, in groups and teams, across organizational units, and between organizations and their communities. | | | | | | | | | | | | |

| COM     | COMS | COMS | 8270  | Dialogue, Narrative, and Communication | Seminar | 4          | 0            | N               | G50  | 0            |               |                  |
|         |      |      |       |       |           |            |              |                  |      |              |               |                  |
| ELIGIBLE GRADES: | |      |       |       |           |            |              |                  |      |              |               |                  |
| GEC1: A-F |        |        |       |       |           |            |              |                  |      |              |               |                  |
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| COURSE DESC: | |      |       |       |           |            |              |                  |      |              |               |                  |
| This course examines in-depth dialogical communication, narrative communication, and a combination of the two in composing the practices of interpersonal or organizational communication contexts. | | | | | | | | | | | | |

| COM     | COMS | COMS | 8280  | Topics in Advanced Interpersonal Communication | Seminar | 4          | 12           | N               | G50  | 0            |               |                  |
|         |      |      |       |       |           |            |              |                  |      |              |               |                  |
| ELIGIBLE GRADES: | |      |       |       |           |            |              |                  |      |              |               |                  |
| GEC1: A-F |        |        |       |       |           |            |              |                  |      |              |               |                  |
| PR     |        |        |       |       |           |            |              |                  |      |              |               |                  |
| COURSE DESC: | |      |       |       |           |            |              |                  |      |              |               |                  |
| This course is an advanced seminar focusing on the role and dynamics of interpersonal communication employed across a range of personal and public relationships and contexts. Topic varies with instructor. Students may repeat course as topics rotate for a total of 12 credits. | | | | | | | | | | | | |
Courses Listed for the Department of Communication (COM) for the Graduate Program

**Topics in Advanced Organizational Communication**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8285
- **Course Title:** Topics in Advanced Organizational Communication
- **Component:** Seminar
- **Credit Hours:** 4
- **General Education:** N
- **Perm:** G50
- **Subsidy:** 0

**Topics in Relating and Organizing**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8290
- **Course Title:** Topics in Relating and Organizing
- **Component:** Seminar
- **Credit Hours:** 4
- **General Education:** N
- **Perm:** G50
- **Subsidy:** 0

**Rhetorical Theory**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8300
- **Course Title:** Rhetorical Theory
- **Component:** Seminar
- **Credit Hours:** 4
- **General Education:** N
- **Perm:** G50
- **Subsidy:** 0

**Rhetoric and Popular Culture**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8310
- **Course Title:** Rhetoric and Popular Culture
- **Component:** Seminar
- **Credit Hours:** 4
- **General Education:** N
- **Perm:** G50
- **Subsidy:** 0

**Rhetorical and Communicative Functions of Technology**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8320
- **Course Title:** Rhetorical and Communicative Functions of Technology
- **Component:** Seminar
- **Credit Hours:** 4
- **General Education:** N
- **Perm:** G50
- **Subsidy:** 0

**Feminist Rhetorical Theory**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8330
- **Course Title:** Feminist Rhetorical Theory
- **Component:** Seminar
- **Credit Hours:** 4
- **General Education:** N
- **Perm:** G50
- **Subsidy:** 0

**Rhetoical Criticism**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8340
- **Course Title:** Rhetoical Criticism
- **Component:** Seminar
- **Credit Hours:** 4
- **General Education:** N
- **Perm:** G50
- **Subsidy:** 0

**Studies in American Rhetoric**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8350
- **Course Title:** Studies in American Rhetoric
- **Component:** Seminar
- **Credit Hours:** 4
- **General Education:** N
- **Perm:** G50
- **Subsidy:** 0

**Topics in Communication and Cultural Critique**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8360
- **Course Title:** Topics in Communication and Cultural Critique
- **Component:** Seminar
- **Credit Hours:** 4
- **General Education:** N
- **Perm:** G50
- **Subsidy:** 0

**Topics in Rhetoric and Culture**
- **College:** COM
- **Department:** COMS
- **Course Code:** COMS 8390
- **Course Title:** Topics in Rhetoric and Culture
- **Component:** Seminar
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<td>Special Topics in Communication Studies II</td>
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<td>GEC2: A-F,</td>
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<td>Seminars focused on a special topic with a COMS faculty instructor, a visiting faculty member, or a visiting professional.</td>
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<td>Independent research leading to the completion of the doctoral degree.</td>
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<td>Introduction to Political Communication</td>
<td>Lecture</td>
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<td>Overview of the realm of political communication, the interactions among political figures, political interests, the press, and the public. Against the backdrop of the American political process, an investigation of those involved in that process, their relationships, and the role of mass and interpersonal communication in these relationships.</td>
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<td>1 to 15</td>
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<td>Lecture</td>
<td>1 to 15</td>
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<td>1210</td>
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<td>Understanding Virtual Reality Technology</td>
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<td>COURSE DESC:</td>
<td>Students examine the history, theory, science, and technology behind virtual, mixed, and augmented reality (these are collectively understood as cross reality, or XR). The burgeoning possibilities of VR, MR, and AR are introduced in a variety of contexts. Students evaluate the importance of human and machine interaction and work to understand how human perception and ethical decision making operate in conjunction with these new technologies. Emphasis is placed on the critical and ethical analysis of virtual reality technologies, especially as they relate to the societal effects of human-centered interaction. Students engage with scientific, industrial/creative, mathematical, ethical, philosophical, and technical aspects across the spectrum of XR.</td>
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<td>Lecture</td>
<td>4</td>
<td>0</td>
<td>2AS; BER</td>
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<td>COURSE DESC:</td>
<td>Students examine the history, theory, science, and technology behind virtual, mixed, and augmented reality (these are collectively understood as cross reality, or XR). The burgeoning possibilities of VR, MR, and AR are introduced in a variety of contexts. Students evaluate the importance of human and machine interaction and work to understand how human perception and ethical decision making operate in conjunction with these new technologies. Emphasis is placed on the critical and ethical analysis of virtual reality technologies, especially as they relate to the societal effects of human-centered interaction. Students engage with scientific, industrial/creative, mathematical, ethical, philosophical, and technical aspects across the spectrum of XR.</td>
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<td>COM ECT</td>
<td>ECT</td>
<td>1700</td>
<td>ELIGIBLE GRADES:</td>
<td>Foundations of Virtual Reality and Game Design</td>
<td>Lecture</td>
<td>3</td>
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<td>N</td>
<td>U10</td>
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<td>COURSE DESC:</td>
<td>Introduction to the foundational concepts required to develop and design virtual reality, video games, and other emerging communication technologies that highlight concepts of human centered interaction. Students learn to communicate story, emotion, and ideas through the use of digital images and sound in a virtual environment utilizing the effects of area, color, motion, convergence and form—as well as time, space, proprioception, and way finding—to influence the end user.</td>
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<td>COM ECT</td>
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<td>1710</td>
<td>ELIGIBLE GRADES:</td>
<td>Digital Tools for Virtual Reality and Game Development</td>
<td>Laboratory</td>
<td>2</td>
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<td>COURSE DESC:</td>
<td>The course introduces the tools required to prototype, design, and develop virtual reality, video games, and other emerging communication technologies. Students apply the digital tools essential for success in virtual reality and video game production.</td>
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<td>COM ECT</td>
<td>ECT</td>
<td>2210</td>
<td>ELIGIBLE GRADES:</td>
<td>Introduction to VR Production</td>
<td>Laboratory</td>
<td>4</td>
<td>0</td>
<td>N</td>
<td>U30</td>
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<td>COURSE DESC:</td>
<td>ECT 2210 introduces the processes, production, and emerging technologies within the fields of virtual, mixed, and augmented reality. Students examine the fundamentals of immersive and emerging media production within video, audio, and interactive design/animation.</td>
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<td>COM ECT</td>
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<td>2210</td>
<td>ELIGIBLE GRADES:</td>
<td>Introduction to VR Production</td>
<td>Lecture</td>
<td>4</td>
<td>0</td>
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<td>COURSE DESC:</td>
<td>ECT 2210 introduces the processes, production, and emerging technologies within the fields of virtual, mixed, and augmented reality. Students examine the fundamentals of immersive and emerging media production within video, audio, and interactive design/animation.</td>
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<td>COM ECT</td>
<td>ECT</td>
<td>2401</td>
<td>ELIGIBLE GRADES:</td>
<td>Digital Game Design: Concepts</td>
<td>Seminar</td>
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<td>COURSE DESC:</td>
<td>Students explore the game design process. Students develop skills and learn processes involved in game design through discussion and research.</td>
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<td>COM ECT</td>
<td>ECT</td>
<td>2411</td>
<td>ELIGIBLE GRADES:</td>
<td>Digital Game Design: World Creation</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>N</td>
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<td>COURSE DESC:</td>
<td>Students explore the creation of digital worlds for games and virtual reality experiences. Students design, develop, and iterate digitally created game levels and virtual worlds.</td>
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<td>COM ECT</td>
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<td>2750</td>
<td>ELIGIBLE GRADES:</td>
<td>New Media Storytelling</td>
<td>Lecture</td>
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<td>COURSE DESC:</td>
<td>This course explores the process of conceptualizing, writing and critiquing singular stories across multiple digital formats and platforms. This is a writing intensive course.</td>
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<td>COM ECT</td>
<td>ECT</td>
<td>2900</td>
<td>ELIGIBLE GRADES:</td>
<td>Special Topics in VR and Game Development</td>
<td>Lecture</td>
<td>1 to 6</td>
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<td>COURSE DESC:</td>
<td>Students explore special topics in VR and game development. Course content will vary with offering.</td>
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<td>COM ECT</td>
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<td>3005</td>
<td>ELIGIBLE GRADES:</td>
<td>Esports Seminar</td>
<td>Seminar</td>
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<td>COURSE DESC:</td>
<td>GEC1: A-F</td>
<td>ITS 2140 and SASM 1010</td>
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<td>COURSE DESC:</td>
<td>This course is designed for students in the esports certificate, but open to anyone interested in exploring the various aspects of the esports environment. We review technology requirements, sports and event management, game design, and on-line broadcasting.</td>
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<td>COM ECT</td>
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<td>3210</td>
<td>ELIGIBLE GRADES:</td>
<td>Virtual Reality Production: Immersive Audio</td>
<td>Lecture</td>
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<td>COURSE DESC:</td>
<td>This course explores the process of designing, pre-producing, creating, and distributing immersive audio experiences as stand-alone projects and in combination with visual assets such as digital environments and 360-degree stories.</td>
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<td>eLearn Options</td>
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<td>3220</td>
<td>Virtual Reality Production: cineVR</td>
<td>Lecture</td>
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<td>ECT</td>
<td>3230</td>
<td>Virtual Reality Production: Interactive</td>
<td>Lecture</td>
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<td>3260J</td>
<td>Virtual Reality Critical Analysis and Evaluation</td>
<td>Lecture</td>
<td>3</td>
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<td>12</td>
<td>FAW</td>
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<td>ECT</td>
<td>4110</td>
<td>Augmented Reality Development</td>
<td>Lecture</td>
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<td>ECT</td>
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<td>Transmedia Storytelling</td>
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<td>4401</td>
<td>Game Development II</td>
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<td>ECT</td>
<td>4440</td>
<td>Lifecycle Management in Emerging Communication Systems</td>
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<td>Topical Seminar</td>
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<td>1 to 6</td>
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<td>Lecture</td>
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<td>5210</td>
<td>Virtual Reality Production: Immersive Audio</td>
<td>Lecture</td>
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<td>ECT</td>
<td>5220</td>
<td>Virtual Reality Production: cineVR</td>
<td>Lecture</td>
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**COURSE DESC:**

- **ECT 3220:** Virtual Reality Production: cineVR
  - **Credits:** 3
  - **Repeat:** 0
  - **General Education:** N
  - **Permit:** U30
  - **Subsidy Level:** 0
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 3230:** Virtual Reality Production: Interactive
  - **Credits:** 3
  - **Repeat:** 0
  - **General Education:** N
  - **Permit:** U30
  - **Subsidy Level:** 0
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 3260J:** Virtual Reality Critical Analysis and Evaluation
  - **Credits:** 3
  - **Repeat:** 0
  - **General Education:** 12; FAW
  - **Permit:** U30
  - **Subsidy Level:** 0
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 4110:** Augmented Reality Development
  - **Credits:** 3
  - **Repeat:** 0
  - **General Education:** N
  - **Permit:** U30
  - **Subsidy Level:** 0
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 4250:** Transmedia Storytelling
  - **Credits:** 3
  - **Repeat:** 0
  - **General Education:** N
  - **Permit:** U30
  - **Subsidy Level:** 0
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 4401:** Game Development II
  - **Credits:** 3
  - **Repeat:** 0
  - **General Education:** N
  - **Permit:** U30
  - **Subsidy Level:** 0
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 4440:** Lifecycle Management in Emerging Communication Systems
  - **Credits:** 3
  - **Repeat:** 0
  - **General Education:** 3; BLD; CAP
  - **Permit:** U30
  - **Subsidy Level:** 0
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 4900:** Topical Seminar
  - **Credits:** 3
  - **Repeat:** 0
  - **General Education:** N
  - **Permit:** U30
  - **Subsidy Level:** 0
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 4910:** Internship
  - **Credits:** 1 to 12
  - **Repeat:** 12
  - **General Education:** BLD
  - **Permit:** I
  - **Subsidy Level:** U30
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 4920:** Practicum
  - **Credits:** 1 to 6
  - **Repeat:** 12
  - **General Education:** BLD
  - **Permit:** I
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  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 5110:** Augmented Reality Development
  - **Credits:** 4
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- **ECT 5210:** Virtual Reality Production: Immersive Audio
  - **Credits:** 4
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  - **General Education:** N
  - **Permit:** G50
  - **Subsidy Level:** 0
  - **eLearn Options:**
  - **Majors Set Aside:**

- **ECT 5220:** Virtual Reality Production: cineVR
  - **Credits:** 4
  - **Repeat:** 0
  - **General Education:** N
  - **Permit:** G50
  - **Subsidy Level:** 0
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**Office of the University Registrar**

**June 1, 2023**

**Page 412 of 1005**
<table>
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Office of the University Registrar
June 1, 2023
Page 413 of 1005
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**COURSE DESC:** Principles of operation and design of typical voice and data communication systems. Includes switching, routing, transmission, and broadband networks, with an emphasis on network applications.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Non-ITS major

This course is designed for students with little or no scripting experience. The students learn the basics of scripting, focusing on the process of creating small computer programs or "scripts" in a less formal context than traditional computer programming. Scripts are typically used in various data analysis systems, the creation of simple web and mobile applications, the automation of repetitive computer tasks, and the creation of graphics and animations. This course is designed for students with little or no scripting experience. The process of breaking down a problem into steps that can be automated is introduced. Students work in a drag-and-drop scripting environment to practice this process before moving to the python scripting language. Throughout the course, students focus on creating useful solutions across a number of disciplines.
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<td>Principles of operation and design of typical voice and data communication systems. Includes switching, routing, transmission, and broadband networks, with an emphasis on network applications</td>
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<td>Foundational experience in electronics, optics, and physics for students in telecommunications. Theory aspects include resistance, Ohm's law, reactance, filters, AC and DC power, analog and signals, propagation, digital logic, and signal processing. Laboratory aspects include circuit components, analog and digital circuit construction and operation, use of test equipment, microprocessor and DSP implementation, and safety practices. Relevance to telecommunications industry components will be stressed.</td>
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<td>Examination of the technical components of deployed telecommunication networks. Attention is given to the functional elements of switch technologies and switched services, to carrier technologies and their utilization, and to integration of these technologies for the public switched network and PSN-based services, such as Switched Multimegabit Data Service, Fiber Distributed Data Interface, Frame Relay, and ISDN.</td>
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<td>Encourages students to consider the technical, socioeconomic, and policy aspects of telecommunications technologies, particularly from a geographic perspective. Utilizes readings, lectures, and discussions to explore various issues associated with telecommunications technologies, including broadband availability, telecommunications tower siting, cellular coverage areas, and the spatial digital divide. Students apply their knowledge through class activities.</td>
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<td>The course examines market and policy issues associated with emerging communication technologies. Students evaluate unique characteristics of technology markets and how managers and policy makers respond in these dynamic markets. The emphasis is on current market and policy issues and challenges. Representative topics include how technology standards are established, copyright and digital rights management, cryptography, and regulatory issues with artificial intelligence.</td>
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<td>Students analyze challenges facing firms in information and telecommunication industries and managerial strategies employed to address these challenges. Topics include standardization, network effects, two-sided markets, positive feedback loops, customer lock-in, learning economies, versioning, pricing strategies, rights management, information security, and antitrust.</td>
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<td>An in-depth analysis of policy and market issues of fundamental concern to the voice/data communication competitive environment. Examples of such issues could include monopoly and competitive market benefits to the consumers, measuring market concentration, merger analysis, antitrust, and other government remedies for market power.</td>
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<td>A study of international communication organizations and standards setting bodies (European Commission, the ITU, Internet Engineering Task Force, IEEE, international satellite organizations, etc.). The course will explore current issues in international standards and regulations, including the impact of the Internet on international communications service providers and government policy makers.</td>
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<td>Examination of pricing, price-setting and price changes for telecommunication services. Pricing topics examined include: competitive market pricing; regulated pricing; flat-rate and measured service pricing; pricing of equipment; pricing of local, interconnection, and long-distance services; and the pricing of mobile and Internet-based telephone services.</td>
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<td>The study and use of methodology for analysis, specification, and design of communication networks. Extensive application case studies derive requirements from statistical traffic characterization and modeling of voice, data, and video sources. Networks designed include fiber optics, wireless, Ethernet, SONET/TDM, and IP packet technologies.</td>
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Office of the University Registrar
Page 415 of 1005
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<td>The course examines the impact of surveillance enabled by communication and information technologies on the ability of individuals to maintain private spaces. Students evaluate theories of privacy and surveillance, surveillance technologies, the contours of national and global surveillance systems, and laws and policies that regulate those systems. Students apply ethical frameworks to assess surveillance technologies and their impact on privacy. Students examine surveillance-related technologies such as mobile phones, drones, the World Wide Web, social media, predictive algorithms, and the Internet of Things. Government surveillance technologies and systems such as those revealed by Edward Snowden and Wikileaks are also covered.</td>
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<td>Examines the impact of information technology on work and domestic life, specifically focusing on the issue of gender. Men and women have interacted with information technologies in strikingly different ways. For example, computing has developed as a male dominated field, while the telephone has been strongly associated with women. Analyzes the social forces underlying this gender difference, focusing on feminist theories and theories of masculinity. The development of information technologies (telegraphy, telephone, computer, and Internet) will also be discussed.</td>
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<td>Students examine various, federal, state, and international IT compliance requirements and management strategies to meet those requirements. Alternative IT compliance frameworks are considered. Students also examine the IT planning cycle and evaluate the appropriate role of compliance in the strategic IT planning process.</td>
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<td>Covers wireless communications principles as well as a study of modern commercial wireless systems. Starts with a discussion on the challenges inherent to wireless communications and the proceeds with a study of RF propagation over noisy channels, S/N ratio, antennas and frequency assignment. Discusses satellite communications basics: components, operations, orbits, frequencies and Earth stations. A detailed discussion of wide area terrestrial wireless systems: analog and digital cellular, 3G and 4G broadband systems provides students with an overview of the advantages and limitations of diverse modern and legacy systems. Local and personal area networks discussions are also included, with an overview of their structure, security and the deployment planning process.</td>
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<td>Course examines information network security. Theoretical aspects covered include risk as a basis for security planning, taxonomy of exploits (such as malware, Phishing, or social engineering), and the evolution of strategy when defending network architectures. Practical aspects include exploiting and defending common attack vectors, penetration testing, and the application of other legacy or cloud-based tools associated with implementing robust information security solutions.</td>
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<td>The basic principles and technology of telecommunication using encryption as a security tool, including hash functions, symmetric key encryption. The basic concepts of data security: availability, confidentiality, authentication, non-repudiation. Digital signatures. Some topics are: SSH, VPN, IPsec, Kerberos. A key topic will be PKI - Public Key Infrastructure - systems.</td>
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<td>Examines the impact of information technology on work and domestic life, specifically focusing on the issue of gender. Men and women have interacted with information technologies in strikingly different ways. For example, computing has developed as a male dominated field, while the telephone has been strongly associated with women. Analyzes the social forces underlying this gender difference, focusing on feminist theories and theories of masculinity. The development of information technologies (telegraphy, telephone, computer, and Internet) will also be discussed.</td>
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<td>Students examine various federal, state, and international IT compliance requirements and management strategies to meet those requirements. Alternative IT compliance frameworks are considered. Students also examine the IT planning cycle and evaluate the appropriate role of compliance in the strategic IT planning process.</td>
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<td>Covers wireless communications principles as well as a study of modern commercial wireless systems. Starts with a discussion on the challenges inherent to wireless communications and the proceeds with a study of RF propagation over noisy channels, S/N ratio, antennas and frequency assignment. Discusses satellite communications basics: components, operations, orbits, frequencies and Earth stations. A detailed discussion of wide area terrestrial wireless systems: analog and digital cellular, 3G and 4G broadband systems provides students with an overview of the advantages and limitations of diverse modern and legacy systems. Local and personal area networks discussions are also included, with an overview of their structure, security and the deployment planning process.</td>
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<td>An extensive hands-on experience in voice and data communication technologies. Students analyze problems of both a managerial and a technical nature through extensive lab exercises. Involves hands-on experience in posing, validating, and analyzing problems in switching and transmission technologies; network design, internetworking, protocol issues, distributed databases, and network management.</td>
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<td>Study of transmission of voice information using Internet Protocol techniques. Topics include: consumer-oriented services such as Vonage or Digital Voice, use of VoIP to replace traditional PBX’s, VoIP as a tool for connectivity in the corporate enterprise, E911 and VoIP, use of VoIP protocols: H.323, SIP, Megaco, and others. Specialized voice applications such as call centers, voice enabled web sites, and distributed voice systems.</td>
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<td>Course examines information network security. Theoretical aspects covered include risk as a basis for security planning, taxonomy of exploits (such as malware, Phishing, or social engineering), and the evolution of strategy when defending network architectures. Practical aspects include exploiting and defending common attack vectors, penetration testing, and the application of other legacy or cloud-based tools associated with implementing robust information security solutions.</td>
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<td>The basic principles and technology of telecommunication using encryption as a security tool, including hash functions, symmetric key encryption. The basic concepts of data security: availability, confidentiality, authentication, non-repudiation. Digital signatures. Some topics are: SSH, VPN, IPsec, Kerberos. A key topic will be PKI - Public Key Infrastructure - systems.</td>
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<td>Internet status and future, including IP addressing. DNS, DHCP, and utilities such as ping and traceroute. Router configuration and operating systems, Linux and Windows.</td>
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**Course Description:**

- **Internet Engineering:** Lecture 4 hours. WARNING: No credit for this course if the following is taken (keeps credit for the following course, as defined by department): C.S 5750.

- **Topical Seminar:** Lecture 1 to 15 hours. Topics include transmission media, topology, and encoding; link-layer access methods, flow control and error detection; network addressing and routing; and end-to-end transport mechanisms. Special emphasis on traffic characterization, network performance, and network security. Suggested background includes probability and statistics; class involves extensive analysis and introduces simulation software tools.

- **Research Methods in Information and Telecommunication Systems:** Lecture 4 hours. Provides an overview of the field and introduces the students to the fundamentals of research, including the steps involved in identifying a research problem, how to formulate a problem statement, selection of appropriate research methodologies, accumulating and analyzing relevant empirical data, writing research results. Will explain and analyze various research methods and tools, both quantitative and qualitative.

- **Advanced Policy and Regulation for ICT Networks:** Lecture 4 hours. Provides an overview of advanced topics in telecommunications policy and regulation in the United States. Emphasis will be on primary sources, e.g., FCC and State Public Utility Commission Orders, appellate court decisions, and other documents. This elective will build on the foundation provided by ITS 5019. Subject matter will include state and federal activity related to local competition, access charge reform, regulation of broadband services, and spectrum management.

- **Telecommunications and Economic Development:** Lecture 4 hours. An examination of economic development issues and potential telecommunications strategies to assist in solving development problems. The problems of less developed countries will be studied, as well as the potential impact of communication networks and services on development in undeveloped pockets of the developed world. Will also examine urban ills that exist in the developed areas of developed countries and will explore the potential role of communication networks to implement solutions to those urban ills. Will also explore the potential role of communication networks on the development of global markets in the service sector and the impact of this trend on both developed and less developed nations.

- **Information Networks:** Lecture 4 hours. An introduction to the architecture of information networks and the applications built on this architecture. Students study the fundamental concepts of communication networks, switching techniques, transmission systems, protocols, and distributed applications. Voice, data, image and video communication networks are all addressed.

- **Strategic Issues in Information and Telecommunication Systems Technology and Policy:** Lecture 4 hours. Employs extensive readings and illustrative case studies in the analysis of the strategic concerns involved in the successful deployment of voice, data, image and information technologies and services within user organizations, service providers, and vendor enterprises. The successful deployment of these technologies and services requires an understanding of the interplay of an array of technical concerns, policy considerations, markets and human/social issues. Provides students with the opportunity to grasp the interplay of these concerns and issues through strategic assessment, lifecycle management, and information and telecommunication system procurement.

- **Theory of Communication Networks:** Lecture 4 hours. An intensive study of communications networks organized by the layered protocol architecture model. Topics include transmission media, topology, and encoding; link-layer access methods, flow control and error detection; network addressing and routing; and end-to-end transport mechanisms. Special emphasis on traffic characterization, network performance, and network security. Suggested background includes probability and statistics; class involves extensive analysis and introduces simulation software tools.

- **Topical Seminar:** Lecture 1 to 4 hours. A focused, in-depth analysis of a significant current communication policy issue. Students conduct a literature search of the policy or technical issues surrounding the specific topic, develop a historical context for the issue under discussion, and produce a substantial paper analyzing an important aspect of the topic. Topics will be current issues in the industry.

- **Internship in the Management of Information and Telecommunications Systems:** Internship 2 to 4 hours. This course provides academic credit during an internship with an approved company, agency, or organization. An application is necessary, and a comprehensive paper is required. Advanced permission is required. Students may use ITS 6910 to satisfy the cognate requirement of the MITS degree. Students may not apply ITS 6910 toward MITS elective requirements.
### MASTER CURRICULUM FILE

#### COURSE LISTING

**SORTED BY College, Department/School, Prefix**

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<td>COURSE DESC: Examines the effects of the &quot;information age&quot; on women's lives. Telephones, computers, and the Internet have revolutionized the way people work and live. These technologies have affected men and women differently, however. Discusses the information age and its impact on domestic and work life. It pays special attention to the relationship between women and two of the main information technologies: the telephone and the computer. The objective is to explore the ways in which these technologies have been &quot;gendered&quot;. Also examines the role of women in relation to the telegraph, the typewriter, video games, the Internet, and other communication and information technologies.</td>
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June 1, 2023
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<td>GEC3: A-F, REQUISITE: JOUR 3330</td>
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<td>Copyediting, working with local reporters, dealing with wire copy, and page layouts.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>3922</td>
<td>Broadcast News Practice</td>
<td>Practicum</td>
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<td>GEC3: A-F, REQUISITE: JOUR 350 or 352 or 3500</td>
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<td>Preparation of news for broadcast. Students serve as assistants in newsroom of WOUB-AM, FM, TV or, by special arrangement and permission, in other station newsrooms.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>3970T</td>
<td>Journalism Tutorial (Advanced Tutorial)</td>
<td>Tutorial</td>
<td>1 to 15</td>
<td>999</td>
<td>N</td>
<td>U30</td>
<td>0</td>
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<td>GEC4: A-F, REQUISITE: HTC, CR, PR</td>
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<td>Individualized advanced tutorial for HTC students only. Advanced tutorials focus on specialized issues, topics, and concepts of journalism.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>3980T</td>
<td>Journalism Tutorial (Research)</td>
<td>Tutorial</td>
<td>1 to 15</td>
<td>999</td>
<td>N</td>
<td>U30</td>
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<td>GEC4: A-F, REQUISITE: HTC, CR, PR</td>
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<td>Individualized research tutorial for HTC students only. This tutorial prepares students to pursue research for their honors thesis and guides them through the process of finding a topic, an advisor, and necessary resources for the thesis.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4130</td>
<td>Gender, Race, and Class in Journalism and Mass Media</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>BDP</td>
<td>N</td>
<td>U30</td>
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<td>GEC1: A-F, REQUISITE: JOUR 2311 or 2150</td>
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<td>The course explores the portrayals of women, people of color, gender identity, religion, politics and the ways they intersect in all forms of news and strategic communication content. Students examine issues of diversity and inclusion in the production and the consumption of journalistic content, as well as the content itself and those who produce it.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4150</td>
<td>Environmental and Science Journalism</td>
<td>Seminar</td>
<td>3</td>
<td>0</td>
<td>N</td>
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<td>GEC1: A-F, REQUISITE: C or better in (JOUR 2310 or 2150)</td>
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<td>Provides students with practical and conceptual skills of environmental and science journalism, based on an interdisciplinary approach and experiential learning through field trips and workshops. It also practices the ability to translate complex issues into everyday language without oversimplifying.</td>
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<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4180</td>
<td>Digital Information and Innovation</td>
<td>Lecture</td>
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<td>0</td>
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<td></td>
<td>GEC1: A-F, REQUISITE: C or better in (JOUR 2310 or 2151) and JOUR 3140</td>
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<td>A problem-solving approach to creation and management of interactive features; evaluating effectiveness of websites; and strategies and problems of site development.</td>
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<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4190</td>
<td>Legal Issues of Online Journalism</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>N</td>
<td>U30</td>
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<td>Legal issues as they apply to online journalism.</td>
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<td>4200</td>
<td>Podcasting and Audio Journalism</td>
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<td>GEC1: A-F REQUIRE: JOUR 2230 This course takes an experiential approach to the podcast medium. Course topics include defining a podcast's purpose, planning the first episode, creating prospects and running order, and reporting and interviewing.</td>
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<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4230</td>
<td>International and Cross-Cultural Advertising</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>3; CAP</td>
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<td>U30</td>
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<td>GEC1: A-F REQUIRE: JOUR 270 or 2500 and 15 hours in JOUR and Sr only International and cross-cultural advertising concepts, strategies, and executions. Sociocultural, political-legal, economic, and technological issues surrounding advertising practice in today's global and multicultural environment.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4300</td>
<td>Magazine Editing and Production</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>N</td>
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<td>GEC1: A-F REQUIRE: C or better in (JOUR 231A and 233) or (231 and 233) or 2310 or 2311 Theory and techniques of magazine editing and production, including analysis of magazine industry and of specific magazines and audiences they serve.</td>
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<td>Editorial objectives and formulas, issue planning, article selection, layout, illustration, typography, printing, and distribution.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4320</td>
<td>Specialized Business Media</td>
<td>Lecture</td>
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<td>GEC1: A-F REQUIRE: (JOUR 231A and 233) or 2310 or 2111 In-depth study of professional, business, industrial, and technical magazines. Discussion of all types of publishing problems.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4350</td>
<td>Advanced Editing</td>
<td>Lecture</td>
<td>3</td>
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<td>U30</td>
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<td>GEC1: A-F REQUIRE: JOUR 3330 Advanced management and production of content for journalistic media,</td>
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<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4390</td>
<td>Storytelling on Business and the Economy</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
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<td>U30</td>
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<td>GEC1: A-F REQUIRE: Jr or Sr Students examine the roles of business, finance, societal forces, and journalism in shaping the global marketplace and economy.</td>
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<td>Students learn to tell the stories of business and the economy in a variety of formats, using analysis of documents and data to find the narrative in the numbers.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4410J</td>
<td>Magazine Feature Writing</td>
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<td>1; FAW</td>
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<td>GEC1: A-F REQUIRE: C or better in (JOUR 2310 or 2311) and (JR or SR) Writing, researching, and marketing factual magazine feature articles of various types.</td>
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<td>Reading exemplary magazine articles. Finding subjects, securing photographs, writing articles, and surveying markets.</td>
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<td>COM</td>
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<td>4420</td>
<td>Advanced Magazine Feature Writing</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4450</td>
<td>Creative Concepts</td>
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<td>GEC1: A-F REQUIRE: JOUR 2500 and 3400 and 3700 Focuses on how to create an integrated communication idea that works in all types of media. Students will analyze and critique ideas for how well the ideas reflect strategy, the boldness of the creative concepts and ways to improve the execution of the ideas.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4490</td>
<td>Economics Reporting</td>
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<td>GEC1: A-F REQUIRE: C or better in (JOUR 2310 or 2311) Mastering the techniques surrounding how to cover Wall Street and the economy. Special attention will be given to markets (stocks, bonds), the Federal Reserve and understanding the business cycle. Students will research and write stories requiring them to make sense of government statistics such as retail sales, inflation, housing starts, and unemployment claims.</td>
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<td>JOUR</td>
<td>4510</td>
<td>Corporate Social Responsibility</td>
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<td>GEC1: A-F REQUIRE: JOUR 2500 and 3400 and 3700 Focuses on understanding corporate social responsibility programs -- what they entail, their role in business and society, their geographic and functional scope, current issues, business ethics and regulations, and specific programs of various industries and companies. Also examines the social and environmental context for current corporate social responsibility programs by considering current social and environmental issues in the U.S. and abroad.</td>
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<tr>
<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
<td>4520</td>
<td>Radio and Television Producing</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
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<td>GEC1: A-F REQUIRE: C or better in (JOUR 2310 or 2311) and JOUR 3500 Learning the art and science of bringing together all elements of radio, television, and online news programming.</td>
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<td>COM</td>
<td>JOUR</td>
<td>JOUR</td>
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<td>Strategic Social Media</td>
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<td>GEC1: A-F REQUIRE: JOUR 2500 or (JOUR minor and JOUR 1050 and 2150) Course focuses on understanding why and when to use social media for the purpose of building relationships and creating conversations with stakeholders and key audiences. Builds on the students' basic foundation of how to use social media tools, adding depth to their understanding through discussion of related strategic communication concepts and theories.</td>
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<td>COM</td>
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<td>JOUR</td>
<td>4630</td>
<td>Media and Conflicts</td>
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<td>3; CAP</td>
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<td>GEC1: A-F REQUIRE: Explores media coverage of conflicts and crises, including how conflicts and crises occur and how they are mediated, peace journalism, securitization, and conflict management.</td>
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Office of the University Registrar  
June 1, 2023

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Involves an application via the Office of Global Opportunities (OGO) and interviews with the Scripps in DC program directors.
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<td>Part of Scripps in DC Semester, this seminar focuses on a journalism or visual communication topic specific to the nation's capital. Students must apply for acceptance to Scripps in DC Semester, which involves an application via the Office of Global Opportunities (OGO) and interviews with Scripps in DC directors.</td>
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<td>Students gain practical experience in media and strategic communication fields under supervision of industry professionals.</td>
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<td>Reporting experience producing stories for broadcast and/or print, and online media. Working under real deadlines producing material for existing professional media outlets.</td>
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<td>Editing, design and layout experience for broadcast and/or print, and online media. Working under real deadlines producing material for existing professional media outlets.</td>
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<td>Discussion of issues and problems: operational, social, economic, legal, and ethical, faced by broadcast and electronic media journalists.</td>
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<td>Introduction to ethical, theoretical, and societal issues of the Internet and online journalism. Digital divide and diversity, social impact of the Internet, and communicators' new roles in a globally networked society.</td>
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<td>COM</td>
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<td>Part of the Scripps in DC Semester, students will complete a 400-hour practicum over a ten-week period with a media outlet or in a communication capacity in Washington DC. Students must apply for acceptance to the Scripps in DC Semester, which involves an application via the Office of Global Opportunities (OGO) and interviews with the Scripps in DC program directors.</td>
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<td>Individualized thesis tutorial for HTC students only. This tutorial guides students through the research and writing process of their honors thesis.</td>
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<td>Work with a professor to research, write, and defend a masters thesis proposal or professional project proposal. Student must enroll in second semester of masters program.</td>
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<td>Learning sports reporting from the field to the locker room—from the stats to the stories.</td>
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<td>Using contemporary case studies, all aspects of public relations are studied and analyzed in group discussions and written projects.</td>
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<td>Class designed to introduce fundamentals of computer-assisted reporting, specifically using database analysis.</td>
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<td>Leadership, finance, and planning skills required to manage the business side of a media firm. Attention will be given to the various systems used to produce a finished product.</td>
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<td>Promoting Digital Media Transformation &amp; Innovation</td>
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<td>Testing the essential components of promoting digital media transformation within a system. Emphasis is placed on understanding reactions to the proposed transformation and the development of strategies to successfully market the idea to relevant stakeholders.</td>
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<td>5820</td>
<td>Strategic Communication Management for Advertising and PR Professionals</td>
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<td>Focuses on how to manage a strategic communication account.</td>
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<td>Supervising School Publications</td>
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<td>For prospective advisers of school newspapers, yearbooks, magazines, and other publications. Purposes and functions, legal aspects, staff selection, content, copy, layout, production, printing, advertising, photography, and business.</td>
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<td>Journalism in the Secondary School Curriculum</td>
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<td>Intensive study and analysis of appropriate content for high school journalism courses. Planning course outlines and curricula.</td>
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<td>5860</td>
<td>Advertising and Public Relations Capstone</td>
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<td>The capstone course for the Strategic Communication track provides a campaign development experience. Developing an advertising or public relations campaign synthesizes research, writing and production skills, as well as critical and creative thinking, and theory application. Students partner with a client to produce the advertising or public relations campaign.</td>
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<td>News and Information Capstone</td>
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<td>The capstone course for News and Information track students, is a multimedia project-based experience. Students synthesize information gathering skills, critical thinking, writing and production skills, and research and theory knowledge as they produce a variety of multimedia stories and other content.</td>
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<td>Special Issues and Topics in Journalism</td>
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<td>Advanced issues-related topics in journalism and mass communication. Combines theoretical and historical knowledge to provide an in-depth examination of a topic selected by the instructor.</td>
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Office of the University Registrar  
June 1, 2023  
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<td>Historical and philosophical development of concept of free expression and its relationship to development of Anglo-American system of information flow. Contrasting ideologies and their evolution. Implications of these theories in contemporary states.</td>
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<td>Students present research ideas to seminar, discuss progress and problems, report and defend projects before group. Emphasis on research strategy and agenda development, the nature and function of theory in mass communication research, and issues with measurement and scaling, as well as data reporting, explanation, and positioning in an area of study.</td>
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<td>Methods of designing studies of mass media using techniques of quantitative content analysis and statistical-analysis software; individual research projects and related readings.</td>
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<td>Directed research and reading applied to problems of international communication and comparative foreign journalism. Each student writes an original research paper.</td>
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<td>Overall planning and operation of public relations programs in government, industry, and educational and nonprofit organizations. Analysis and seminar discussion of problems and policies in such institutions. Case method used in conjunction with individual field studies conducted by class members.</td>
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<td>Brings into focus the relationship between politics and the media in the United States and examines the implications of this for the media, the politicians, and the public.</td>
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<td>Draws on mass media studies, international studies, and women's studies to gain insight into gender roles portrayed in other nations' mass media.</td>
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<td>3 Hours Tier II Social Sciences and 3 hours Humanities and Literature and Sr only</td>
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<td>Examines the phenomenon of myth-making on the Internet and how the viral nature of the medium allows information to spread and gain credibility with very little substance or sourcing. A look at how the &quot;urban legend&quot; goes digital.</td>
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Eligible Grades: GEC1: A-F
Requisite:

Course Description:
- Introduction to Electronic Media: Overview of the electronic media field, including the history from the first radio to new media today. Introduction to the business of electronic media and its career trends.
- Writing For Media: This is an introduction to basic principles of scriptwriting for electronic media distribution. The content focuses on methods and techniques of preparing and writing media copy for various electronic media applications.
- Electronic Media Workshop: Short course in specific topics in electronic media applications. Emphasizes hands-on practice on such subjects as visual composition, camcorder operations, video editing, lighting, audio editing, and media digitization. Intended for non-majors.
- Electronic Media as Business: Overview of business practices and techniques in the electronic media.
- Topics in Electronic Media Technologies: Covers a variety of technical topics in the fast changing field of electronic media. Faculty and visiting professionals address current trends in technology such as: digital transitions, knowing when to upgrade, integrating new and old equipment, forward thinking and future trends.
- Special Topics in Electronic Media - Video: Covers a variety of topics in the fast changing video production field. Faculty and visiting professionals will address current trends in video such as: new technologies, 2D/3D camera operation and editing, sports production, changes in the ever changing corporate media and marketing video for the web.
- Special Topics in Audio Production: Covers a variety of topics in the fast changing audio production field. Faculty and visiting professionals address current trends in audio production such as: live event sound reinforcement, audio mastering, sound design television and film, new media and non-terrestrial programming and more.
- Introduction to Audio Production: Introduces the terminology and procedures used in audio production. Instruction in the use of audio production equipment and the techniques used in producing various types of audio productions.
- Introduction to Multimedia Production Design: Use of software applications on both the Mac and PC to design, create and edit multimedia for desktop publishing, interactive presentations, television/video, and website content.
- Advanced Audio Production: Experience with innovative techniques for production and performance of audio materials. Investigation and analysis of audio production development and individual problems during productions.
- Introduction to Website Design: Webpage creation and Internet functioning, using HTML, integrating media into Webpages, posting pages to the Web, and server functions.
- Introduction to Video Production: Principles of basic video production and development of criteria for evaluation of video production.
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<td>REQUISITE: C or better in EM 2160</td>
<td>Applications of studio and field production with emphasis on innovative techniques. Pre-production, production and post production advanced techniques explored.</td>
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<td>Photography and videography design basics through development and integration into current digital media applications.</td>
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<td>REQUISITE: Introduces the importance of aesthetics in new high quality sound, video and graphics. Explores the theory of light and color, line, space, motion and sound, then implement these into the creative process.</td>
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<td>REQUISITE: ENG 2800 or JOUR 1330</td>
<td>Explores the process of newsgathering, writing, and reporting with an emphasis on new distribution platforms, including the Internet, mobile media and blogs.</td>
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<td>REQUISITE: Introduction to principles and practices of advertising and selling of time in electronic media situations. Format includes substantial instruction and interaction with individuals employed in station sales departments, and preparation of materials for sales strategies and campaigns.</td>
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<td>REQUISITE: Surveys the role of the media in representative foreign countries. Media are examined relative to their structure, function, patterns of use, regulation and control and relationship to other systems. Media's role in influencing culture, politics, history, economics, geography and educational levels of these countries examined.</td>
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<td>REQUISITE: This is an introduction to theory, evolution and practice of multi-camera sports remote production for mass distribution. The content involves analyzing, evaluating and participating in multi-camera remote sports productions.</td>
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<td>REQUISITE: Production of multimedia related assignments, monitored and supervised by electronic media faculty. Requires minimum number of assigned tasks per week during the semester.</td>
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<td>REQUISITE: Electronic media major</td>
<td>Production of technically related assignments monitored and supervised within broadcast related services of electronic media department. Requires minimum number of assigned hours of tasks per week during school terms. Requires contract of duties and time commitment between instructor and student. Written evaluation required for course completion.</td>
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Office of the University Registrar
June 1, 2023
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<p>| ELIGIBLE GRADES: GEC1: A-F | REQUISITE: | C or better in MDIA 1010 and MDIA Major. | Emphasis is placed on research methods, writing activities and creative exercises relevant to non-fiction story development. | |
| ELIGIBLE GRADES: GEC1: A-F | REQUISITE: | C or better in MDIA 1010 | Introduction to the techniques and practices of media analysis. Designed to provide critical skills to understand media products for the messages embedded within them, the different interpretations that various audience members or users take away from them, and how those products can change or not in a global culture. | |
| ELIGIBLE GRADES: GEC1: A-F | REQUISITE: | C or better in MDIA 1020 | Provides an intensive overview of how business is conducted in the media industries. Examines the fundamental relationships between art and commerce in the media industries; structure of media companies; strategies media companies use to attract audiences/buyers; the various ways media evaluate their products, and ethical issues that impact current media practices. | |
| ELIGIBLE GRADES: GEC1: A-F | REQUISITE: | C or better in MDIA 2010 | Focus on the schools of thought that have shaped the study of media throughout the 20th century, and the theories that have lain the foundation for media studies in the 21st century as they relate to television, radio, film, music, the Internet, and video games. Talk about these theories in relation to the contexts in which they were developed and the research methodologies that adopted them. As we appreciate the interdisciplinary nature of media studies, we will also have to consider what distinguishes our field from others: what constitutes a medium? What is “theory” and what good is to theorize the media? | |
| ELIGIBLE GRADES: GEC1: A-F | REQUISITE: | C or better in MDIA 1010 | The course comprises direct observation and analysis of diverse social media texts. Participants, forms, and consequences of social media come into full view. The course lays the groundwork for a new form of cultural literacy. | |
| ELIGIBLE GRADES: GEC1: A-F | REQUISITE: | Soph or Jr or Sr | Provides an examination of the evolution of television genres. Provide an aesthetic, historic, and critical underpinning that informs the production of new genre formations, even as the historic programmatic flow has become increasingly niche driven. As such, the course triangulates media studies with political economy of television and audience and textual analysis. | |
| ELIGIBLE GRADES: GEC1: A-F | REQUISITE: | Soph or Jr or Sr | Analyzes media comedy, including theories of humor and types, styles, techniques, and varieties of television and film comedy from the silent movie greats through comedy teams, slapstick, sentimental, screwball, and situation comedies. | |
| ELIGIBLE GRADES: GEC1: A-F | REQUISITE: | Soph or Jr or Sr | Contemporary American Documentary looks at contemporary issues in American life through the work of distinguished non-fiction filmmakers. Documentaries dealing with all aspects of American society are screened and discussed. Politics, race, poverty, religion, big business and war are among the issues dealt with. The aim of this course is to illuminate and examine the issues, and to develop critical viewing skills so that students become savvy consumers of such media. | |</p>
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**COURSE DESC:** Intended to provide practical workbench experience in design and construction of electronic equipment used in electronic media, building on the foundation of technical knowledge gained in MDIA 3080. Unlike 3080, which is intended to develop a general understanding of electronics and electronic technology, this course aims to provide participants with the skills necessary to put that knowledge to use in the construction of devices employed in media applications.
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**Course Descriptions:**

- **Technical Bases of Electronic Media (MDIA 3380):** Lecture 3 0 N U30 0
  - **ELIGIBLE GRADES:** GEC1: A-F
  - **REQUISITE:** MDIA 3080 and WARNING: not MDIA 308L
  - **COURSE DESC:** Intended to provide practical workbench experience in design and construction of electronic equipment used in electronic media, building on the foundation of technical knowledge gained in MDIA 3080. Unlike 3080, which is intended to develop a general understanding of electronics and electronic technology, this course aims to provide participants with the skills necessary to put that knowledge to use in the construction of devices employed in media applications.

- **Animation II (MDIA 3500):** Lecture 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** C or better in MDIA 2500
  - **COURSE DESC:** This course is an introduction to the basic principles of 3D computer modeling and animation, and a continuation of animation fundamentals introduced in Animation I. Students are introduced to the topics of rigging, texturing, and lighting.

- **Producing for Video (MDIA 3600):** Seminar 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** MDIA 2100 or MDIA 2200
  - **COURSE DESC:** Focuses on the role of the producer in the video and film industries. Particular attention is placed on developing marketable ideas, research, production planning, budgeting, and pitching.

- **Production in Los Angeles (MDIA 3602):** Lecture 3 0 D U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** Permission of Program Director
  - **COURSE DESC:** This course introduces students to professional production techniques in the Los Angeles-based creative industries. Students attend film/video shoots and visit studios, production companies, vendors (camera suppliers), and post-production facilities (e.g., sound mixing, video post). The course also includes guest speakers (e.g., production executives, line producers, assistant directors) and workshops (e.g., camera/lighting, on-set professional etiquette). Students acquire skills in budgeting, location scouting, production permits, equipment rental, and negotiation with talent/suppliers in the Los Angeles area. The course culminates with a short project produced by students in the OHIO-in-LA Program.

- **Intermediate Video Production (MDIA 3700):** Seminar 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** MDIA 2700
  - **COURSE DESC:** Prepares students for work in the video production profession and further their knowledge of single-camera video, field production techniques. Students will develop their creative voice and storytelling abilities.

- **Directing the Narrative Scene: Director Preparation and Pre-Visualization (MDIA 3701):** Laboratory 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** MDIA 2200
  - **COURSE DESC:** Combines elements of lighting, camera work, and editing with concepts of blocking and directing actors to inform choices when directing a narrative scene for single camera or multicamera narrative television production.

- **Directing the Narrative Scene: Director Preparation and Pre-Visualization (MDIA 3702):** Seminar 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** MDIA 2200
  - **COURSE DESC:** Combines elements of lighting, camera work, and editing with concepts of blocking and directing actors to inform choices when directing a narrative scene for single camera or multicamera narrative television production.

- **Multicamera Producing and Directing (MDIA 3705):** Seminar 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** MDIA 1400 and (MDIA 1200 or 1300 or 2900) or (EM 2110 and EM 2111)
  - **COURSE DESC:** An intensive, practical introduction to studio directing. All students direct a variety of program formats, including interviews, demonstrations, scripted shows and live current affairs productions. Develop producing and directing skills, to communicate effectively over talkback, to acquire good time management skills, and to write studio camera scripts.

- **Writing and Producing the Non-Fiction Podcast Series (MDIA 3707):** Seminar 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** Jr or Sr
  - **COURSE DESC:** Students explore the process of writing, pre-producing, creating, and distributing a multi-episodic podcast series for client-based non-fiction projects.

- **The Craft of Editing (MDIA 3800):** Seminar 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** MDIA 2800
  - **COURSE DESC:** Includes dialogue, action, chases and fights, comedy, documentary, and music video.

- **The Art of Editing (MDIA 3807):** Lecture 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** MDIA 2010 or FILM 2010 or 2020
  - **COURSE DESC:** Move beyond the technical, button-pushing side of film and video editing to explore the aesthetic and storytelling choices faced by the editor. Through analyses of existing films, theoretical exercises and research on current editing practitioners, students will gain an understanding of what the editor contributes to the storytelling process.

- **Women and the Media (MDIA 3810):** Lecture 3 0 N U30 0
  - **ELIGIBLE GRADES:** A-F
  - **REQUISITE:** Soph or Jr or Sr
  - **COURSE DESC:** Explores the relationship between women and the media in the context of both their representation and their access to positions within the industry.
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- **Off-Campus Practicum:** Internship 1 6 BLD N U30 0
- **Social Media Practicum:** Internship 1 3 BLD I U30 0
- **Media Tutorial:** Tutorial 1 to 15 999 N U30 0
- **Media and the Digital Divide:** Seminar 3 0 3; CAP N U30 0
- **Broadcasting for Social Justice:** Lecture 3 0 N U30 0
- **Communications Media Law and Regulations:** Lecture 3 0 N U30 0
- **Advanced Social Media:** Seminar 3 0 N U30 50
- **Social Media Industries:** Lecture 3 0 N U30 0
- **Social Media Analytics:** Lecture 3 0 N U30 0

**Course Listings:**
- **ELIGIBLE GRADES:**
  - MDIA majors only
  - MDIA majors only
  - Permission required
  - HTC
  - Sr only
  - Jr or Sr
  - Jr or Sr
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**Office of the University Registrar**
June 1, 2023
Page 442 of 1005
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**Course Descriptions:**

1. **Digital Media Capstone**: This course involves students in a deep exploration of the design and creation of complex digital images through layering effects involving photographic images, motion graphics, and animated elements.

2. **Animation III**: This course continues the development of 3D computer modeling and animation skills introduced in Animation I and II. Students will build on the topics of rigging, texturing, lighting, and animation.

3. **The Business of Hollywood**: This course is a practical analysis of the entertainment industry in Los Angeles. Focuses on how Hollywood works from a business perspective: how/why decisions are made about content produced; who makes those decisions; where the money flows; who the important 'players' are; and what it takes to succeed in Hollywood. Insights and experiences from a variety of sources, including media industry trade publications and successful professionals. Guest speakers include studio executives, agents/ managers, producers, writers, casting directors, entertainment attorneys, union representatives, audience analysts, and professionals from various parts of Hollywood's entertainment industries.

4. **Writing and Recording Episodic Content for the Podcasting Marketplace**: This course allows students to develop an original podcast series for production and distribution. The course material draws heavily on ideation strategies for concept development, scriptwriting, and editorial resources, as well as access to digital resources for applied technical skills and distribution strategies. Marketing and business considerations are incorporated into the latter portion of the course with students considering tangential assets for the series including title, logo development, audience research, marketing to their consumers, as well as best practices for episode access and distribution.

5. **Advanced Narrative Production**: Students work in production teams to make large scale narrative films.
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<td>格尔:C1: A-F REQUISITE: Steeps the student in some of the most current literature on the quicksilver proliferation of new technologies throughout the world, with emphasis on who has access, command, and knowledge about these technologies and who is lacking and why. Readings explore the contours of the digital divide as it shapes and is shaped by culture amid shifting cultural and geopolitical climates.</td>
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<td>格尔:C1: A-F REQUISITE: Historical analysis of the manner in which committed educators, media activists, and practitioners have sought to employ the reach of our broadcast media with the emerging struggle for civil/human rights in 20th- and 21st-century America. Conduct a detailed historical survey of social movements, beginning in the Depression-era, expanding through the birth of the civil-rights movement, anti-war, feminist, environmental, and anti-globalization movements. Of particular interest is a focus on media examples (Broadcast Reform Movement, educational/public broadcasting, Pacifica radio, Natl Federation of Community Broadcasters, minority production consortia, the Cable Access Movement, media activism on the Internet in a continuation of the struggle for greater public participation).</td>
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<td>格尔:C1: A-F REQUISITE: Examinations relationships between media and socioeconomic development. These relationships are explored in the context of issues that include globalization, media ownership, participatory media, the digital divide, gender, and representations of poverty in mainstream media. Connections between media and development are assessed through considering media in a variety of forms, including television, radio, the Internet, motion pictures, and participatory media. Relationships are also examined at different scales, such as the global, national, and local scales, as well as in various parts of the world, including Latin America, Asia, Africa, and parts of the U.S., including Appalachia. Along with course readings, media content viewed in class serves as a basis for discussions.</td>
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<td>格尔:C1: A-F REQUISITE: An introductory course for graduate students lacking basic production experience in the School of Media Arts and Studies. Students will concentrate in fundamental skills in two of the following content areas; either: Animation and Game Design or Video and Audio Post-Production. Course may be repeated one time to gain skills in the other content area.</td>
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<td>格尔:C1: A-F REQUISITE: Provides a framework through which students can investigate the ways that people experience media through their stories. Investigates how phenomenology, as theory and methodology, can effectively be applied in a range of contexts, demonstrating the value and utility of hermeneutics, semiotics, and deconstruction.</td>
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<td>格尔:C1: A-F REQUISITE: Graduate Status In this course students investigate dynamic spaces where social networks are becoming dominant determinants of cultural interaction. The course also introduces students to vital skills in social media literacy.</td>
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<td>Processes and tools involved in the production of digital media projects involving sound and animated moving images. Exploration of the topics of texturing, lighting, and animation rigging and modeling.</td>
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<td>Explores the nature of personal values and surveys the values that have shaped and are shaping American culture. Examines the role of the individual within media institutions and of the media within American culture.</td>
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<td>Consideration of fiscal problems in media businesses and industries with special emphasis on financial policies and economic factors.</td>
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<td>Leading Digital Media Transformation and Innovation in Organizations</td>
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<td>Digital transformation is an example of the need for businesses to innovate and change as the market and consumer desires evolve. As opportunities and risks are identified, organizations need the ability to transform business models or processes to account for digital media technology and economic shifts; and develop creative, innovative digital media products or services to adapt to evolving audience or user demands. This course is devoted to the theories and best practices that enable developing and sustaining an organizational culture of continuous digital media transformation and innovation. Particular attention is given to communicating effectively within and across groups, teams, organizational units, and external communities; building trust both within a creative media organization and with external constituencies; and the fundamentals of assessing readiness for digital media transformation.</td>
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<td>An experiential and interactive approach to the systematic use of media resources by groups, organizations and communities, in development and business, to promote, produce, and support social change.</td>
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<td>Prepares students for work in the video production profession and further their knowledge of single-camera video and field production techniques. Students will develop their creative voice and storytelling abilities.</td>
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<td>Producing for Video, Web and New Media</td>
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<td>Focuses on the role of the producer in the video, web and new media industries. Particular attention is placed on developing marketable ideas, research, production planning, budgeting, and pitching.</td>
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<td>An intensive, practical introduction to television/web studio production. Students direct a variety of program formats, including interviews, demonstrations, scripted shows and live current affairs productions. Develop producing and directing skills, to communicate effectively over talkback, to acquire good time management skills, and to write studio camera scripts for television and web series production.</td>
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<td>Writing and Producing the Non-Fiction Podcast Series</td>
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<td>Students explore the process of writing, pre-producing, creating, and distributing a multi-episodic podcast series for client-based non-fiction projects.</td>
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<td>Nonfiction Video and Television Storytelling Production</td>
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<td>Prepares students for work in the video production profession and further their knowledge of nonfiction video production techniques that might be found in documentary, corporate/industrial videos or reality television production. Through this process students will develop their creative voice and storytelling abilities.</td>
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<td>Politics and Electronic Media</td>
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<td>Explores the complex interaction among the media, citizens, politicians, and other political actors, including how politicians use media in election campaigns, and how citizens and activists use media in the political process.</td>
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<td>Explores the technical and aesthetic aspects of sound as it relates to the moving image. Mixing to picture, SMPTE synchronization to video, Foley, sound effects, dialogue replacement, and music for picture will all be covered.</td>
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<td>Move beyond the technical side of video editing to explore the aesthetic and storytelling choices faced by the editor. Through analyses of existing digital programming, theoretical exercises and research on current editing practitioners, students will gain an understanding of what the editor contributes to the storytelling process.</td>
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<td>This course examines the design and production issues of web-based media and the business of online distribution within the context of traditional distribution channels (e.g.: blogging, webcasting, podcasting, viral videos, etc.).</td>
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<td>Deep exploration of the design and creation of motion graphic elements using Apple Motion, LiveType, After Effects and a little PhotoShop. Composition, moving composition, typography, color, and other digital image design elements are addressed.</td>
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<td>Work individually and in collaborative teams in advanced post. Accomplished MDIA production students work with pre-existing material. The focus is strategies rather than new tools, but expanded use of software applications from previous courses. One product is your portfolio reel.</td>
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<td>Introduces the students to the way media construct and represent social and cultural identities such as race, class, gender, age, and sexual orientation. Considers various theories of representation such as feminist theory, race theory, and white privilege.</td>
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<td>Independent production projects under the supervision of faculty. Advance project approval required.</td>
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<td>Prepares students for graduate study through analysis and discussion of research and teaching.</td>
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<td>Concerned with basic principles of scholarly research in mass communication. Become familiar with general concepts and procedures employed in the main research methodologies of mass communication, and each is responsible for conducting and reporting his/her own formal pilot research project.</td>
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**Course Description:**
- **Quantitative Comm Research:** Emphasizes the principles, logic, underlying assumptions, and techniques of quantitative methodologies commonly employed in communication research. Deals both with research design and strategies of analysis.
- **Quality Research Methods in Media Studies:** Provides an introduction to qualitative research methods, particularly as applied to mass communication and media culture research. Through readings, class discussions, and individual work, students will gain an appreciation of the complexity of qualitative research, and will begin to use these methods to conduct their own research.
- **Seminar Communication and Development:** Provides an overview of the communication and development field and serves as a foundation for the subsequent in-depth study and analysis of specific aspects of the role of communication in development and social change. Explores the complex relationships between communication and human and social development, and the role that communication plays in promoting (or impeding) social change and development. Throughout the seminar participation, collective research and teamwork are emphasized, and participants are expected to undertake both individual and group projects.
- **Introduction to Theory in Communication and Development:** Serves as one of the three core courses offered to students in the Communication and Development Studies graduate program during their first semester in the program. Introduces students to key communication theories that have been associated with communication for development practice since World War II. The course examines micro, mid-range, and macro-level theories, connecting those formulations to the various paradigms that have guided development practice by influential international agencies and organizations. The course also isolates for discussion the theory-based competencies required of professionals currently working in the field of communication for development. Thus, the seminar focuses upon theoretical formulations in areas that include behavior change theories, social learning theory, social cognitive theory, and interpersonal communication. It also covers mass communication theories that have particular relevance to communication for development, including theories of media dependency, cultivation, and media effects. Furthermore, students are introduced to other key issues and theories related to the field, including diffusion of innovations and entertainment-education. In short, the course focuses on the theoretical competencies required of Comm Dev students to be successful in their eventual academic and/or professional careers.
- **Introduction to Research in Communication and Development:** This course serves as one of the three core courses required for students in the Communication and Development Studies graduate program during their first semester. It introduces "Comm Dev" students to basic principles associated with conducting graduate level research, with some focus on key research considerations related to the field of Communication for Development. With that in mind, the course covers critical elements necessary for conducting graduate-level, scholarly research more generally, including identifying a research topic; accessing scholarly research; writing a literature review; and research ethics. The students are also introduced to research design, and to qualitative and quantitative methodological approaches to collecting and analyzing data. At the same time, methodological elements that help define Communication for Development as an academic and professional field serve to further inform readings, lectures, and discussions. Course topics with this relatively more specific programmatic focus include monitoring and evaluation; rapid appraisal methods (e.g. mini-surveys, transect walks, and community mapping); and participatory methods (e.g. focus groups and community discussions).
- **Applied Research Methods in Communication and Development:** Introduces key research methods used in applied communication and development projects. Content includes a range of dominant and emerging research methods used across formative, process and summative evaluation phases, with greater emphasis of qualitative and participatory research techniques. Guides students through the process of designing a formative research plan, a monitoring system, and an evaluation framework, with a focus on specific areas of development (health, education, environment, human rights, conflict).
- **Introduction to Audio and Video Production:** An introductory course for graduate students lacking production experience. Covers audio and video theory and terminology and production planning. Provides experience in audio and video production.
- **Research in Social Data Analytics:** This course examines interdisciplinary research in data analytics. A mix of quantitative, qualitative, and analytic techniques is employed to study human interactions online. Students collect, analyze, and visualize social media data.
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COURSE DESC:

- **Children, Youth, and Media**: Explores the many issues and concerns defining the relationship between children and youth and their media from both a social science and cultural studies approach. Begins with children's earliest experiences and concludes with the role of social networking and teen television. Websites, motion pictures, and television will be among the media considered in a local, national, and global setting.

- **Professionals Screenwriting for TV and Film**: Deep exploration into the creative and business decisions needed to write successful feature length screenplays and/or spec television scripts.

- **Special Topics in Media Arts and Studies**: Specific course content will vary with offering.

- **Special Topics in Media Arts & Studies**: Special offerings based on faculty expertise, availability of visiting professionals, student interest, and current trends.

- **Immersive Media Practicum**: This course integrates graduate students into a hands-on work environment in Virtual and Augmented Reality production, focusing their efforts on faculty-led immersive media projects. Students work with faculty and staff as part of a multi-person team to accomplish project-specific goals during the assigned semester.

- **Independent Study**: Individual research on special problems. Projects must be approved prior to registration.

- **MFA Production Thesis in Scripps College of Communication**: The course fulfills the project-based thesis requirement for the MFA in Communication Media Arts. Students demonstrate mastery of two media production areas within a contextual field.

- **Professional Seminar in Media Arts & Studies**: This professional seminar provides doctoral students with a forum to explore the roles of scholar, teacher, practitioner, and colleague. Structured approach to developing philosophies of teaching and service as well as guidance in the preparation of scholarly manuscripts, effective teaching, and conference presentation skills.

- **Media Content Management**: Consideration and examination of theory and practice in the processes of evaluating, selecting, scheduling, promoting, distributing, and marketing media content.

- **Audience Research**: Develops an understanding of the methods and relevant theories for the study of media audiences/users through readings and classroom discussion of audience theory and both scholarly and media industry research practice. Students will be able to design and execute an effective study to address audience, industry, policy, and/or theoretical goals.

- **Sociopolitical control of communications media; effects of laws, regulations, and public pressures upon policy.**
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**Course Description:**
Offers an introduction to visual communication principles, aesthetics, research, and applications in the field. It prepares students for further study in the communication industry of photojournalism, commercial photography, interactive multimedia design, and publication design.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
**Course Description:**
Design

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**Course Description:**
An introduction to information architecture, design theory and principles, production techniques using industry-specific software for both print and web.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
CEC1: A-F

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**Course Description:**
An introduction to visual communication through still photography and image processing software. Students work is reviewed and critiqued for composition, content, technical excellence, and the ability to communicate the information of the original subject to the viewer. Students are required to have an approved professional camera and appropriate lenses, flash, and tripod for the course. Check with the department for current guidelines.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
CEC1: A-F

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**Course Description:**
This course builds on the foundational knowledge of VICO 1414 furthering the understanding and use of information architecture and design theory as it applies to publication design beyond the basics.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
CEC1: A-F

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**Course Description:**
An introduction to information architecture, design theory and principles, production techniques using industry-specific software for both print and web.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
CEC1: A-F

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**Course Description:**
An introduction to information architecture, design theory and principles, production techniques using industry-specific software for both print and web.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
CEC1: A-F

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**Course Description:**
An introduction to visual communication through still photography and image processing software. This course develops the understanding and skills of composition and technical control for constructing images for communication. Students are required to have an approved professional camera and appropriate lenses, flash, and tripod for the course. Check with the department for current guidelines.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
CEC1: A-F

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**Course Description:**
An introduction to visual communication through still photography and image processing software. This course develops the understanding and skills of composition and technical control for constructing images for communication. Students are required to have an approved professional camera and appropriate lenses, flash, and tripod for the course. Check with the department for current guidelines.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
CEC1: A-F

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**Course Description:**
An introduction to visual communication through still photography and image processing software. This course develops the understanding and skills of composition and technical control for constructing images for communication. Students are required to have an approved professional camera and appropriate lenses, flash, and tripod for the course. Check with the department for current guidelines.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
CEC1: A-F

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**Course Description:**
Introduction to Web design will provide an overview of Internet design and user-interface, and will provide students with the analytical and technical skills, aesthetic and creativity needed to design for the World Wide Web.

**Eligible Grades:** GEC1: A-F
**Requisite:**
CEC1: A-F
CEC1: A-F

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**Course Description:**
Provides students with advanced skills, which include the utilization of the human interface, design, Web delivery, information architecture, and creation/production of multimedia-based visuals for Internet delivery.
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Office of the University Registrar
June 1, 2023
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COURSE LISTING
SORTED BY College, Department/School, Prefix

Check with the department for current guidelines.
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<td>Exploration of traditional photographic darkroom techniques. Darkroom use fees applies.</td>
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<td>A commercial photography-based practicum where students from various disciplines produce a published project.</td>
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<td>Will gather students from across disciplines to publish the journalistically-based multimedia publication Soul of Athens.</td>
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<td>Part of the Scripps in DC semester, this core seminar explores how media cover Washington, DC events and influences. Students meet with industry professionals working in the nation's capital and analyze various media outlets and communication-related operations of government. Students must apply for acceptance to Scripps in DC Semester.</td>
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<td>Capstone application of informational graphics techniques with emphasis on design and production techniques as they pertain to print and electronic formats. Cooperative buying fee.</td>
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<td>Advanced interactive media planning, production, user-interface, and information architecture. Students will apply advanced design, content management, and delivery across emerging platforms.</td>
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<td>This course will introduce commercial photography students to digital single-lens reflex cameras as used for video capture; video photography techniques including camera and subject movement; and continuous-source lighting skills. Much of class time will be spent in the studio or on location doing hands-on work practicing video capture and lighting techniques.</td>
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<td>An advanced investigation of the principles of studio management and business practices. Areas of study will include copyright, computer usage, self promotion, and financial management while executing advanced illustration concept images in a simulated professional environment. Students are required to have an approved professional camera and appropriate lenses, flash, and tripod for the course. Check with the department for current guidelines. Cooperative buying fee.</td>
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**Course Descriptions:**

- **Advanced Photographic Illustration:** Lecture component. Requires GEC1: A-F with permission and guidance of a faculty member. Written proposal required.
- **Documentary Photography:** Lecture component. Requires GEC1: A-F with permission and guidance of a faculty member. Written proposal required.
- **Photographic Journalism Capstone:** Lecture component. Requires GEC1: A-F with permission and guidance of a faculty member. Written proposal required.
- **Advanced Photographic Reportage:** Lecture component. Requires GEC1: A-F with permission and guidance of a faculty member. Written proposal required.
- **Graphics Systems Management:** Lecture component. Requires GEC1: A-F with permission and guidance of a faculty member. Written proposal required.
- **Visual Communication Honors Project:** Tutorial component. Requires GEC1: A-F and permission of the instructor. Written proposal required.
- **Special Topics in Visual Communication:** Lecture component. Requires permission and approval of the instructor. Written proposal required.
- **Semester in DC: Seminar I, II, III:** Seminar component. Requires permission and approval of the instructor. Written proposal required.
- **Individual Study:** Ind Study component. Requires written proposal.
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**Course Descriptions:**

- **Introduction to Visual Communication:** Lecture 4, 0. GEC: A-F. This course introduces students to the field of visual communication and provides foundational knowledge of the influence of the physics of light, the physiology of the visual system, and the psychology of perception on visual communication. It also examines the building blocks of design, photography, and motion images along with a historical perspective on each. Future trends and the ethics of visual communication are also examined.

- **Communicating with Data Visualization:** Lecture 4, 0. GEC: A-F. This course examines the application of communication design principles to the visual display of quantitative and qualitative data. Lectures, in-class workshops, readings and in-class discussions convey the knowledge necessary to analyze data presentations and articulate appropriate data visualization principles. In essence, students learn how to evaluate and create visual storytelling presentations from raw data.

- **Information Design Basics:** Lecture 4, 0. GEC: A-F. Introduction to publication design. Introduction to content planning, the application of design principles and production techniques in print media using current technology.

- **Graduate Seminar:** Lecture 1, 4. N, G40. Deals with such topics as ethics, current trends, internships, and the structure of the MA program. Professionals visiting campus are also asked to speak on topics concerning the visual communication profession.

- **Visual Communication Design II: Informational Graphics:** Lecture 4, 0. GEC: A-F. The visual presentation of quantitative and spatial information. Examines the planning, design, and computer preparation of charts, graphs, diagrams, and maps for both print and electronic publication. Cooperative buying fee.

- **Advanced Informational Graphics:** Lecture 4, 0. GEC: A-F. Capstone application of informational graphics techniques with emphasis on design and production techniques as they pertain to print and electronic formats. Cooperative buying fee.

- **Design III: Advanced Publication Layout and Design:** Lecture 4, 0. GEC: A-F. Intermediate study in information architecture through publication design. Cooperative buying fee.

- **Illustration II: Editorial Illustration:** Lecture 4, 0. GEC: A-F. Application of industry-specific tools and techniques for illustrative visual communication of story concepts in both magazine and printing environments. Students will understand the process and application of both traditional and digital techniques of illustration.

- **Interactive I: Web Design:** Lecture 4, 0. GEC: A-F. Introduction to Web design will provide an overview of Internet design and user-interface, and will provide students with the analytical and technical skills, aesthetic and creativity needed to design for the World Wide Web.

- **Interactive II: Advanced Web Design:** Lecture 4, 0. GEC: A-F. This class will provide students with advanced skills which include the utilization of the human interface, design, Web delivery, information architecture, creation/production of multimedia-based visuals for Internet delivery.

- **Interactive III: Interactive Media:** Lecture 4, 0. GEC: A-F. Introduction to planning, media integration, and production techniques and tools of interactive multimedia. Through practical exercises this course will expose students to major component media, including computer text, graphics, photography, animation, speech, sound, and video. Technical and human interface issues are also covered. Cooperative buying fee.
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<td>This course will introduce commercial photography students to digital single-lens reflex cameras as used for video capture; video photography techniques including camera and subject movement; and continuous-source lighting skills. Much of class time will be spent in the studio or on location doing hands-on work practicing video capture and lighting techniques.</td>
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<td>Introduction to the basic tools of photographic illustration including approaches to fashion, still life, and lighting as well as the basic tools of the medium format camera. Students are required to have an approved professional camera and appropriate lenses, flash, and tripod for the course. Check with the department for current guidelines. Cooperative buying fee applies.</td>
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<td>The exploration and interpretation of the interaction of gesture, movement, and light in relation to capturing the essence of people and garments. Students are required to have an approved professional camera and appropriate lenses, flash, and tripod for the course. Check with the department for current guidelines. Cooperative buying fee.</td>
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<td>An exploration of the principles of lighting and camera techniques for still life, interior design, and architectural image making. This course covers both studio and location photography. Students are required to have an approved professional camera and appropriate lenses, flash, and tripod for the course. Check with the department for current guidelines. Cooperative buying fee.</td>
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<td>Application of the techniques and journalistic practices and ethics of the visual story to motion images and sound.</td>
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<td>This course practices, through a wide range of visual projects, the use of still photography as a tool for social, anthropological, journalistic, and artistic investigation of contemporary issues. Students apply traditional field research methods and engage in critical discourse and open discussion about how to solve photographic field problems and develop documentary projects.</td>
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<td>An introduction to visual communication skills in communication photography. Student work is reviewed for technical mastery, and the ability to communicate the information of the original subject to the viewer. Students are required to have an approved professional camera and appropriate lenses, flash, and tripod for the course. Check with the department for current guidelines.</td>
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<td>Intermediate photojournalism techniques and practices in a field setting in Scotland. Students are required to have an approved professional camera and appropriate lenses (f 2.8 or faster and at least one with an effective viewer wider than 35mm and one with an effective view of 100mm or longer), flash, and tripod for the course. Check with the department for current guidelines.</td>
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<td>Advanced photojournalism techniques and practices in a field setting in Scotland. Students are required to have an approved professional camera and appropriate lenses (f 2.8 or faster and at least one with an effective viewer wider than 35mm and one with an effective view of 100mm or longer), flash, and tripod for the course. Check with the department for current guidelines.</td>
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<td>An introduction to the broad range of single image still photography as it is used in editorial publications. The goal of this photojournalism class is for students to acquire the skills to produce work worthy of publication in newspapers, magazines, and the Web.</td>
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<td>COURSE DESC: An introduction to the photographic essay. The goal of this photojournalism class is to engage students in the research and imagining processes necessary to organize and produce in-depth photographic coverage on selected topics pertinent to and worthy of publication in newspapers, magazines, and on the Internet.</td>
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<td>COURSE DESC: Advanced visual production work in journalistic photographic reportage, with particular emphasis on the picture story and photographic essay. Participants are expected to synthesize learning from a wide variety of courses including design, writing, audio, and both still and motion imagery to produce complete communication packages for both print and electronic delivery. Students are required to have an approved professional camera and appropriate lenses (f 2.8 or faster and at least one with an effective viewer wider than 35mm and one with an effective view of 100mm or longer), flash, and tripod for the course. Check with the department for current guidelines. Cooperative buying fee.</td>
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<td>COURSE DESC: Advanced visual production work in magazine design, with particular emphasis on the picture story or photographic essay. Use of a wide range of skills to produce a prototype magazine publication. Demands audience research, visual content focus, field research, photography, writing, design, and production. Students are required to have an approved professional camera and appropriate lenses (f 2.8 or faster and at least one with an effective viewer wider than 35mm and one with an effective view of 100mm or longer), flash, and tripod for the course. Check with the department for current guidelines.</td>
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<td>COURSE DESC: Develops skills in visual perception, camera mechanics, a digital photographic workflow, and visual communication.</td>
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<td>COURSE DESC: The theory, principles and practices of picture editing with an emphasis on rhetoric and persuasion. From visually-driven content origination to broadsheet and sequential presentation of images in both print and electronic formats.</td>
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<td>COURSE DESC: An introduction to information architecture, information design theory and principles, and production techniques using industry specific software for publication. This course is for non-VisCom majors.</td>
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Office of the University Registrar
June 1, 2023
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Office of the University Registrar  
June 1, 2023  
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<td>COURSE DESC: A commercial photography-based practicum where students from various disciplines produce a published project.</td>
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<td>COURSE DESC: Research into the creation and use of various forms of visual communication. Students are expected to provide a written proposal.</td>
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<td>COURSE DESC: This course serves as the structure for research and production of a thesis in Communication Media Arts.</td>
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<td>COURSE DESC: The MA Project or MFA Thesis Project is the culmination of study in each respective degree program. This course is designed to lead students through the process from proposal through defense of a completed project.</td>
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### EDCE 4001 | Human Service Professions

**ELIGIBLE GRADES:**
- GEC1: A-F
- CR, PR

**COURSE DESC:** Designed to provide knowledge and skill in career and life planning for fr and soph, especially for those who are undecided about college major and career. Emphasis on identifying strengths, clarifying values, exploring career options, and developing decision-making skills. Special section for Adult Learning Services students only: designed to provide knowledge and skill in career and life planning especially for adult considering job or career change. Emphasis on identifying skills, interests, experience, and values in relationship to new career choices and options.

**EDCE 4003 | Stress Management**

**ELIGIBLE GRADES:**
- GEC3: A-F

**COURSE DESC:** This course provides a comprehensive overview of the knowledge and skills required for successful human services work. Students learn about the basics of client care in social service agencies. Students explore historical aspects, technology skill attainment, job requirements, models of service delivery, and beginning skills in the helping process.
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<td>COURSE DESC: Study and practice of developing healthy and mutually satisfying interpersonal relationships. Lecture and discussion groups focus on dynamics of human relationships, factors fostering effective interaction, and significance of self concepts in human communication. Topical headings include value clarification, games people play, self disclosure and trust, conflict resolution, sexuality, prejudice, death and dying, multicultural education, sexism, constructive use of anger, etc.</td>
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<td>COURSE DESC: General principles and basic techniques of group dynamics. Interaction in human relations situations that occur in agency settings, business, classrooms, community, resident living, and various types of professionally led training, counseling, and growth groups. Through both cognitive and affective learning opportunities, students learn to understand and use group dynamics principles in areas of personal and professional interaction. Students attend weekly cognitive seminars as well as participate in ongoing group lab.</td>
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<td>COURSE DESC: This course is the culminating experience for students who are providing services to clients in educational, community, and business settings. On-site supervision by staff is required, along with weekly conferences with faculty.</td>
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<td>COURSE DESC: The course introduces students to the ethical standards and guidelines of human services professionals. Students focus on learning the knowledge and skills essential for ethical decision-making practices. Students explore their own values and biases within a multicultural context in relation to ethical and legal issues and helping relationships.</td>
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<td>COURSE DESC: Provides students with an introduction to the foundations of the professional counseling. Areas addressed include: history, philosophy, and current trends in professional counseling, including the specializations of clinical mental health counseling, rehabilitation counseling, and school counseling and educational settings.</td>
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<td>COURSE DESC: Theories, practices, methods, and processes of career development for varied settings: school, community, business; review programs which develop career planning/life components; exploration of career education and counseling opportunities; review and/or implementation of career-related research.</td>
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<td>6240</td>
<td>Professional School Counseling</td>
<td>Seminar</td>
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<td>COURSE DESC: This course provides students with a comprehensive organizational framework useful for planning, designing, implementing, evaluating, and enhancing content-based guidance and counseling programs, and provides an understanding of the coordination of school counseling program components as they relate to the total school community. Skills associated to counseling, guidance, and consultation are covered. The course explores the application of research that addresses the effectiveness of various school counseling programs and interventions.</td>
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<td>EHS</td>
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<td>EDCE</td>
<td>6260</td>
<td>Medical and Psychosocial Issues in Rehabilitation Counseling</td>
<td>Lecture</td>
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<td>ELIGIBLE GRADES: GEC4: A-F, REQUISITE: EDCE 6200</td>
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<td>COURSE DESC: Provides students with an introduction and basic understanding of the medical and psychological aspects of disability and the use of this information in rehabilitation counseling. More specifically, will examine a number of issues related to common medical conditions, including: diagnoses, basic pathology and symptomatology, treatment, role of medical professionals, functional limitations, and vocational implications. Students will develop skills in assessing the functional implication of various medical and psychiatric impairments and develop an understanding of how this information is used in counseling, rehabilitation plan development, service delivery, environmental accommodation, and job placement.</td>
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<td>EHS</td>
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<td>6270</td>
<td>Counseling, Teaching, and the Behavior Change Process</td>
<td>Laboratory</td>
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<td>COURSE DESC: Theories of behavior change process in educational, community, and business settings. Application and evaluation of techniques to modify behavior that involve counselor clients and the counselor in the behavior change process with effective communication emphasized.</td>
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<td>EHS</td>
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<td>6270</td>
<td>Counseling, Teaching, and the Behavior Change Process</td>
<td>Lecture</td>
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<td>COURSE DESC: Theories of behavior change process in educational, community, and business settings. Application and evaluation of techniques to modify behavior that involve counselor clients and the counselor in the behavior change process with effective communication emphasized.</td>
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<td>EHS</td>
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<td>EDCE</td>
<td>6290</td>
<td>Job Placement Theory and Techniques</td>
<td>Lecture</td>
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<td>ELIGIBLE GRADES: GEC4: A-F, REQUISITE: EDCE 6200 and 6260</td>
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<td>COURSE DESC: Provides rehabilitation counselor trainees with requisite skills to perform job analyses, suggest job modifications or restructuring, and conduct job development activities that affect successful job placement for individuals with disabilities.</td>
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<td>EHS</td>
<td>C&amp;HE</td>
<td>EDCE</td>
<td>6310</td>
<td>Appraisal I</td>
<td>Lecture</td>
<td>3</td>
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<td>COURSE DESC: Concepts of reliability and validity as applicable to appraising human characteristics set stage for considering critical role that clinical judgment plays in professional helping. Emphasis on basic appraisal techniques, including diagnostic interviewing, observational systems, rating scales, interactional analysis, and educational and psychological testing. Testing portion provides introduction to intelligence, achievement, aptitude, and perceptual, vocational, and personality (objective and projective) measures.</td>
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<td>EHS</td>
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<td>EDCE</td>
<td>6450</td>
<td>Counseling Over the Lifespan</td>
<td>Lecture</td>
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<td>COURSE DESC: In this course, students review the nature and needs of individuals across the lifespan, emphasizing developmental science and counseling interventions. Major theories of growth and development, personality, and learning are explored. The course includes topics addressing ethical, culturally relevant and social policy implications of normative and nonnormative age- and history-ranked influences relevant to counseling professionals.</td>
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<td>EHS</td>
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<td>6500</td>
<td>Group Counseling I</td>
<td>Lecture</td>
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<td>COURSE DESC: Introduction to group processes and their application in a variety of settings. Topics include history, theory, techniques, group dynamics and counseling, group leadership, ethics, research and evaluation, lectures, demonstrations, and group lab experience.</td>
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<td>EDCE  5620</td>
<td>Group Counseling II</td>
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<td>COURSE DESC: Advanced study of group theory, research, and applications. Group dynamics, leadership styles, and techniques are examined as they apply to various settings. Lecture, demonstration, and group lab experiences.</td>
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<td>Counseling Theory and Techniques</td>
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<td>COURSE DESC: The course addresses essential interviewing and counseling techniques and incorporates outcome research associated with various interviewing and counseling interventions. Attention is given to the personal characteristics of the client and counselor, and how those characteristics impact the therapeutic process. In addition, studies of basic interviewing, assessment and counseling skills related to the various techniques are examined. Consideration is given to the diverse factors that influence the helping process and ethical practices of the counselor. Attendance of a weekly experiential laboratory is a required component of the course.</td>
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<td>EHS</td>
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<td>EDCE  6555</td>
<td>Counseling Interviewing Techniques</td>
<td>Lecture</td>
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<td>COURSE DESC: The course addresses essential interviewing and counseling techniques and incorporates outcome research associated with various interviewing and counseling interventions. Attention is given to the personal characteristics of the client and counselor, and how those characteristics impact the therapeutic process. In addition, studies of basic interviewing, assessment and counseling skills related to the various techniques are examined. Consideration is given to the diverse factors that influence the helping process and ethical practices of the counselor. Attendance of a weekly experiential laboratory is a required component of the course.</td>
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<td>EHS</td>
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<td>EDCE  6620</td>
<td>Diagnosis and Treatment Planning in Counseling</td>
<td>Lecture</td>
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<td>COURSE DESC: Emphasis on diagnostic and treatment process facing the mental health professional. Provides an opportunity to familiarize oneself with the diagnostic and statistical manual of mental disorders, as well as to interpret and make diagnostic assessment with a client. Alternative treatment and planning are reviewed.</td>
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<td>EDCE  6700</td>
<td>Organizational Theory and Techniques in Counseling</td>
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<td>COURSE DESC: Identification of need for counseling and human resource development programs in the workplace. Employee assistance programs, training and development, and career development issues addressed. Content can be considered for a variety of work settings such as business and industry, educational institutions, and mental health facilities.</td>
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<td>EHS</td>
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<td>EDCE  6750</td>
<td>Psychopathology for Counselors</td>
<td>Lecture</td>
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<td>COURSE DESC: Covers the major categories of disorders as delineated in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR). The primary focus will be on a clinical overview, etiology, and treatment options from the perspective of biological, psychosocial, and sociocultural influences. Considered to be a primer to Diagnosis and Treatment Planning.</td>
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<td>EDCE  6810</td>
<td>Counseling Capstone</td>
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<td>COURSE DESC: This online course provides a culminating capstone experience for the master's degree in Counselor Education involving the scholarly application of counseling research, theory, and advocacy. Students compile a portfolio representing key aspects of counselor development, professional identity, and competency. Students are evaluated on their professional and academic writing abilities, design and implementation of a school or community-based advocacy project, and practice-oriented research design and program evaluation skills.</td>
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## EHS C&HE EDCE 6850: Multicultural Education
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** Provides understanding of cultural, ethnic, and racial differences and similarities in American society. Focuses on preparing professionals in educational, community, and leisure settings for working successfully with America's multicultural population.
- **Course Description:** 
  - Compliance to the following CACREP standards:
- **Course Description:**
  - CR, PR

## EHS C&HE EDCE 6860: Multicultural Counseling
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** This course addresses social and cultural diversity in the counseling profession, including history and development of multicultural and social justice counseling. The purpose of the course is to increase counselor cultural awareness of self and others, gain understanding of privilege and oppression, learn help-seeking behaviors of diverse client populations, and develop counselor helping skills and application of practical knowledge. The course examines and applies multicultural and social justice counseling competencies and advocacy counseling competencies endorsed by the American Counseling Association.

## EHS C&HE EDCE 6900: Special Topics in Education - Counselor Education
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** Specific course content will vary with offering.

## EHS C&HE EDCE 6910: Field Experience in Counseling
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** Supervised field work in educational or community setting selected with regard to professional needs and interests of individual student. Student should have a clear idea of type of field experience desired and required setting for the experience before enrollment. Requirements will include on-site supervision by staff, regularly scheduled on-campus conferences, and progress and terminal reports.

## EHS C&HE EDCE 6914: Counseling Internship
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** A culminating experience providing counseling and related services to clients in educational, community, and business settings. Services might include functions related to special problems and populations. On-site supervision by staff is required, along with regular on-campus conferences.

## EHS C&HE EDCE 6915: Counseling Internship
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** A culminating experience providing counseling and related services to clients in educational, community, and business settings. Services might include functions related to special problems and populations. On-site supervision by staff is required, along with regular on-campus conferences.

## EHS C&HE EDCE 6920: Counseling Practicum
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** The counseling practicum provides a closely supervised field experience in counseling and related activities. Students spend approximately 10 hours per week at their practicum sites and attend class weekly. Students assist clients through counseling and related services in educational or clinical settings. The practicum focuses on counseling and consultation processes to further develop interpersonal relationships, communication skills, methods planning, service provision, and techniques to facilitate change of behaviors and attitudes.

## EHS C&HE EDCE 6921: Advanced Counseling Practicum: School
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** Students conduct supervised counseling sessions. Preparing case notes, consulting with other professionals, critiquing audio and videotapes of their counseling sessions, participating in practical seminars, etc.; are part of the experience. Students must submit an application for admission to the practicum the quarter before expected enrollment.

## EHS C&HE EDCE 6922: Advanced Practicum: Clinical Mental Health
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** Students conduct supervised counseling sessions. Preparing case notes, consulting with other professionals, critiquing audio and videotapes of their counseling sessions, participating in practical seminars, etc.; are part of the experience. Students must submit an application for admission to the practicum the quarter before expected enrollment.

## EHS C&HE EDCE 6924: Advanced Practicum: Rehabilitation
- ** Eligible Grades:** GE4: A-F, CR, PR
- **Course Description:** Students conduct supervised counseling sessions. Preparing case notes, consulting with other professionals, critiquing audio and videotapes of their counseling sessions, participating in practical seminars, etc.; are part of the experience. Students must submit an application for admission to the practicum the quarter before expected enrollment.
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**EDCE 7400 Youth Violence**

Study and interpretation of scientific research on community mental health or selected government agencies. Independent and directed projects.

**EDCE 6200 and 6310**

Advanced appraisal techniques reviewed, with particular attention to personality measures. Both objective and projective techniques considered, and each student is expected to develop applied expertise with a method of each type. For students enrolled in the doctoral program or advanced master's level. The content is designed to prepare the student to become familiar with clinical instruments related to personality assessment. Students will interpret and understand psychological testing and clinical evaluations and acquire a greater depth of knowledge regarding the use of test data in the diagnostic process. Consideration will be given to ethical issues in the handling and administration of psychological assessment instruments, including potential forms of bias in interpretation.

**EDCE 6200 and 6310**

The purpose is to acquaint the student with assessment and diagnosis with children, clinical decision making, developmental psychopathology, measurement and psychometrics, social values, ethics, and cultural and linguistic issues. Students will learn the components of the process of multidimensional behavioral assessment and will be exposed to a variety of assessment instruments commonly used in the clinical assessment of children.

**EDCE 6200 and 6310**

Attitude awareness regarding older persons, knowledge of developmental periods of aging, basic gerontological counseling concepts, and skills in applying knowledge of aging and counseling to work with older persons are emphasized.

**EDCE 6200**

The purpose is to provide an introduction to family counseling, with an emphasis on theoretical foundations and family counseling techniques.

**EDCE 6200 and 6310**

Explores some of the causes and consequences of such forms of juvenile delinquency as violence, school shootings, gang membership, drug use, and running away. More than examining different categories of juvenile offenses, however, will introduce students to the study of juvenile delinquency including how youth norm breaking has been measured, defined, and theoretically explained from the 19th- to the 21st-century. In addition, will examine some of the formal and informal institutions designed to manage and control young offenders.
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**COURSE DESC:**
- Designed to expose students to a holistic approach to preventing and managing stress. Students learn both healthy cognitive (coping) skills and relaxation techniques with the intention of preventing and alleviating the symptoms of stress. Content includes the science of stress, the mind/body connection, stress prevention strategies such as perception, mindfulness, time management and financial management, and a variety of stress management techniques including guided imagery, progressive muscle relaxation, yoga, meditation, and autogenics. Has both personal application and professional application for students working in any area of healthcare.

- Focuses on theory and strategies of assertiveness training. Attention to goal setting, role playing, alternative behavior, evaluating consequences, and implementation of assertive behavior. Emphasis on differentiating nonassertive, assertive, and aggressive behavior.

- Study of human sexuality and stereotypical attitudes, attainment of basic knowledge, awareness of sexual abuse and violence, and understanding sexual dysfunction and sexual adequacy.

- Theory, research, and applications of individual psychology in educational, community, business, and private practice settings. Counseling, consultation, and psychotherapy methods and techniques will be demonstrated.

- Provides for understanding of human relations skills for effective interpersonal communication. Focus on skill development, cultural, and value differences among ethnic, racial, religious, and other groups. These skills have generic application for helping professionals in educational, community, family, work, and leisure settings.

- The course aims at guiding students to personalize the process of counseling and become knowledgeable about counseling theories and practice. It emphasizes the practical application of various therapeutic approaches and stresses the critical evaluation of each theory through exercises, activities and case studies. The course incorporates outcome research associated with various theoretical perspectives with specific attention given to the personal characteristics of the client and counselor, and the factors that influence the therapeutic process. In addition, there is a focus on the diverse factors that influence the therapeutic process and ethical practices of the counselor.

- Focuses on the addictive process, stages and symptoms of chemical abuse, and intervention and treatment strategies for addiction.

- Law and ethics considered for educational and mental health contexts. Federal, state, and local statutes relevant to professional functioning and rights of persons receiving counseling, and psychological services considered. Court decisions, critical cases, and legislation analyzed and interpreted. Code of ethics for counselor, psychologists, and human service workers reviewed. Guidelines for ethical behavior in delivery of services.

Complies with the following CORE standards:
- 3e, 4i, 5g, 6g, 7, 8f; C.1.1, C.1.4, C.6.6, C.8.7; C.2, C.7

Complies with the following CACREP standards:
- K1h (F1j), 5g, CMHC A.2, B.; SC A.2, B.1; DS C.7; K1a (F1a), 1f (F1h); K2f
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<td>COURSE DESC:</td>
<td>Provides student in school and clinical counseling settings with an overview of various brief and solution focused therapy theories, techniques, and practices. Particular attention will be devoted to the study of the brief and solution focused therapy. Lectures will be supplemented by extensive use of videotapes and class exercises designed to thoroughly immerse the student in brief therapy ways of thinking.</td>
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<td>COURSE DESC:</td>
<td>The purpose is to provide students with the knowledge and skills to identify risk factors that put individuals in danger of suicidal behaviors and to implement prevention programs and interventions for members of a diverse society.</td>
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<td>COURSE DESC:</td>
<td>For counseling students or others who have foundational training in theoretical approaches to counseling and psychotherapy. Participants will understand the basics of Cognitive Therapy, an approach that is focused on the present, is time-limited, and has a problem-solving orientation. Strategies to identify distorted thinking, modify beliefs, relate to others in different ways, and change specific behaviors will be discussed, demonstrated, and practiced. Instructor permission is required for students not enrolled in the Ohio University counseling program.</td>
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<td>Designed to prepare the student to become familiar with the psychological aspects of death and dying in our society. There will be a specific emphasis on the terminally ill as well as the effects on significant others. Topics include attitudes toward and preparation for death; sociocultural factors that influence attitude to death and care afforded to the dying; and hospice and palliative care and various types of terminal illness (emphasis on HIV/AIDS). Readings and classroom activities will be supplemented by students' self-exploration and writing on feelings, attitudes and beliefs about death and its significance for working with the terminally ill. Videos, guest speakers, readings, class discussions, journals, and individual reflection papers will be used to explore these topics. In addition there will be an exploration of support systems including counseling strategies when working with the terminally ill and their families.</td>
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<td>COURSE DESC:</td>
<td>For counseling students or others who have foundational training in theoretical approaches to counseling and psychotherapy. Participants will understand the basics of Rational Emotive Behavior Therapy (REBT), a practice, action-oriented approach to coping with problems and enhancing personal growth. The emphasis will be on currently held attitudes and beliefs, and ways in which these might be reformulated into more realistic and helpful beliefs. Theoretical and practice elements will be addressed. Instructor permission is required for students who are not in the Ohio University counseling program.</td>
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<td>COURSE DESC:</td>
<td>Designed to prepare students in counseling and other related disciplines to become familiar with the basic tenets of Post Traumatic Stress Disorder (PTSD) primarily the diagnostic criteria, etiology, and the various modalities for treatment. The first section is devoted to an exploration of the theories and counseling strategies relevant to the PTSD. The second section is experiential in nature and will include videos, case studies, and the development of treatment plans for effective intervention. Issues related to counselor self-care and compassion-fatigue will be addressed.</td>
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<td>COURSE DESC:</td>
<td>Common mental disorders diagnosed in children and adolescents will be discussed along with treatment modalities. The school professional's role in identifying and/or supporting students with a mental health diagnosis will be discussed. Likely to be of interest to students and practitioners in education, social work, psychology, counseling, speech and language pathology, and other professions linked to schools.</td>
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<td>The purpose is to provide students with an understanding of the philosophy, process, and techniques of psychiatric rehabilitation. Examines a number of issues pertaining to individuals with severe disabilities including civil rights, vocational rehabilitation, independent living, quality of life, job accommodations and placement, and career development.</td>
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<td>COURSE DESC: The purpose of this seminar format is to provide an overview of gender issues as they relate to counseling. Will address the influence of gender on the counseling process, gender identity development, feminist and gender sensitive models of counseling, issues at stages across the lifespan, and cultural considerations as it relates to gender. Students will read current, relevant, and culturally sensitive literature regarding gender. Students will develop a greater awareness of how to responsibly address gender issues within the counseling profession.</td>
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<td>8200</td>
<td>Advanced Seminar for Counseling Educators</td>
<td>Lecture</td>
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<td>COURSE DESC: Doctoral seminar providing students with preparation for in-depth study of counseling in educational, community, and business settings.</td>
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<td>EHS</td>
<td>C&amp;HE</td>
<td>EDCE</td>
<td>8220</td>
<td>Career Development and Counseling</td>
<td>Lecture</td>
<td>3</td>
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<td>COURSE DESC: The purpose is to provide students with an understanding of the basic concepts, theories, and techniques of career counseling. Will examine various theories of career development, career choice processes, career counseling interventions, the use of assessment in career counseling, occupational and labor market information, the application of career counseling theories and techniques for diverse populations, principles of vocational rehabilitation, the relationship of career development and mental health, career guidance programs in educational settings, and other related topics. Lectures may be enhanced by guest speakers and other class activities.</td>
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<td>8240</td>
<td>Counselor Education Professional Publications</td>
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<td>COURSE DESC: Offers an orientation to publishing manuscripts of all types--professional counseling journals, textbooks, and dissertations. Also provides guidance on developing the components of a dissertation, as this might be the student's first seminal work worthy of publication in a textbook or journal. The basic principles of scholarship are similar for most publication venues in counseling. Provides guidance for manuscript preparation, submission, review, and the editorial processes.</td>
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<td>8250</td>
<td>Colloquium</td>
<td>Seminar</td>
<td>1 to 5</td>
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<td>COURSE DESC: Doctoral level seminars to examine contemporary issues in counselor education.</td>
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<td>8520</td>
<td>Advanced Group Counseling</td>
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<td>COURSE DESC: Group experience as method of studying and applying selected theoretical models of group counseling. Participants experience membership and leadership roles. Individual readings and research on selected group counseling models.</td>
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<td>8550</td>
<td>Counseling Theory Advanced</td>
<td>Lecture</td>
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<td>COURSE DESC: Using a seminar format, this course provides a scholarly examination of counseling theory in practice, counselor education and supervision. Theories of counseling and psychotherapy are compared, contrasted and evaluated in the context of practice settings and populations. Students critically examine individual, relational, cultural, contextual and political factors in theory development, implementation, and research and evaluation. The historical context of theory development, current issues and trends, innovative approaches and theoretical integration are also discussed.</td>
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<td>Counselor Supervision</td>
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<td>COURSE DESC: Offers advanced graduate students theories and models of clinical supervision used in the counseling profession. Students participate in both didactic and lab activities.</td>
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<td>COURSE DESC: This course provides a history and overview of the counselor education profession. Students explore theory, research, standards and skills necessary to function effectively as counselor educators. Discussion also includes standards and ethical responsibilities in counselor preparation, counselor development, and pedagogy. Readings from professional journals and texts supplement class lecture, discussion, and application activities.</td>
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### EHS C&HE  EDCP 4000 Special Topics in Student Leadership

**Title:** Special Topics in Student Leadership

**Component:** Lecture 1 to 2 6 N G50 0

**Description:** Educational leadership training for paraprofessional positions, including introduction to student development theory, helping skills and counseling techniques, community building principles and approaches, and residential programming. Required of students working as resident assistants in the Residential Housing Department.
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<td>5210</td>
<td>College Student Development: Theory with Practice</td>
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<td>COURSE DESC:</td>
<td>Provides an understanding of college student development theories and how they are applied in student affairs.</td>
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<td>College Campus/Student Environment: From Theory to Practice</td>
<td>Lecture</td>
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<td>COURSE DESC:</td>
<td>Provides an understanding of college environment theories and their application.</td>
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<td>COURSE DESC:</td>
<td>Study of theories related to leadership development and student organizations. Future trends and several models are included.</td>
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<td>COURSE DESC:</td>
<td>Provides the opportunity to develop knowledge about concerns of residential students.</td>
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<td>COURSE DESC:</td>
<td>Focuses on the rationale for international student and faculty services, the functions and services performed, and the foreign student experience in institutions of higher education.</td>
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<td>Wellness Issues in Higher Education and Student Affairs</td>
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<td>COURSE DESC:</td>
<td>A study of the principles, functions, and practices of health education and wellness in regard to college student success and human development.</td>
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<td>COURSE DESC:</td>
<td>Introduces students to theories, concepts, and experiences of nontraditional students.</td>
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<td>Problem-based Research in Student Affairs</td>
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<td>COURSE DESC:</td>
<td>Designed to give students experience working on problem-based research in student affairs. Teams comprised of student affairs practitioners, faculty and students enrolled to collaborate to address current issues in higher education and student affairs, conduct research, and identify potential strategies for addressing problems in the field.</td>
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<td>COURSE DESC:</td>
<td>The purpose is to serve as an introduction to selected higher education data resources and computer applications used to access them. Intended primarily for students who are involved in higher education and student affairs research and administration. However, anyone interested in research on higher education and/or applications of technology in higher education administration in general may benefit. Will include basic practical information on specific computer applications and web-based information resources available from the National Center for Education Statistics.</td>
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- EDHE 6940: EDRE 5010
- EDHE 6940: EDHE 6880
- EDHE 7390: GEC4: A-F
- EDHE 7390: CR, PR
- EDHE 7400: GEC4: A-F
- EDHE 7400: CR, PR
- EDHE 7780: GEC4: A-F
- EDHE 7780: CR, PR
- EDHE 7790: GEC4: A-F
- EDHE 7790: CR, PR
- EDHE 7800: GEC4: A-F
- EDHE 7800: CR, PR

**ELIGIBLE GRADES:**
- GEC4: A-F, CR, PR

**COURSE DESC:**
- Capstone Project in Higher Education and Student Affairs: The purpose is to provide contextual knowledge of the evolution of the professoriate in American higher education, as well as the roles, responsibilities, institutional concerns, and career issues of individual members of the faculty. Issues associated with academic administration (e.g., workload) are also covered.
- Diversity in American Higher Education: Students choose area of study; engage in library research, interviews, questionnaires, etc.; and write a substantial scholarly paper. Students must submit a proposal to the instructor by the ninth week of the quarter prior to the quarter enrollment.
- The American Community College: An overview of the philosophy, history, and development of the community college in America. Reviews the social, economic, and political forces affecting these institutions. It also explores the rationale and techniques for keeping instructional and organizational functions responsive to the changing educational and workforce needs of the community. Will explore the development of the most exciting and uniquely American innovation in higher education since World War II, the community college. How and why did they come into being, how do they really work, and how can we make them more effective?
- The American Community College: An overview of the philosophy, history, and development of the community college in America. Reviews the social, economic, and political forces affecting these institutions. It also explores the rationale and techniques for keeping instructional and organizational functions responsive to the changing educational and workforce needs of the community. Will explore the development of the most exciting and uniquely American innovation in higher education since World War II, the community college. How and why did they come into being, how do they really work, and how can we make them more effective?
- Scholarly Writing: The purpose of this course is to assist students in developing the skills necessary to complete the many scholarly writing projects required in graduate studies.
- Assessment and Evaluation in Higher Education: Provides students with an understanding of the principles and practices that are associated with assessment in higher education. Focuses on the reasons for the development of the current assessment movement and on approaches for improving academic programs and support services.
- Finance and Budgeting in Higher Education: This course provides an overview of the finance and budgeting issues of higher education mainly in the U.S. The course has two major components: Finance and Budgeting. The Finance part introduces economics concepts and theories and applies them to higher education finance, and then examine the roles of federal and state governments and individuals in financing higher education. The Budgeting part compares various budgeting models and develops student practical skills relevant to institutional budgeting, especially the responsibility centered budgeting model. Additionally, the course covers the trends of world higher education finance. This course is intended primarily for graduate students in higher education and student affairs, educational studies, public policy and administration, and other related fields.
- The Professoriate and Academic Administration in Higher Education: The purpose is to provide contextual knowledge of the evolution of the professoriate in American higher education, as well as the roles, responsibilities, institutional concerns, and career issues of individual members of the faculty. Issues associated with academic administration (e.g., workload) are also covered.
- The Professoriate and Academic Administration in Higher Education: The purpose is to provide contextual knowledge of the evolution of the professoriate in American higher education, as well as the roles, responsibilities, institutional concerns, and career issues of individual members of the faculty. Issues associated with academic administration (e.g., workload) are also covered.
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ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: Short-term, international, service-learning based, designed to give students advanced understanding of service-learning pedagogy and practice in a developing world context.

ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: A supervised experience in the administration and leadership of higher education that students utilize for one or more purposes: to broaden their career experience and skills; to improve a program or a practice within their current positions, other areas, and/or other institutions; or to design and conduct assessment projects for the improvement of administrative decision-making or the establishment of future theory-based studies.

ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: Allows students to explore Critical Race Theory as an analytical framework that provides race-based epistemological, methodological, and pedagogical approaches to the study of everyday inequalities in higher education. Key focuses are to help students understand CRT as a theoretical framework, examine its utility and limitations, and consider its application to students' own research and practice.

ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: Seminar treatment of areas of current or topical interest in field of higher education.

ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: Independent study and specialized research projects for advanced students in field of higher education.

ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: Individualized instruction designed to facilitate students' development of proposal and dissertation.
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Course Description:
- Seminar in Collective Bargaining in Education: Enhances understanding of collective bargaining movement in education through simulation, readings, guest lectures, media presentations, and discussions. Each student assigned a bargaining team which has responsibility for negotiating a contract. Attention given to analyzing contracts between selected employee groups and boards of education, impasse resolution, and contract administration.
- Education and the Democratic Community: Examines the varied dimensions of democracy and the democratic community and how education, both formal and informal, can prepare empowered participatory citizens. Social values that underlie conceptions of democracy explored.
- Introduction to Diversity Studies Field: Field experience or internship in a school, community or organizational setting related to diversity issues and education.
- Democracy, Education & Society: Public schools are institutions of a democracy. One measure of their success is how well they educate all children, regardless of race, class, ethnicity, gender, disability, sexual orientation, family configuration, language, and religion. Students observe, analyze, and reflect upon the advantages and tensions associated with teaching in a culturally diverse environment and society. They explore the cultural, social, and historical dimensions of education as they relate to cultural diversity. Students examine the cultural and historical context of domination and exploitation in the U.S.; the self as an anti-bias educator; and the curriculum and pedagogy in an anti-bias classroom.
- Special Topics in Critical Studies in Educational Foundations: Allows for an exploration of special topics in the field of critical studies in educational foundations. Examples of topics might include conflict resolution in schools, peace education, diversity education training for educators, art and education, educational equity, African and Native American-centered schooling. May be delivered in multiple formats, including but limited to, regular classroom instruction, community-based education or workshops.
- Independent Study in Critical Studies in Educational Foundations: Individualized studies and/or readings in critical studies in educational foundations supervised by a faculty member.
- Advanced Studies in the Histories of Education: Advanced study of various historical movements and time periods related to education. Advanced and focused study about specific historians and/or historians of education. Pays special attention to historically marginalized peoples within specific historical educational movements and trends. Allows the opportunity to engage in advanced study of historical topics in education that are often overlooked in survey courses.
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<td>COURSE DESC:</td>
<td>Examines educational history and philosophy by approaching the two fields as interconnected social moments in a long conversation about the role and purposes of education in the United States. The social practice of education grows out of the explanatory constructs we hold about our history and several philosophical themes relevant to education. Themes include: (a) the various conceptions of human nature, (b) the relationship between the individual and the group or the state, (c) the nature of the “good” life, and the nature of knowledge and the processes of knowing. Given that philosophies do not exist and are not created within a vacuum, explores how our history contextualizes the development of our philosophies, that in turn impact the way we develop and carry-out schooling. Also examines select non-western historical and philosophical legacies that impact how education was or was not accessible to historically marginalized peoples.</td>
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<td>COURSE DESC:</td>
<td>Examines educational thought, theory and assumptions regarding the role that education may play in bringing about transformative social change that addresses issues of social justice. Examples drawn from contemporary innovative alternative community or school-based programs, guerilla radio or internet programming, conflict reduction programs bringing children of warring parties together, to the historical contributions of Freedom Schools from the Civil Rights Movement, the Highlander Folk Center in Tennessee, and the liberatory pedagogy of Freirean Culture Circles, among other educational initiatives. Change may occur within a school setting, or through community-based educational programs, or via larger national/international educational movements and programs. Grassroots organizing will be noted.</td>
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<td>COURSE DESC:</td>
<td>Identifies particular philosophical schools of thought related to education or specific philosophers who address education. Examples of philosophers range from John Dewey to Alaine Locke to Maxine Greene and bell hooks who address the educational realm directly. Other philosophers who include educational philosophy in their general bodies of work include those such as Plato, Rousseau, Wolfe, Rorty and Foucault, among others. Potentially every philosophical school of thought from Ancient Greek philosophy to Existential philosophy to Postmodern and Post-Colonial philosophy can be studied for its educational implications. Each semester offering will select from among possible schools of philosophical thought and/or movements, as well as choosing from among specific philosophical thinkers.</td>
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<td>COURSE DESC:</td>
<td>Education is not a neutral endeavor. It is both a societal enterprise and a localized social activity; as such, it is embedded in an ever changing socio-cultural context. Taken seriously, these two ideas point our attention to several sociological and political questions about education such as, What is the purpose of education? Who benefits from education as it is constituted? Who decides curriculum, structure, funding, etc.? What are the implications for any given educational setting? Who is marginalized by the way we “do” education in the U.S. context? What does educational change look like? Is change possible in U.S. schools, and if so, in what manner? Critically examines the complex interactions of societal structures and political ideologies as they intersect, influence and impact educational realities in U.S. public schools.</td>
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<td>Explores the relationship between democracy and education from multiple perspectives, including liberal democracy, pragmatist democracy and radical democracy. Critically examines concepts important to a democracy that relate to the distinction between public and private spheres, pluralism, community, individuality and responsibility, for example. Begins with assumption that schools in the U.S. have a significant role in educating for participatory democratic citizens. Examines whether and how our public schools accomplish this aim, or whether they in fact, work contrary to it. Examines pedagogical practices and school as an institution and inquire about their effectiveness in educating for an inclusive and participatory democracy. Examines contemporary and enduring issues in our democracy that are connected to or impact our students, schools and communities.</td>
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<td>COURSE DESC:</td>
<td>Examines how educational systems are situated within the context of culture, knowledge, the economy, media and power. Utilizing interdisciplinary sources, explores the relationship between school and society with interpretive, normative, and critical theories and methods. Applies critical and cultural theories to deconstruct the socio-cultural influences and hegemonies acting upon and utilizing education; the impact of power, gender, gender, class, race, and other social factors. The ways we educate, foster student engagement and create successful learning communities in school and beyond will be examined. Attention given to contemporary dimensions and dynamics that intersect and impact education today, i.e., youth culture, marginalized voices, and popular media and culture. Examines several alternative theoretical and pedagogical approaches that have the potential to more closely fulfill the democratic promise that education can indeed, make a difference in individual lives and create more socially just people, schools, communities and world.</td>
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<td>Examines the historical and contemporary issues of diversity in education. Schools and classrooms do not exist in a socio-political vacuum. Premised on how education has been and continues to be a site, if not a tool, for power and privilege as well as resistance and social justice. In addition to leading students through a self-examination of their own assumptions and beliefs surrounding diversity, explores historical events and legal cases related to diverse students in schools; theories of identity and culture and how these theories impact constructions of diversity and multicultural education; and strategies for effectively engaging issues of diversity in educational contexts. Offers an opportunity to engage in diversity education in the larger community through a service learning experience.</td>
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<td>Provides opportunity for in-depth study of various culturally-based pedagogies that have been developed for the education of historically marginalized peoples. May be couched in historical movements such as the Black Power Movement or the American Indian Movement of the 1960 and 70s, or may be more contemporary pedagogical approaches such as: (a) dual language immersion schools for Spanish and English speaking students, (b) centered education approaches for Native American and African American students in particular, (c) Freirean literacy approaches for adult learners from working class or working poor backgrounds, (d) gender segregated approaches or separate learning environments. In addition, explores other potential pedagogical strategies based upon understanding cultural contexts and the contemporary educational climate.</td>
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<td>Under the guidance of a faculty member, completion of a full research thesis in the field of critical studies in educational foundations.</td>
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<td>Examines alternative approaches to educational theory and pedagogy. As a theory-based course, interrogates the social, cultural, and philosophical contexts of education. Focuses on relational/caring theory and other alternative educational theories that promote holistic education, home or open schooling models, arts, environmental, nature, and spirituality based education. Ultimately examines the connection between interpretations of the human condition and education.</td>
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**Course Descriptions:**

**EDCS 7010: The Social and Cultural Contexts of Leadership**
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC4: A-F, CR, PR
- **COURSE DESC:** Examine the concept of leadership as perceived and constructed in the United States based on the traditionalist conception of what leadership is and should be universally, that is, the Western canonical paradigm. The existence of leadership outside the Western cultural canon and the discourse that elicits the critical-cultural and social construction of leadership is scarce and, in many instances, noticeably absent. Examine leadership studies first, by investigating the cultural foundations of leadership; second, by investigating the cultural production of leadership and its significance from a social critical theoretical context; and third, vet leadership from a non-traditionalist (non-Western) historical perspective. Leadership and its development is both a social construction grounded in the cultural historical context that produces it; hence, all leadership is inherently critically cultural. Contextually all leadership is a social, cultural, historical construction (thus political) by the nature of who the leader is and what leadership paradigm they employ. Investigates this dynamic and the critical discourse in leadership studies referred to as transformational leadership.

**EDCS 7020: The Moral and Ethical Dimensions of Leadership**
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC4: A-F, CR, PR
- **COURSE DESC:** Provides opportunity to engage in a broad exploration of the moral and ethical dimensions of leadership as it applies to various educational and community settings. Assumes that leadership extends beyond traditional roles and models of leadership. Examines how people who consider themselves leaders and or change/agents recognize and make moral and ethical decisions in their practice. The discipline of Western philosophy has developed multiple moral frameworks in an effort to explain how and why we make moral and ethical decisions and/or what guidelines we might rely upon in doing so. In addition, developmental psychology has also paid attention to the stages of moral development and reasoning for the same purpose. It is worthwhile to be familiar with these philosophical models, and at the same time be aware that most people make moral and ethical decisions drawing upon multiple rationales, cultural value sets, and contexts. Examines the serious import of understanding oneself and one’s moral and ethical living and decision-making, given the depth of impact of moral and ethical decisions in people's lives.

**EDCS 8010: Critical Cultural Theories & Pedagogies for Empowering Education**
- **Component:** Seminar
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC4: A-F, CR, PR
- **COURSE DESC:** Provides an advanced examination of the relationships between schools and society, focusing predominantly upon critical theory and its derivatives, in order to understand the role of education and schools’ unique position within society. Any institution with power has the ability to do good, as well as the power to do harm. Explores empowering pedagogies that emanate from critical theories in order to address the role of power and related concepts in educational institutions and provide pedagogical tools for educators and students to critically examine the implications and consequences of how we educate. Examines the societal, cultural, institutional and personal domains as we inquire into how we might educate all our young people well in the midst of changing social and institutional contexts, power, and resistance.

**EDCS 8900: Special Topics in Critical Studies in Educational Foundations**
- **Component:** Seminar
- **Cred Hours:** 1 to 4
- **Repeat Hours:** 24
- **General Education:** N
- **Perm:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC4: A-F, CR, PR
- **COURSE DESC:** Allows for an exploration of special topics in the field of critical studies in educational foundations. Examples of topics might include conflict resolution in schools, peace education, diversity training for educators, art and education, environmental education, African and Native American-centered schooling. May also address particular theorists and theories related to the field of critical studies in educational foundations in depth and focused beyond what may be covered within the current curriculum. May be delivered in differing formats, including but not limited to, regular classroom instruction, community-based education or workshops.

**EDCS 8920: Practicum in Critical Studies in Educational Foundations**
- **Component:** Practicum
- **Cred Hours:** 1 to 9
- **Repeat Hours:** 100
- **General Education:** I
- **Perm:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC4: A-F, CR, PR
- **COURSE DESC:** Practicum in school, community or organizational settings related to critical studies in educational foundations theories.

**EDCS 8940: Research in Critical Studies in Educational Foundations**
- **Component:** Research
- **Cred Hours:** 1 to 9
- **Repeat Hours:** 100
- **General Education:** I
- **Perm:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC4: A-F, CR, PR
- **COURSE DESC:** Research in critical studies in educational foundations theories.

**EDCS 8950: Dissertation in Critical Studies in Educational Foundations**
- **Component:** Dissertation
- **Cred Hours:** 1 to 12
- **Repeat Hours:** 999
- **General Education:** I
- **Perm:** G50
- **Subsidy Level:** 0
- **ELIGIBLE GRADES:** GEC4: A-F, CR, PR
- **COURSE DESC:** Dissertation in critical studies in educational foundations supervised by a faculty member.
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<td>COURSE DESC:</td>
<td>Visual literacy is defined as the ability to understand and use images, including the ability to think, learn, and express oneself in terms of images. Improves the learner's visual literacy knowledge and ability to master image manipulation and distribution software. Focuses on using critical thinking skills to interpret and create instructional visual images, with particular emphasis on integrating images into mediated learning experiences.</td>
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<td>COURSE DESC:</td>
<td>Introduces designing instruction in mediated environments. Teaches how to analyze, implement and evaluate instructional experiences, particularly those delivered through or mediated through digital communication and interaction technology. Reviews how to conduct a needs analysis, task analysis and learner analysis. Will utilize these analysis skills to design instruction. Strategies for instructing declarative, conceptual, procedural, algorithmic knowledge covered. Utilizes strategies to create presentations, practice and feedback systems. These systems require assessment and evaluation to create congruent learning experiences. Skills applicable to any learning situation, however, particular attention paid to mediated environments (computer tutorials, simulations, games, etc.). Each week a component of instructional design is done leading to a final project demonstrating their abilities. Traditional midterm and final examinations are required. Lays foundation for the rest of the masters program.</td>
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<td>COURSE DESC:</td>
<td>Provides overview of teaching and learning in online environments in both K-12 and higher education. Distance Learning and educational theory and practice serves as course framework. Development of online mini-course/professional development course using the Moodle Learning Management System (LMS) required. Blackboard LMS system as well as LMS sites such as Desire to Learn, Angel and Microsoft Sharepoint explored. Course meets the ISTE Facilitator Standard 7.</td>
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<td>COURSE DESC:</td>
<td>This course introduces instructional design principles and process. Students will survey different instructional theories and their associated methods. It teaches how to analyze, implement and evaluate instructional experiences, particularly those delivered or mediated through digital communication and interaction technology, with an emphasis on assessment and evaluation strategies. Strategies for instructing declarative, conceptual, procedural knowledge are covered. Students will learn to create presentations, practice and feedback systems. These systems require assessment and evaluation to create congruent learning experiences. These skills applicable to any learning situation, however, particular attention paid to mediated environments (computer tutorials, simulations, etc.). A new component of instructional design is addressed each week leading to a final project demonstrating students' abilities.</td>
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<td>COURSE DESC:</td>
<td>This course presents instructional design from a management perspective. Project management will be addressed as students employ knowledge of the instructional design process to develop, evaluate and revise project plans for education and training scenarios. Timeline, cost, resource management and scope will be points of focus. Students will learn strategies for implementing and managing change.</td>
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<td>Addresses adult learning theory and implications for instructional strategies for adults, particularly in mediated environments. Principles of andragogy will inform the selection and development of materials, resources, activities and assessment tools for an online course development project. Distance education theory and practice and social presence for learning will be addressed. Ethical and legal uses of copyrighted materials in e-learning environments will be discussed along with accessibility issues that affect the development of online instruction. The impact of learner differences (e.g., culture/race, ability/disability, gender, age, socioeconomic status, and family influences) in the delivery of e-learning for adults will also be discussed.</td>
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<td>Designed to enhance the educator's role in providing instructional and building leadership and to become knowledgeable leaders in the use of technology in educational settings. Includes opportunities to develop and conduct professional development in K-12, higher education and industry locations. Meets the NCATE ISTE Technology Facilitator Standards 4 and 8.</td>
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<td>Preparation for designing and developing interactive multimedia. Multimedia incorporates graphics, animation, images, video, sound and text. These elements combined in an interactive environment where the user gets feedback from the computer system. These interactive environments must be designed and programmed (both skills are covered in course). Introduces basic logic in computing. Flash and Actionscript used to design thematic/integrated lessons using to demonstrate programming technics. Construction of assignments in Flash and work independently through tutorials. Each face-to-face class session in seminar format. Topics for the face-to-face seminars will be basic programming, interactive game principles, and programming in the classroom.</td>
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<td>Development of professional electronic portfolio and participation in public showcase. Portfolio is culminating experience for students in the master of education, computer education and technology program. Portfolio is a learning portfolio providing opportunity for students to synthesize what they learned in the program, show their growth over time, and document the mastery of the National Educational Technology Standards for Teachers (NETS) developed by the International Society for Technology in Education (ISTE).</td>
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<td>Designed to provide practicing teachers and other instructional personnel with short course workshops and summer institutes directed toward their identified needs. Areas of concentration are (1) Productivity Tools, (2) Information Tools, (3) Network Tools, (4) Hypermedia Tools, (5) Programming Concepts, (6) Curriculum Development, (7) Special Topics, (8) Distance Learning/ online course development.</td>
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<td>Examines the emerging technologies in the field of instruction and how these technologies may/will impact teaching and learning. These include mobile technologies, virtual technologies and cloud technologies.</td>
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<td>Allows for advanced study of emerging technologies and instructional design methods in instructional technology field.</td>
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<td>Examines andragogy in the use of instructional technology methods for online learning</td>
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<td>Examines the changing environment of curriculum development and instruction within the framework of instructional technology.</td>
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<td>Examines the field of distance education within the framework of instructional technology design theory.</td>
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<td>Examines new and emerging technologies to be used in educational settings for teaching and learning.</td>
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<td>Examines the development of new pedagogues in relationship to cognitive theory involving the use of instructional technology for face-to-face and online teaching and learning. Cognitive theory and the impact of technology on pedagogy is central theme.</td>
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<td>Introduces new philosophies in instructional technology and their application in higher education. Provides an advanced examination of learning theory, philosophy in the field of instructional technology and instructional design.</td>
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<td>Designed for students interested in exploring specific areas of research interest relating to instructional technology. Guided readings/ research, tailored to meet the needs and interests of individual students, in selected topics in instructional technology. Topics/research include contemporary issues relating to the field of instructional technology</td>
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**Course Description:** Completion of the dissertation is the culminating research for completing a Doctor of Philosophy in instructional technology. Dissertation involves original research that adds to the scholarship of the field of instructional technology.

**Eligible Grades:** GEC5: CR, PR, F

**Requisite:** Permission required

| EHS EDST | EDST | 2520 | Administration of Education in Non-Western Cultures | Lecture | 3 | 0 | N | U30 | 0 | | | | |
| EHS EDST | EDST | 2520 | Administration of Education in Non-Western Cultures | Lecture | 3 | 0 | N | U30 | 0 | | | | |
| EHS EDST | EDST | 2520 | Administration of Education in Non-Western Cultures | Lecture | 3 | 0 | N | U30 | 0 | | | | |

**Course Description:** Study of educational administration in non-western cultures. The course focuses on introducing students to non-western cultures with a particular focus on Africa, Asia and Latin America. It seeks to provide the starting point for the development of a more open and diverse view of the development of various approaches to educational thought and practice. The content and activities will help students appreciate the fact that other societies as a consequence of different socio-cultural context possess "ways of knowing" although different, may be every bit as valuable and worthwhile as those to which students are accustomed.

**Eligible Grades:** GEC3: A-F, CR

**Requisite:**

| EHS EDST | EDST | 2520 | Special Topics in Education - Administration | Lecture | 1 to 15 | 999 | N | U30 | 0 | | | | |
| EHS EDST | EDST | 2520 | Special Topics in Education - Administration | Lecture | 1 to 15 | 999 | N | U30 | 0 | | | | |
| EHS EDST | EDST | 2520 | Special Topics in Education - Administration | Lecture | 1 to 15 | 999 | N | U30 | 0 | | | | |

**Course Description:** Specific course content will vary with offering.

| EHS EDST | EDST | 4200 | Comparative Cultures and Education | Lecture | 3 | 0 | N | U30 | 0 | | | | |
| EHS EDST | EDST | 4200 | Comparative Cultures and Education | Lecture | 3 | 0 | N | U30 | 0 | | | | |
| EHS EDST | EDST | 4200 | Comparative Cultures and Education | Lecture | 3 | 0 | N | U30 | 0 | | | | |

**Course Description:** Emphasis on distinctive cultural, economic, and political forces which shape patterns, problems, and roles of education in developed and developing nations, including western and non-Western countries in the U.S., Europe and selected areas in Africa and/or Asia where former or present Western culture has continuing influence, with emphasis on education systems and development.

| EHS EDST | EDST | 4900 | Special Topics in Education - Administration | Lecture | 1 to 15 | 999 | N | U30 | 0 | | | | |
| EHS EDST | EDST | 4900 | Special Topics in Education - Administration | Lecture | 1 to 15 | 999 | N | U30 | 0 | | | | |
| EHS EDST | EDST | 4900 | Special Topics in Education - Administration | Lecture | 1 to 15 | 999 | N | U30 | 0 | | | | |

**Course Description:** Specific course content will vary with offering.

| EHS EDST | EDST | 5110 | Colloquium in Educational Leadership | Seminar | 2 | 0 | N | G50 | 0 | | | | |
| EHS EDST | EDST | 5110 | Colloquium in Educational Leadership | Seminar | 2 | 0 | N | G50 | 0 | | | | |
| EHS EDST | EDST | 5110 | Colloquium in Educational Leadership | Seminar | 2 | 0 | N | G50 | 0 | | | | |

**Course Description:** This course introduces students to the expectations related to graduate work in Educational Leadership, including but not limited to: graduate study expectations, writing at the graduate level including APA style, and introductory discussions about how research is used to inform educational systems.

| EHS EDST | EDST | 5900 | Special Topics in Education - Administration | Lecture | 1 to 15 | 999 | N | G50 | 0 | | | | |
| EHS EDST | EDST | 5900 | Special Topics in Education - Administration | Lecture | 1 to 15 | 999 | N | G50 | 0 | | | | |
| EHS EDST | EDST | 5900 | Special Topics in Education - Administration | Lecture | 1 to 15 | 999 | N | G50 | 0 | | | | |

**Course Description:** Specific course content will vary with offering.

| EHS EDST | EDST | 5910 | Educational Administration Internship | Internship | 1 to 6 | 6 | I | G50 | 0 | | | | |
| EHS EDST | EDST | 5910 | Educational Administration Internship | Internship | 1 to 6 | 6 | I | G50 | 0 | | | | |
| EHS EDST | EDST | 5910 | Educational Administration Internship | Internship | 1 to 6 | 6 | I | G50 | 0 | | | | |

**Course Description:** Field-oriented internship experience in educational administration (principalship).

| EHS EDST | EDST | 5910 | Educational Administration Internship | Internship | 1 to 6 | 6 | I | G50 | 0 | | | | |
| EHS EDST | EDST | 5910 | Educational Administration Internship | Internship | 1 to 6 | 6 | I | G50 | 0 | | | | |
| EHS EDST | EDST | 5910 | Educational Administration Internship | Internship | 1 to 6 | 6 | I | G50 | 0 | | | | |

**Course Description:** Field-oriented internship experience in educational administration (principalship).

| EHS EDST | EDST | 6000 | Foundational Awareness of Education Public Policy Issues | Lecture | 2 | 0 | N | G50 | 0 | | | | |
| EHS EDST | EDST | 6000 | Foundational Awareness of Education Public Policy Issues | Lecture | 2 | 0 | N | G50 | 0 | | | | |
| EHS EDST | EDST | 6000 | Foundational Awareness of Education Public Policy Issues | Lecture | 2 | 0 | N | G50 | 0 | | | | |

**Course Description:** Students receive a foundational awareness of public policy issues in education. Topics explored offer an overview regarding how individuals involved with education public policy can develop an understanding of the education public policy process. Students consider how education public policy topics reach the public policy agenda and how agenda items are formulated. Additionally, students explore the development of select K-12 education public policy issues. Students also learn about the interplay between the power, policy and politics in education public policy-making.
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**Course Descriptions:**

- **Issues, Institutions and Stakeholders in Education Public Policy:** Prepares aspiring administrators to use various technologies including telecommunications and information systems to enrich curriculum and instruction as well as to manage the business functions of schools and districts. Students also engage in library and electronic research, interviews, questionnaires, etc., to develop the "data gathering" portfolio required as part of the principal's preparation program.

- **Education Public Policy Implementation and Evaluation:** This course reviews significant educational laws, court cases and policies that affect teaching and learning in today's schools. This course identifies ethical issues that affect the students' understanding of educational policy and policy formation. Additionally, the course helps students identify ways that they can use these laws and policies to create a more equitable educational system. Topics covered include: an overview of the role of federal, state, local governing bodies, non-government agencies, lobbyists, and other stakeholders on the policy making process for K-12 education. Exploration of the politics of education and institutional agendas is a major component.

- **Legal Issues in Education:** This course offers an introduction to historical and contemporary legal issues occurring in school settings with a focus on legal literacy that reflects competent, caring, culturally responsive, and social justice oriented approaches to solutions. Topics explored include legal rights, requirements and key federal court cases that have shaped K-12 policies and procedures.

- **Policy Perspectives in Education:** This course introduces concepts of leadership and organizational behavior and how these concepts affect teaching and learning in classrooms and schools. The nature and role of leadership will also be analyzed in relation to students, peers, administration, community, professional associations and society at large.

- **Introduction to Leadership and Organizational Behavior:** This course introduces concepts of leadership and organizational behavior and how these concepts affect teaching and learning in schools. The nature and role of leadership are examined in relation to school stakeholders. In addition, this course introduces key concepts, theories, and perspectives of leadership and organizational behavior that inform the work of educational leaders. Students consider concepts, theories, and perspectives regarding organizational theory and how it applies to school and district organizational structures. Finally, the implications of school and district organizational structures on policy and practice are considered.

- **Structure and Behavior in Educational Organizations:** Considers organizational and behavioral theory as applied to the existing structure of schools and other educational agencies such as colleges, universities, private, and alternative schools.

- **The School and Community:** Addresses the nature and history of relationships between schools and community with regard to opportunities and challenges for leadership.

- **Technology for School Leadership:** Prepares aspiring administrators to use various technologies including telecommunications and information systems to enrich curriculum and instruction as well as to manage the business functions of schools and districts. Students also engage in library and electronic research, interviews, questionnaires, etc., to develop the "data gathering" portfolio required as part of the principal's preparation program.
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COURSE DESC: Principles, program organization, agents, and media in effective school-community relations; models of communication; attitude change; development of problem situations and simulations of practical problem-solving techniques; examples from public school administration, higher education administration, and sports administration.
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<td>Superintendent licensure course emphasizing data analysis, strategic planning, resource/facilities allocation, and public relations.</td>
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<td>Superintendent licensure course emphasizing district-wide strategic planning for the purpose of improving schooling operations and outcomes.</td>
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<td>Superintendent licensure course emphasizing the role of human relations for effective district leadership.</td>
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<td>This course is the culmination of the Education Public Policy Leadership Certificate and it includes a face-to-face networking residency and capstone experience. Students network and interface with their cohort members and participate in seminars where capstone projects regarding education public policy are presented to peers and select policymakers.</td>
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<td>Designed to enable teacher leader candidates to develop pertinent and valid research questions and implement action research projects that can inform their collaborations with others in making knowledge accessible to all students and ensuring equity of educational programs. Teachers will use teacher leadership skills to design, implement, evaluate and report on an inquiry-intervention based on research and on an identified classroom and or school need or strength. The project will be the major element in this internship within his or her own classroom/school with the support of a mentor available to the teacher leader candidate on the school site.</td>
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<td>Introduces data gathering and analysis as a tool for educational leaders engaged in strategic and other planning processes that focus on the success of all students. As such, educational leaders must be knowledgeable about the community, the students, the organizational structure, the curriculum, the assessment systems, the instructional capacity of the organizations that they serve. Students gather data, analyze data and develop an educational plan.</td>
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<td>State program of education, state responsibility, educational organization, certification and tenure, national problems in education.</td>
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<td>Utilizes relevant methods and theoretical perspectives to analyze local, regional and global educational policies. Involves reading and discussing sociological texts, policy study literature and conducting collaborative research analysis and evaluation on different educational policy initiatives.</td>
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<td>Focuses on studies in learning as a social process with emphasis on the non-Western experience among others. Aims at expanding students understanding of education through the examination of other approaches to educational thought and practice. Ultimate aim is to immensely enhance students understanding of their own traditions through a better understanding of educational traditions of other societies and cultures. Predisposes students to re-orient themselves and place them in positions to reexamine and critically reflect on their own traditions in somewhat different ways. Our increasing interdependence in a global context makes it imperative that we understand how other societies solve similar problems in education. Among the countries and regions to be interrogated are Malaysia, Singapore, China, sub-Saharan Africa, Austria, U.S., Canada, Australia and New Zealand.</td>
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<td>Interdisciplinary course focuses on the role of learning systems in changing developing societies; historical and ethnographic studies of pre-colonial, colonial, and post-independence education; and education and training as tools for contemporary change and socioeconomic development. What are the implications of these for any given educational setting? Who are marginalized by the way we conduct education? What is the individual's responsibility in building a community? How is education connected with Development and vice versa? The challenges posed to these traditions in an increasingly global world community in the 21st century are discussed. Designed not to answer questions but to question answers. This mode of thinking can create space for dialogue that will assist each of us to come to a fuller understanding of the role of education in our respective societies as well as the world at large.</td>
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<td>Examines different perspectives international/global education covering the Americas, Africa, Asia, Europe and the Middle East. Among the perspectives explored include but not limited to the right to education, teacher formation, alternative pedagogies, gender, international assessments, indigenous knowledge, peace building and global citizenship, among others. Through these perspectives various global educational practices are examined.</td>
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<td>Theories, attitudes, techniques, and strategies for managing conflict, solving problems, negotiating, and decision making in educational organizations. Focuses on understanding conflict and persons involved. Practice for third-party mediators, as well as conflict participants.</td>
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**Office of the University Registrar**
June 1, 2023
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<td>Seminar contents varies. Completion of masters thesis.</td>
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<td>EHS</td>
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<td>7120</td>
<td>Item Response Theory and Modern Educational Measurement</td>
<td>Lecture</td>
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<td>Introduction to item response theory (IRT) including such topics as test construction, equating, data simulation, differential item functioning, parameter estimation, and computer adaptive testing. Introduction to research topics in educational measurement.</td>
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<td>7200</td>
<td>Educational Statistics</td>
<td>Lecture</td>
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<td>Course topics include measures of central tendency, measures of variability, standard scores, normal curve, simple regression, correlation, point estimates, testing statistical hypotheses, mean comparisons, confidence intervals, t-distributions, chi-square distributions, F-distributions, and the use of computer statistical packages.</td>
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<td>7210</td>
<td>Regression Analysis in Education</td>
<td>Lecture</td>
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<td>Course topics include multiple regression, general linear model, logistic regression, analysis of variance designs, contrasts, and the use of computer statistical packages.</td>
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<td>EHS</td>
<td>EDST</td>
<td>EDRE</td>
<td>7230</td>
<td>Questionnaires and Scale Development in Education</td>
<td>Lecture</td>
<td>4</td>
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<td>Emphasis on questionnaire design and analysis using appropriate statistical methods. Includes scaling, sampling, data collection, and issues of validity and reliability.</td>
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<td>7330</td>
<td>Research Design in Education</td>
<td>Lecture</td>
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<td>The overall purpose of this course is for students to design and develop a research proposal. In the process, students learn to critically evaluate research literature. Students develop an understanding of how to develop a research problem or question(s) and articulate the methodological framework required to answer their research question(s). In addition, students address in their research proposal theory, data collection methods, sampling strategies, cite selection, data analysis and researcher ethics.</td>
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<td>EHS</td>
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<td>7500</td>
<td>Introduction to Qualitative Research Methodology in Education</td>
<td>Lecture</td>
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<td>In this course, students learn about the historical and theoretical underpinnings of qualitative methodology. Students utilize the three primary methods of data collection in qualitative research: documents, interviews and observations. Students examine the different theories, sampling strategies, analysis and research designs employed in qualitative methodology. Students design a qualitative inquiry project and explore how to ensure credibility and trustworthiness in the findings of their research. Finally, ethics, CITI and IRB protocols are addressed.</td>
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<td>7510</td>
<td>Qualitative Interviewing Methods in Education</td>
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<td>COURSE DESC:</td>
<td>The purpose of this course is to introduce students to the development of qualitative interviews as a method. The course examines the process of designing different kinds of qualitative interviews. In the course, students engage in conducting three different kinds of interviews, preparing transcripts of interviews, and analyzing qualitative data. Finally, students examine different theoretical approaches to interpreting interview data.</td>
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<td>Ethnographic Methods in Education</td>
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<td>COURSE DESC:</td>
<td>This course explores the development of ethnography as a field. It explores the many different kinds of ethnography. It examines the process of designing and executing ethnographic research studies. Students learn of different kinds of participant observation, field notes, ethnographic interviews, and useful cultural artifacts and documents often employed in ethnographic research. Different approaches to interpreting ethnographic data are explored as well.</td>
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<td>7530</td>
<td>Qualitative Data Analysis History, Theory and Implementation</td>
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<td>COURSE DESC:</td>
<td>In this advanced research course students study various qualitative data analysis techniques and examine ways in which different theories inform the analysis and interpretation of various qualitative data sources. This course in qualitative data analysis informs students about the history, substantive theories, research designs and the inductive methods employed to conduct qualitative data analysis. Additionally, students engage in learning about the different computer assisted qualitative data analysis software and traditional data analysis procedures. In sum, this course assists doctoral students in disseminating the outcomes of their qualitative research through developing skills for documenting their data analysis processes, procedures and findings.</td>
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<td>Multivariate Statistical Methods in Education</td>
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<td>COURSE DESC:</td>
<td>Course topics include multivariate methods in educational statistics, statistical modeling, extensions of the general linear model, and the use of computer statistical packages.</td>
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<td>7610</td>
<td>Computer Science Applications in Educational Research</td>
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<td>COURSE DESC:</td>
<td>Use of Monte Carlo methods in educational statistics using statistical programming languages.</td>
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<td>7620</td>
<td>Computer Applications in Educational Research</td>
<td>Seminar</td>
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<td>COURSE DESC:</td>
<td>Specialized and advanced computer applications and programming for the analysis of data in educational research.</td>
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<td>7700</td>
<td>Introduction to Mixed Methods Research in Education</td>
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<td>COURSE DESC:</td>
<td>This course provides an introduction of mixed methods research in social and educational sciences to graduate students who are already familiar with quantitative and qualitative research and students who may conduct mixed method researches/dissertations. Mixed methods research is more than simply collecting both quantitative and qualitative data, and instead, it integrates quantitative and qualitative methods from the research-planning phase to the implementation phase. This course focuses on major characteristics of mixed methods and three basic designs, i.e., convergent parallel design, explanatory sequential design, and exploratory sequential design. It offers individuals a foundation for conducting mixed methods research.</td>
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<td>Advanced Mixed Methods Research</td>
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<td>COURSE DESC:</td>
<td>The course is designed to enhance students’ understanding and application of mixed methods. It focuses on how to design advanced mixed methods projects to achieve complex research objectives. This advanced course is project-based and requires students to complete individual mixed methods projects. This course focuses on the application of mixed methods research and the discussion on three advanced mixed methods research designs in details, i.e., embedded design, transformative design, and multi-phase design.</td>
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<td>Program Evaluation in Education</td>
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<td>COURSE DESC:</td>
<td>Enhances understanding of theories related to and systems and techniques employed in program evaluation in educational enterprises of all types and levels, and helps students gain some competence in application of those theories, systems, and techniques.</td>
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<td>7910</td>
<td>Advanced Special Projects in Educational Research</td>
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<td>COURSE DESC:</td>
<td>Individual research, fieldwork, or internship in educational research, statistics, measurements, and evaluation. May be critical evaluation or practical application of research methodology.</td>
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<td>Advanced Readings in Educational Research and Evaluation</td>
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<td>Guided readings course, tailored to meet needs and interests of individual students, in selected advanced topics in educational research, measurement, statistics, and evaluation. May be a theoretical or critical evaluation of recent research in some area in regard to objectives, content, and methodology. These projects may be individual or small groups.</td>
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<td>Advanced Research in Educational Research and Evaluation</td>
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<td>Advanced seminar for research in selected topics in educational research and evaluation, including current trends, issues, and techniques. The projects will involve study of the scholarly application of research methods, analysis, theory, and professional practice. Student chooses area of study in educational research, measurement, statistics, or evaluation and writes a scholarly paper intended for presentation or publication.</td>
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<td>Youth mentoring programs have proliferated in recent years. This course identifies why mentoring programs have become popular tools to promote self-esteem amongst adolescents, as well as what effective mentoring looks like. In this service-learning course, students have the opportunity to be paired with local area middle school 7th and 8th graders and Ohio University's Women's Center to conduct the Young Women's Leaders Program. This program has a gendered focus in looking at the experiences of women but is open to anyone who believes they would benefit from a program with that lens. If students would like to be considered as a mentor, they are required to complete both a BCI and FBI background check. The fee for this totals $62 and should be paid for by the student. Additionally, the service learning requires that students continue mentoring at the middle school through the spring term on Wednesdays (3:05-5:05), though they will no longer be enrolled in the course. For those unable to commit to that service learning, there is an alternate service learning option that will enable students to create workshops that may be used with parents of those in the Young Women Leaders Program. In addition to information on mentoring generally, this course takes a gendered approach to understanding the particular challenges that adolescent girls face both within and outside of school. This is a designated service-learning course.</td>
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### COURSE LISTING

#### MASTER CURRICULUM FILE

##### COURSE LISTING

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**COURSE DESC:**

- **Lecture 1**
  - This course is part of a 12 hour professional development institute designed to enable in-service teachers working under an Ohio Department of Education issued Alternative License to meet the state requirements for a 5 year Professional License. This course is intended for multiple licensure bands and content areas. The purpose of this course is to explore development and learning across the life cycle (early years to young adulthood) and to enhance understanding of and ability to think, plan lessons for and write critically about the ways that theories of human development are dynamic, rather than static. In addition, this course prepares the learner to understand the ways curriculum is designed around the development of the child including instructional goals and objectives that are measurable, articulate scope and sequence that is logical and understand how academic standards are arrived at and approved.

- **Lecture 2**
  - During this workshop, current P-12 teachers examine various approaches to mentoring early field experience preservice teacher candidates. Discussions address topics such as planning and goal setting, getting teacher candidates involved and engaged with the students and their instruction, and encouraging reflection. Finally, special attention is given to the utilization of teacher candidates to increase instructional opportunities for students and personal growth opportunities for teachers. At the completion of the 15 clock hours of on-line facilitated learning and assignments of the workshop, participants receive a Certificate of Completion and 1 semester hour of graduate credit. This course cannot be used towards any Ohio University degree requirements.

- **Lecture 3**
  - This professional development workshop is designed for P-12 teachers working with students and families who have experienced trauma and substance abuse. The modules focus on helping students develop individual and relational resources. This module compliments the HOPE (Health and Opioid Prevention Education) curriculum funded by the Ohio Department of Higher Education and developed by health educators and classroom teachers.

- **Lecture 4**
  - This workshop focuses on providing in-service teachers with knowledge and skills they will use while working with teacher candidates in order to support their growing capacities in professionalism and teacher leadership. Growth in professionalism and teacher leadership is explored for the purposes of modeling and scaffolding a deeper understanding of professional ethics, policies, operating standards and professional conduct of educators.

- **Lecture 5**
  - This professional development workshop is designed for P-12 teachers working with students and families who have experienced trauma and substance abuse. The modules focus on helping students develop individual and relational resources. This module compliments the HOPE (Health and Opioid Prevention Education) curriculum funded by the Ohio Department of Higher Education and developed by health educators and classroom teachers. At the completion of the 15 clock hours of online facilitated learning and assignments, participants receive a Certificate of Completion and one semester hour of graduate credit. This workshop cannot be used toward any Ohio University degree requirement.

- **Lecture 6**
  - This professional development workshop is designed for educators working in P-12 settings. The modules focus on identifying and selecting effective educational strategies supported by evidence and research, implementing evidence-based practices or programs with fidelity, and evaluating the effectiveness of evidence-based practices with one's own students. At the completion of the workshop, participants receive a Certificate of Completion and one semester hour of graduate credit. This workshop cannot be used toward any Ohio University degree requirements.
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<td>This self-paced course is part of a 15-hour professional development institute (PDI) for secondary teachers and an 18-hour PDI for intervention specialists, elementary and middle school teachers designed to enable in-service teachers working under an Ohio Department of Education issued Alternative License to meet the state requirements for a 5-year Professional License. Content is focused on the planning process, instructional and management practices, adaptations and curricular modifications, effective collaboration strategies, accessing related and support services, and skills necessary for effective instruction within an inclusive classroom. Strategies for methods of direct instruction, cooperative learning, other teaching methods and effective classroom interaction are explored.</td>
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ELIGIBLE GRADES: GEC3: A-F, CR

COURSE DESC: Specific course content will vary with offering.

ELIGIBLE GRADES: GEC2: A-F, CR

COURSE DESC: Research and independent study in a student selected area of clothing and textiles.

ELIGIBLE GRADES: GEC1: A-F, Jr or Sr

COURSE DESC: Creative apparel design and interpretation with emphasis on flat pattern manipulation. Critical analysis of design problems and demonstration of creative solution to apparel fit and construction challenges.

ELIGIBLE GRADES: GEC1: A-F, Jr or Sr

COURSE DESC: Designing of apparel using draping techniques. Emphasis on fabric as medium rather than pattern development in design process.

ELIGIBLE GRADES: GEC1: A-F, CR, PR

COURSE DESC: Various dressing techniques and functional design alternatives available to increase independence of individuals with special needs. Focus on such populations as the elderly, mentally disabled, and temporarily or permanently physically disabled.

ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: Contemporary uses and roles of textiles and clothing as affected by economic, social, and psychological forces seen in historic perspective.
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<td>The purpose is to help students understand the function of theory and examine theoretical components in merchandising. Helps students to be able to discuss the process of concept and statement development and to explain how these contribute to theory development in Apparel, Textiles and Merchandising (ATM). Students will analyze and critique theories in merchandising such as Theory of Fashion Process, Consumer Attitude Theories, Diffusion of Innovations Theory and Fashion Leadership Theory.</td>
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<td>Investigates the food and culture of the Mediterranean region from a cultural and geographic perspective.</td>
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<td>Strong leaders are an essential element in the customer service equation. This capstone course is a requirement for those seeking the customer service minor. Students gain an understanding of characteristics from a variety of leadership styles and reflect about how those characteristics support a service infused culture. Students assess their leadership traits, apply their knowledge of leadership to case studies and analyze leadership in relation to historical, ethical, sociological and psychological perspectives.</td>
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ELIGIBLE GRADES: GEC1: A-F

REQUISITE: GEC1: A-F

COURSE DESC:
Introduces students to the knowledge and skills needed to safely and enjoyably participate in both short and extended day-hiking experiences. Topics include trip planning, equipment selection and use, fitness and nutrition, navigation and travel techniques, water treatment, waste disposal, environmental ethics, and safety and risk management.
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<td>Study of origin and development of games from Greek era to modern period. Meaning of Olympian in relation to contemporary summer and winter Olympiads explored.</td>
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<td>This course incorporates the theories behind skill acquisition and how coaches utilize different methods to teach, improve and advance skill levels of their athletes.</td>
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<td>This course explores how coaches can develop elite athletes from a multi-disciplinary perspective. Students examine the diverse characteristics of elite performers, current methods used to study expert performance, and the process of developing expertise including the role of genetics, family members, and coaches.</td>
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<td>This course incorporates the theories behind skill acquisition and how coaches utilize different methods to teach, improve and advance skill levels of their athletes.</td>
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<td>This course focuses on the history, questions, methodologies, and findings relative to sports coaching research, policy, and practice.</td>
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<td>This course examines contemporary issues in sports coaching pertaining to coach pedagogy and athlete learning.</td>
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<td>This course provides faculty the opportunity to expose students to knowledge related to an emerging or specialist topic in coaching education that is not to be made part of and/or is currently beyond the scope of the regular course offerings.</td>
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<td>This course provides opportunities for students to engage in formal/informal learning opportunities alongside experts in the field of sports coaching.</td>
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EHS RSPC COED 5911 Instructional Experience Field 1 to 10 10 N G40 0
ELIGIBLE GRADES: GEC5: CR, PR, F
REQUISITE: Permission required
COURSE DESC: This course provides students with the opportunity to gain supervised/independent practical experience in organizing and teaching activities related to a sport in an academic/college teaching environment.

EHS RSPC COED 6050 Coaching Athletes with Disabilities Lecture 3 0 N G40 0
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: PR
COURSE DESC: This course explores theoretical components and contextual environments for coaching athletes with disabilities. Students examine the historical evolution of participation, competition, coaching practices, and inclusion of athletes with disabilities within diverse contexts of physical activity and sport.

EHS RSPC COED 6100 Coaching Workshop I Seminar 1 to 3 6 N G40 0
ELIGIBLE GRADES: GEC2: A-F
REQUISITE: PR
COURSE DESC: This course prepares students to become effective online learners by working with faculty and/or sport coaching experts in workshops of varying length and complexity.

EHS RSPC COED 6101 Coaching Workshop II Seminar 1 to 3 6 N G40 0
ELIGIBLE GRADES: GEC2: A-F
REQUISITE: COED 6100
COURSE DESC: This course provides students with an opportunity to work with faculty and/or sports coaching experts in workshops of varying length and complexity to plan their ongoing professional development as a coach.

EHS RSPC COED 6110 Foundations of Coaching I Lecture 3 0 N G40 0
ELIGIBLE GRADES: GEC2: A-F
REQUISITE: PR
COURSE DESC: This course focuses on developing students' knowledge of effective coaching methods and the principles that underpin them across the range of developmental coaching levels. Students apply knowledge to create a system for long-term success, which can be maintained across each season of the coaching cycle.

EHS RSPC COED 6115 Foundations of Coaching II Lecture 3 0 N G40 0
ELIGIBLE GRADES: GEC2: A-F
REQUISITE: COED 6110
PR
COURSE DESC: This course exposes students to a models-based approach to coaching and its application to coaching athletes at the youth, interscholastic, and intercollegiate levels.

EHS RSPC COED 6120 Management and Leadership in Sport Lecture 3 0 N G40 0
ELIGIBLE GRADES: GEC2: A-F
REQUISITE: PR
COURSE DESC: This course examines contemporary theories related to management and leadership and their application to sport. Students develop the necessary knowledge, skills, and qualities for leading a sports team, program, and/or sports organization, which can be applied across a range of developmental coaching levels.

EHS RSPC COED 6130 Finance for Sport Coaches Lecture 3 0 N G40 0
ELIGIBLE GRADES: GEC2: A-F
REQUISITE: PR
COURSE DESC: This course provides athletic sports coaches at all developmental levels with the knowledge, skills, and qualities associated with the financial management of their programs.

EHS RSPC COED 6140 Psychology of Coaching Lecture 3 0 N G40 0
ELIGIBLE GRADES: GEC2: A-F
REQUISITE: PR
COURSE DESC: This course provides an analysis of how psychological factors influence coaches' understanding of athlete/team well-being and performance. The focus of this course is on the psychological theories and principles and their application in sport coaching environments.

EHS RSPC COED 6150 Injury Prevention & Risk Management Lecture 3 0 N G40 0
ELIGIBLE GRADES: GEC2: A-F
REQUISITE: PR
COURSE DESC: This course explores the responsibilities of coaches toward athlete safety, pertaining to risk of injury, illness, rest, and appropriate recovery from injury.

EHS RSPC COED 6160 Performance and Conditioning for Athletic Coaches Lecture 3 0 N G40 0
ELIGIBLE GRADES: GEC2: A-F
REQUISITE: PR
COURSE DESC: This course explores the physiological concepts of the human body and their relationships with improving sports performance. The course specifically focuses on the analysis of the physiological demands of various sports and students examine how individual athletes physiologically adapt to different training stimuli depending on their gender, age, and other environmental factors.
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**COURSE DESC:**

- Ethics and Diversity in Athletic Coaching: This course examines ethical and diversity issues pertaining to athletic coaches. The primary focus is on the students' development of critically reflective reasoning skills which guide ethically sound decision-making when conducting diverse coaching activities.

- Utilizing Technology in Athletic Coaching: This course prepares athletic coaches to effectively utilize technology to improve athlete learning in youth, interscholastic, intercollegiate, and elite coaching settings.

- Coaching through Games: This course allows students to explore opportunities to enhance their practice design and coaching effectiveness through the practical application of Game-Based Approaches.

- Research and Analysis Methods for Athletic Coaches: This course explores methods of research inquiry that enhance athletic coaches' ability to become reflective practitioners.

- Coaching Soccer: The Beautiful Game: In this course, students explore what soccer coaches need to know about being a coach and how they will teach the beautiful game to players at all developmental levels. The content of this course centers on developing an athlete-centered soccer coaching philosophy, the utilization of effective coaching approaches in the development of seasonal and daily practice plans, player and coach learning, soccer coach reflection, and self-care.

- Concepts of Soccer Player Development: In this course, students examine developmentally appropriate principles and practices for coaches when working with youth soccer players aged 12 and under. This includes growth and maturation issues, physical and psychomotor characteristics, motor development, cognitive learning, and psycho-social issues.

- Reading, Writing and Applying Research for Sport Coaches: This course provides students with the opportunity to read and demonstrate an understanding of current research, write about research methods and practices, and apply research in sports coaching.

- Social Dynamics in Sports Coaching: This course exposes students to the sociological dynamics of coaching through the utilization of different social theories and how they apply within the sports coaching domain. The course explores the work of a number of key social theorists so that students can understand sociological themes and how these themes affect athletes learning and development.
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COURSE DESC:
- Soccer: The Global Game: This course will explore the origins of the world's most popular sport, the laws that govern it and how it has evolved through history. A focus on famous players, teams and coaches as well as World Cup and other notable championships will be covered. Additionally, the impact of the game on youth, culture and society from a global standpoint will be analyzed.
- Advanced Soccer Player Development: This course focuses on the coach's role in technical, tactical, physical, and psychosocial development for soccer players aged 14 and older.
- Leadership and Team Dynamics in Soccer: This course explores leadership theory and practices for soccer coaches and identifies team building strategies, game and practice management responsibilities, scheduling, travel, budget, fundraising, equipment purchasing, recruiting, and other pre/in/off season management tasks. Unique soccer management responsibilities at the youth, interscholastic, club, intercollegiate, and professional levels of soccer are also included.
- Training and Conditioning for Soccer Coaches: This course presents principles and applications of athletic performance for soccer coaches. Content includes the development of an understanding of the physiological basis of training and adaptation in the areas of aerobic and anaerobic fitness, strength and power, flexibility, and speed and agility. Students also study principles of periodization and program design to create both in-season and off-season training plans for soccer players.
- Sport Performance for Athletic Coaches: This course provides students with an opportunity to apply their knowledge of sports performance through the design and implementation of developmentally appropriate strength and conditioning programs for teams/individual athletes.
- Performance Recovery: Strategies for Coaches: This course exposes students to the various analysis tools and methods used by sports coaching practitioners to evaluate and assess sports performance. More specifically, students analyze athlete and coach behavior utilizing a variety of technological tools.
- Coaching Performance Evaluation: This course provides students with the opportunity to demonstrate and reflect on their coaching effectiveness with athletes in their local context.
- Special Topics in Coaching Education: This course provides the opportunity for students to learn related to an emerging or specialist topic in coaching education that is not to be made part of and/or is currently beyond the scope of the regular course offerings.
- Practicum: This course provides students with the opportunity to gain supervised work experience in a coaching environment at the youth, interscholastic or intercollegiate level.
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Office of the University Registrar
June 1, 2023
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**Course Descriptions:**

- **Human and Consumer Sciences Seminar in International Service:** Special seminar or workshop for human and consumer sciences majors preparing for and participating in international service.
- **Seminar or Short Course in Human and Consumer Sciences - Research:** Advanced studies of research and recent developments in human and consumer sciences disciplines.
- **Seminar in Human and Consumer Sciences:** Prepares graduate students to develop research topics and proposals in anticipation of thesis work.
- **Consumption Theories:** Specific course content will vary with offering.
- **Special Topics in Human and Consumer Sciences Education General:** This course provides an overview of theories and research in consumer behavior. The class focuses on how and why people engage in choosing, buying, using, and disposing of goods and services in the apparel, textile, hospitality, and tourism industries.
- **Research:** Independent investigation in major area of Human and Consumer Sciences.
- **Introduction to Equines:** This course offers a foundation in basic equine science. Students will study equine history, basic anatomy, breeds, riding disciplines, and other equine-related topics.
- **Basic Equine Health Care:** Basic equine health care introduces the student to common health care issues of the horse. Students learn how to prevent and assess health care problems. They learn to assess and treat minor non-threatening injuries. They use these skills to determine when professional assistance is needed.
- **Basic Horse Handling:** Basic horse handling introduces the student to common health care issues of the horse. Students learn how to prevent and assess health care problems. They learn to assess and treat minor non-threatening injuries. They use these skills to determine when professional assistance is needed.
- **Practical Experience in Equine Facility Management I:** Practical experiences in daily operations of a commercial, multi-faceted equine facility. Gain hands-on experience working at a commercial equine facility.
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<td>Offers opportunity to experience tacking up, mounting, dismounting, and riding the western horse. Instruction on basic positioning and utilization of riding aids.</td>
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<td>Students demonstrate knowledge of the principles of equine evaluation and selection through skill application. Students practice evaluation methods through observation of a variety of horses. Students utilize knowledge of equine conformation relative to the intended use. Students explore career opportunities in competition through the study of licensure, certification, rules, regulations, procedures and scoring methods.</td>
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**Masters Curriculum File**

**Course Listing**

**Sorted by College, Department/School, Prefix**

Office of the University Registrar

June 1, 2023

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**COURSE DESC:**

- **Equine Reproduction:** Comprehensive study of equine reproduction stressing the anatomy and physiology of the stallion and mare and methods of breeding, including artificial insemination, and foaling.
- **Equine Veterinary Technology:** Equine veterinary technical skills that allows students to be a strong contributor to a large animal health care team. Geared towards student that wants to work at an equine veterinary practice.
- **Therapeutic Riding: Overview and Instruction:** The course provides an overview of the therapeutic riding and equine assisted learning industry. Students examine industry areas that address industry history, therapeutic types, adaptive equipment, teaching techniques, and the therapeutic team.
- **Development and Management of the Equine Non-profit Organization:** Students explore the formation and management of an equine non-profit organization. These organizations are formed to solve problems existing within the equine industry.
- **Equine Law:** Study of the basic legal structure affecting equine business operations. Includes the study of laws related to contracts, torts, employment, and taxes.
- **Special Topics in Equine Studies:** Specific course content will vary with offering.
- **Equine Internship:** Practical experience in a specific area of equine studies pertinent to the individual's interests. Examples include working with breeders, trainers, farm and stable managers, riding instructors, breed associations or organizations, veterinarians, and related equine agencies.
- **Studies in Equine Issues:** Study of topics of current interest in the horse industry.
- **Exercise and Conditioning:** Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of the respective physical activity or sport. Students will be graded based on knowledge and participation.
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**Course Descriptions:**
- **Trail Running:** Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit, history, safety, and etiquette of trail running. Students will be graded based on knowledge and participation.
- **Fundamentals of Triathlon Training:** Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of triathlon training. Students will be graded based on knowledge and participation.
- **Physical Conditioning I:** Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of the respective physical activity or sport. Students will be graded based on knowledge and participation.
- **Aqua Aerobics:** Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. Students will gain a thorough working knowledge, appreciation, and understanding of the safety, techniques, movements, and etiquette of aqua aerobics.
- **Fundamentals of Swimming:** Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of swimming. Students will be graded based on knowledge and participation.
- **Fundamentals Swim Conditioning:** Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit, safety, and etiquette of swim conditioning. Students will be graded based on knowledge and participation.
- **Fundamentals of Horseback Western Seat:** Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of the respective physical activity or sport. Students will be graded based on knowledge and participation.
- **Intermediate Horseback Western Seat:** Builds upon knowledge gained in fundamental horseback and is designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of the respective physical activity or sport. Students will be graded based on knowledge and participation.
- **Advanced Horseback Western Seat:** Builds upon the intermediate horseback course and is designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of hunt seat horseback riding. Students will be graded based on knowledge and participation.
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Intermediate Water skiing

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will advance their knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of intermediate water skiing. Students will be graded based on knowledge and participation.

Intermediate Karate

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will advance their knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of intermediate karate. Students will be graded based on knowledge and participation.

Intermediate Tae Kwon Do

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students advance their knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of intermediate tae kwon do. Students will be graded based on knowledge and participation.

Intermediate Judo

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will advance their knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of intermediate judo. Students will be graded based on knowledge and participation.

Intermediate Belly Dance

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will advance their knowledge, appreciation, and understanding of the spirit, history, safety, and etiquette of intermediate belly dancing. Students will be graded based on knowledge and participation.

Intermediate Racquetball

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will advance their knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of racquetball. Students will be graded based on knowledge and participation.

Intermediate Triathlon Training

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of the respective physical activity or sport. Students will be graded based on knowledge and participation.

Intermediate Swimming

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will advance their knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of intermediate swimming. Students will be graded based on knowledge and participation.

Intermediate Swim Conditioning

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will advance their knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of intermediate swim conditioning. Students will be graded based on knowledge and participation.

Advanced Swimming

COURSE DESC: Designed to help students gain the knowledge and skills necessary to develop a lasting interest in attaining and maintaining personal health and wellness throughout their lifetime. In addition, students will advance their knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of advanced swimming. Students will be graded based on knowledge and participation.

Special Topics in Physical Education Activity

COURSE DESC: Specific course content will vary with offering.
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**COURSE DESC:** Provides students with a fundamental understanding of the rescue skills needed for multi-pitch climbs, traditional climbing, and sport climbing. Students will have the opportunity to learn a variety of techniques for a speedy and safe descent in times of emergency or inclement weather. To maximize learning, students will be confronted with a number of different rescue scenarios from which they can practice and apply new knowledge and skills.

- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** Sr and Physical Activity and Sport Coaching major and PETE 4960 concurrent

- **COURSE DESC:** This course focuses on the importance of professional development in the field of physical activity and sport coaching. This course is designed to provide an understanding of their responsibilities in continually developing and maintaining professional competencies as practitioners in the respective physical activity and sport coaching field. This course also provides students with guidance in developing professional portfolios related to their physical activity and sport coaching field. This course is taken concurrently with the internship course (i.e., PETE 4910).

- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** Sr and Physical Activity and Sport Coaching major and PETE 4910 concurrent

- **COURSE DESC:** Introduces students to the knowledge and skills needed to safely and enjoyably participate in winter camping and backpacking experiences. Topics include trip planning, equipment selection and use, nutrition and meal planning, navigation and travel techniques, campsite selection, water treatment, cooking, human waste disposal, environmental ethics, safety and risk management, and the benefits of backpacking.

- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** Sr and Physical Activity and Sport Coaching major and PETE 4910 concurrent

- **COURSE DESC:** Will primarily be taught as an official State of Ohio Hunter Education Course. Upon successfully completing the course, you will be eligible to become a licensed hunter in Ohio.

- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** Sr and Physical Activity and Sport Coaching major and PETE 4910 concurrent

- **COURSE DESC:** Provides students with a supervised experience in a professional physical activity and sport coaching organization/agency. This course is taken concurrently with the seminar course (i.e., PETE 4960).

- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** Sr and Physical Activity and Sport Coaching major and PETE 4960 concurrent

- **COURSE DESC:** Provides students with guidance in developing professional portfolios related to their physical activity and sport coaching field. This course is taken concurrently with the internship course (i.e., PETE 4910).

- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:** Sr and Physical Activity and Sport Coaching major and PETE 4960 concurrent

- **COURSE DESC:** Provides students with a fundamental understanding of the rescue skills needed for multi-pitch climbs, traditional climbing, and sport climbing. Students will have the opportunity to learn a variety of techniques for a speedy and safe descent in times of emergency or inclement weather. To maximize learning, students will be confronted with a number of different rescue scenarios from which they can practice and apply new knowledge and skills.
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**COURSE DESC:**
- **Intermediate Mountain Biking:** Introduces students to the knowledge and skills required to safely and enjoyably participate in intermediate level mountain biking. Students will participate in a weekend trip to learn and practice associated skills.
- **Advanced Mountain Biking:** Introduces students to the knowledge and skills required to safely and enjoyably participate in advanced level mountain biking. Students will participate in a weekend trip to learn and practice associated skills.
- **Scuba Diver:** Designed to train students to plan and execute safe and environmentally sound open-water, entry-level recreational SCUBA dives. In addition, although a certification is not guaranteed, course content and organization are designed to prepare students for open-water certification checkout dives.
- **Advanced Scuba Diver:** Designed to train students to plan and execute safe and environmentally sound open-water, entry-level recreational SCUBA dives. In addition, although a certification is not guaranteed, course content and organization are designed to prepare students for open-water certification checkout dives.
- **Scuba Rescue Diver:** Provides certified scuba divers with additional training, diving experience and an orientation to a variety of diving sites, conditions and activities. Apply your scuba skills as you explore new dive sites and activities. Learn which diving specialties interest you and what type of diving you enjoy most. Gain more confidence and capability. Begin to consider the directions diving will take you.
- **Adventure Challenge Course:** Provides the opportunity to demonstrate low and high rope skills and to practice facilitation techniques.
- **Adventure Experience Practicum for Incoming Practitioners:** The course uses adventure learning as a means to improve interpersonal skills, leadership skills, and self-efficacy. The course consists of a half-day orientation and a multi-day wilderness expedition. Students will develop wilderness living and travel skills specific to the particular program area in which the practicum is conducted and the form of wilderness travel used during the practicum (e.g., canoeing, kayaking, backpacking, and climbing).
- **Introduction to Parks, Recreation & Leisure:** Provides a broad understanding of the value of recreation and leisure in society. Emphasis is placed on the role of recreation and leisure in promoting health and well-being in individuals as well as nurturing and maintaining vibrant communities. Topics include historical and theoretical perspectives of the value of recreation and leisure in society, the diversity of recreation and leisure pursuits across cultural contexts, the nature of recreation and leisure throughout the lifespan, the use of recreational spaces in facilitating positive youth development, the role of recreation and leisure in promoting community development, and the scope of the parks, recreation, and leisure services industry.
- **Outdoor Recreation and Education:** Introduces students to outdoor recreation and education as a professional practice. Students examine the broad scope of the profession while exploring its value to society. Emphasis is placed on the theory and practice of leadership in outdoor recreation and education. Topics include historical and philosophical foundations of outdoor recreation and education, theories of leadership, judgment and decision-making, values and ethics, teaching and facilitation, safety and risk management, and environmental stewardship.
- **Inclusive Recreation:** This course will introduce students to the concepts, methods, and settings for developing inclusive recreation services for diverse populations. These concepts and methods can be applied to individuals and groups that may need adaptations for inclusive recreation services. Students will gain knowledge in universal access, design, and inclusion in community settings.
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**COURSE DESC:** Teaches recognition and avoidance of common river hazards, execution of self-rescue techniques, and rescue techniques for paddlers in distress. Emphasis is placed both on personal safety and on simple, commonly used skills. Techniques for dealing with hazards that carry greater risks for both victim and rescuer, such as strainers, rescue vest applications, entrapments, and pins, also are practiced. Scenarios will provide an opportunity for participants to practice their skills both individually and within a team/group context.
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COURSE DESC: Outdoor Leadership
This course is an intensive 25-30-day, field-based course designed to teach students the knowledge, skills, and dispositions required for effective outdoor leadership. The course helps students refine basic wilderness living skills and develop expertise in specialized modes of wilderness travel. Students develop leadership and teaching skills needed to facilitate safe, enjoyable, and environmentally responsible wilderness-based programs.

COURSE DESC: Master Scuba Diver
The Master Scuba Diver course is a certification course for scuba divers who wish to increase their understanding and enjoyment of scuba diving. This is the highest certification in the National Association of Underwater Instructors (NAUI) Recreational Track and helps students develop the knowledge, skills and experience for matriculation into the NAUI Leadership Track.

COURSE DESC: Coastal Kayak Instructor Certification
Emphasizes various teaching strategies and learning styles in preparing students to provide high quality instruction to beginner coastal kayakers. The student will learn to prepare lesson plans, give presentations, and provide evaluative feedback to students. This an American Canoe Association coastal kayak instructor certification course. Successful instructor candidates must demonstrate effective group leadership skills, paddling proficiency, technical knowledge, and teaching competency.

COURSE DESC: Environmental Interpretation
The art of interpretation is a process of communication, designed to produce both an emotional and intellectual bond between an audience and the cultural and/or natural resources that are the subject of interpretation. Will help students develop an understanding of the principles and techniques necessary for effective interpretation, with a specific focus on interpreting cultural and natural resources in parks and protected areas. Students will design and construct interpretive materials and address how these materials may serve as an important tool in parks and protected areas management.

COURSE DESC: Parks & Protected Areas Management
Provides students with an understanding of the principles and practices of parks and protected areas management.

COURSE DESC: Recreation Administration
Administration, management, and leadership concepts and theories. Foundations of management, principles and procedures of human resource management, understanding of the principles and procedures of budgeting and financial management, and legal foundations.

COURSE DESC: Principles of Ecotourism
Introduce students to both theory and practical applications of concepts surrounding ecotourism and sustainable development. An understanding of the benefits and weaknesses of ecotourism as a sustainable development approach is the focus of the course. Theory, practice, history, terminology and issues of ecotourism planning and management are examined. Additionally, the motives and behaviors of tourists, natural resources as attractions and destinations, social and resource responsibility and establishing policies and principles for sustainability are discussed.

COURSE DESC: Convention and Event Planning
Synthesis of sequence of events required in planning a convention, meeting, or function in either a professional or social setting.

COURSE DESC: Festival and Special Event Operations for Parks, Recreation, and Leisure Services
RECU 3630/5630 provides a comprehensive overview of festival and special event operations within parks, recreation, and leisure service organizations. The course examines festival and special event design, venue identification, funding development, volunteer management, community partnerships, site planning, and other operational concepts related to festivals and special events within parks, recreation, and leisure service agencies.

COURSE DESC: Writing for Recreation Studies
Allows the student to practice the writing process while investigating current issues and trends in the recreation and leisure field.

COURSE DESC: Independent Study
Student chooses a topic of special interest with the assistance of a faculty member.
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<td>Designed to assist students in understanding the cultural characteristics of the over 65 population with specific application towards physical activity and recreation. The course discusses the aging process, strategies to keep the older person involved in physical activities and recreation, and the benefits of lifetime physical activity. Students apply knowledge to assess their own lifestyle and its impact towards their successful aging.</td>
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<td>Designed to engage students in critical analyses of various concepts and issues related to culture and diversity in recreation and leisure. Students consider the implications of varying dimensions of diversity for recreation and leisure participation and professional practice.</td>
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<td>Application of marketing principles and concepts for the recreation and leisure services industry.</td>
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<td>Prepares students to supervise a facility and provides background for the mechanical functions of a pool and the organization of a total aquatic program.</td>
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<td>Provides students with opportunities to examine the principles and practices of ecotourism in action through a Study Abroad experience to select ecotourism destinations. Emphasis is placed on the role of sustainable tourism development strategies in minimizing environmental and cultural impacts of tourism, while also promoting the economic development of host communities in these tourism destinations.</td>
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<td>REC 4570/5570 aims to expose students to the adventure travel industry as part of a short-term study abroad experience. Each year, millions of people seek out adventure travel experiences as a means of satisfying their need to explore the planet and to interact with the many people and cultures within it. This course examines the way in which certain commercial operators have transformed adventure travel into a social enterprise that maximizes improvements in social and environmental well-being. Students gain a unique perspective for social entrepreneurship and its application within adventure travel. The course considers how social value creation can align with economic value generation, and unpacks the specific business strategies certain adventure travel operators employ to ensure that host communities touched by adventure travel benefit from the opportunities it provides.</td>
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<td>This course provides students with an opportunity to critically examine a broad range concepts and issues central to the field of parks, recreation, and leisure studies. The purpose is to engage students in consideration of key issues and dilemmas that are currently prevalent in the field and to consider ways that the field can help address issues of broad societal concern.</td>
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<td>This course offers students a comprehensive overview of fundraising and sponsorship development for non-profit and public sector organizations within parks, recreation, and leisure. The course provides an in-depth examination of funding sources that include, but are not limited to, grants, major gifts, annual giving plans, corporate giving, sponsorships, and donors.</td>
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<td>Designed to help students develop the knowledge and expertise required to facilitate personal and interpersonal development through adventure program experiences. Students will explore learning theories on which the practice of facilitation is based, consider various facilitation models &amp; styles, build a repertoire of facilitation skills, and learn to enhance group processes through an analysis of the principles of group dynamics within the context of adventure programming.</td>
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<td>Explore the significance of wilderness in American history and culture. Students will analyze and interpret the works of Thoreau, Muir, Abbey, and others from religious, philosophical, psychological, and historical perspectives. The goal is to help students develop a deeper understanding of the idea of wilderness and in doing so enrich their use of wilderness settings for recreational and educational ends.</td>
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

**MASTER CURRICULUM FILE**

Office of the University Registrar
June 1, 2023

Page 537 of 1005
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<td>COURSE DESC: Provides students with opportunities to examine the principles and practices of ecotourism in action through a Study Abroad experience to select ecotourism destinations. Emphasis is placed on the role of sustainable tourism development strategies in minimizing environmental and cultural impacts of tourism, while also promoting the economic development of host communities in these tourism destinations.</td>
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<td>COURSE DESC: RE 4570/5570 aims to expose students to the adventure travel industry as part of a short-term study abroad experience. Each year, millions of people seek out adventure travel experiences as a means of satisfying their need to explore the planet and to interact with the many people and cultures within it. This course examines the way in which certain commercial operators have transformed adventure travel into a social enterprise that maximizes improvements in social and environmental well-being. Students gain a unique perspective for social entrepreneurship and its application within adventure travel. The course considers how social value creation can align with economic value generation, and unpacks the specific business strategies certain adventure travel operators employ to ensure that host communities touched by adventure travel benefit from the opportunities it provides.</td>
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<td>COURSE DESC: Synthesis of sequence of events required in planning a convention, meeting, or function in either a professional or social setting.</td>
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<td>COURSE DESC: REC 3630/5630 provides a comprehensive overview of festival and special event operations within parks, recreation, and leisure service organizations. The course examines festival and special event design, venue identification, funding development, volunteer management, community partnerships, site planning, and other operational concepts related to festivals and special events within parks, recreation, and leisure service agencies.</td>
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<td>COURSE DESC: Designed to help students develop the knowledge and expertise required to facilitate personal and interpersonal development through adventure program experiences. Students explore learning theories on which the practice of facilitation is based, consider various facilitation models &amp; styles, build a repertoire of facilitation skills, and learn to enhance group processes through an analysis of the principles of group dynamics within the context of adventure programming.</td>
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<td>COURSE DESC: Explore the significance of wilderness in American history and culture. Students will analyze and interpret the works of Thoreau, Muir, Leopold, and others from religious, philosophical, psychological, and historical perspectives. The goal is to help students develop a deeper understanding of the idea of wilderness and in doing so enrich their use of wilderness settings for recreational and educational ends.</td>
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<td>COURSE DESC: This course provides students with an opportunity to critically examine a broad range of concepts and issues central to the field of adventure programming. The purpose is to engage students in central debates occurring in the field and to consider ways that the field can help address issues of broad societal concern. Students are also encouraged to consider ways that they can address these issues as practitioners and leaders in the field.</td>
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<td>COURSE DESC: Supervised practice in organizing and teaching activities in college and recreational settings.</td>
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<td>COURSE DESC: Selected global issues in recreation and research; research reading, discussion analysis, and written reports.</td>
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<td>Helps students develop an understanding of the social foundations of recreation and leisure. The writings of historical and contemporary thinkers whose work has contributed to theoretical foundations of recreation and leisure will be examined. Also involves critical analyses of the implicit values and assumptions on which the field of recreation and leisure services is based.</td>
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<td>Offers operational understanding of research, evaluation methods, and statistical applications in recreation and sport sciences in order to produce better consumers of research-based information and to give students the opportunity to prepare for advanced graduate study.</td>
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<td>Offers operational understanding of research, evaluation methods, and statistical applications in recreation and sport sciences in order to produce better consumers of research-based information and to give students the opportunity to prepare for advanced graduate study.</td>
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<td>Designed to develop an understanding of the role of leisure and sport in human behavior and social interaction. An examination of behavior as it applies to culture, economics, politics, and the media aspects of leisure and sport.</td>
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<td>Administration of public, non-profit and for-profit recreation and leisure services.</td>
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<td>Practices, issues, and theories facing supervisors and administrators of collegiate recreation programs. Topics include history, organization, accreditation, and certification(s), assessment, marketing trends, legislative matters, fiscal management, and risk management.</td>
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<td>GEC4: A-F, REQUISITE:</td>
<td>Examines the writings of historical and contemporary thinkers who have contributed to the development of the philosophy of experiential education. In addition to examining the philosophical foundations of experiential education, current literature related to the practice of experiential education will be explored and discussed as well.</td>
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<td>Individual research and experimentation of professional issues. Identifies pertinent problems and plans effective attack toward potential solution.</td>
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<td>Course Description: Based on the assumption that the best way to learn about research is to directly experience the process of scientific inquiry. Consequently students are expected fulfill various research tasks, including identification of research problems, the development of methods to address these problems, collection and analysis of data, and interpretation of the results. Suitable for students interested in writing a thesis or completing a mentored research project.</td>
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<td>Course Description: This course covers design and illustration techniques in relation to stylization and customer profiling in fashion. A variety of media are introduced for visually communicating through a variety of presentation formats.</td>
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<td>Course Description: This course focuses on the characteristics, relationships, and theories of color based on major color systems. Course emphasis is placed on applications of color for visual merchandising and product development in the fashion industry.</td>
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<td>Course Description: This course surveys diverse methods of digital fashion presentation. A particular emphasis is placed on industry standard graphic software and the world wide web. Students develop their capabilities in digital communication and graphic software to prepare careers in the fashion and retail industries.</td>
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<td>Course Description: This course covers notable influences that impact the evolution of clothing and textiles throughout the ages with a focus on historical fashion in Western societies and how it ties into the trends occurring in apparel items in mass market production today. The course provides an understanding of why having in-depth knowledge of historical fashion trends is crucial to the success of fashion in its future.</td>
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Office of the University Registrar
June 1, 2023
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<td>This internship course is taken at the same time that on-the-job experience in the fashion industry is being completed. This course includes cooperation with fashion industry, retail and fashion merchandising establishments through communication among the student, the instructor and the workplace supervisor. Students complete assignments specific to the responsibilities they have on the job in order to gain experience and knowledge of the fashion industry. Students enroll in 3 (100), 6 (200), 9 (300), or 12 (400) credit hours, with the minimum number of work hours commensurate as noted in parentheses. Students must be enrolled in the class during the time that they engage in on-site work.</td>
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<td>Applications of the principles of quantity food production. Experience in commercial kitchens; central foods facility utilizing a high-tech cook-chill system, bakery and vegetable preparation, commercial foods retail outlet with six different concepts. Apply food safety and sanitation principles by participating in the HACCP plan. Use of standardized recipes.</td>
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<td>Managerial approach to the purchasing and selection of a wide variety of food, beverage, and nonfood items. Emphasis placed on purchasing the optimal amount and quality at the optimal price.</td>
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<td>Exposure to the latest trends, foods, and equipment in the hospitality industry.</td>
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<td>Exploration of major concepts in tourism, what makes tourism possible, and how tourism is or can become an important economic influence on a region, state, or country.</td>
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<td>Addresses issues of managing various operating departments of a hotel including: front office, housekeeping, controller, human resources, sales and marketing, safety and security, and facility management</td>
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<td>Synthesis of sequence of events required in planning a convention, meeting, or function in either a professional or social setting.</td>
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<td>An overview of the Casino Operations and Management, including: history of gaming, uses of cash flows within destination and repeater-market casino properties; casino organizational structure and job duties; gaming regulatory structure; slot operations; protocol of the following games: baccarat, twenty-one, craps, roulette, three-card poker, and fan tan. Also featured are the applications of casino marketing.</td>
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<td>This course serves as an opportunity for in-depth study of career opportunities and job responsibilities in the hospitality and tourism industry. Ongoing professional development activities such as certifications, workshops, and conferences in the profession are addressed. Leadership characteristics and role models are analyzed. Trends and best practices in preparation of industry leaders are also examined.</td>
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<td>Development of portfolios and case study reviews provide an opportunity for hospitality students to demonstrate personal and professional growth through reflection and career assessment.</td>
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<td>This course is a restaurant management course that provides students the unique opportunity to study operations and management of full-service restaurants. Students apply organizational and managerial skills in the operation of a restaurant facility.</td>
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Office of the University Registrar
June 1, 2023
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### SLS 4900 Special Topics in Sport and Lifestyle Studies
ELIGIBLE GRADES: CR, PR
COURSE DESC: The course examines the total enterprise, the industry, and the competitive environment in which the enterprise and industry operate. Students develop a mastery of the analytical tools to perform analyses of the industry and competitions. The course focuses on how hospitality and tourism firms formulate, implement, and evaluate strategies. Using a case-based approach, the course emphasizes becoming an effective industry leader through critical thinking and decision making to maintain an enterprise’s competitive advantage in a hyper-competitive and maturing industry.

ELIGIBLE GRADES: Senior in SLS major
COURSE DESC: This course will focus on the development of fundamental movement skills and game leadership abilities needed to work in the field of sport and physical activity. Topics will include fundamental motor patterns, movement skill progression, promoting participation, group development, leadership styles, and guidelines for an active lifestyle. Lab activities will require active participation and leadership of sport and game activities as well as individual skill demonstration.

### SLS 3900 Professional Development in Sport and Lifestyle Studies
ELIGIBLE GRADES: Jr or Sr
COURSE DESC: Emphasizes the importance of professional development in the field of sport and lifestyle studies. The course will challenge students to think critically about a wide variety of complex issues and concepts relevant to the discipline and its future.

### SLS 3010 Ethics and Risk Management in Sport and Physical Activity
ELIGIBLE GRADES: SLS Major and (jr or sr)
COURSE DESC: This class will serve as a capstone experience for the Sport and Lifestyle Studies major. Students will assimilate materials from previous coursework toward the development of a portfolio. Students will demonstrate their potential contribution to the professional field utilizing a synthesis of prior learning experiences in the development of an extensive service-learning project. The course will challenge students to think critically about a wide variety of complex issues and concepts relevant to the discipline and its future.

### SLS 2900 Special Topics in Sport and Lifestyle Studies
ELIGIBLE GRADES: Jr or Sr
COURSE DESC: Specific course content will vary with offering. Course will focus on practical application of specialized topics and activities relevant to sport and lifestyle studies.

### SLS 2000 Sport and Physical Activity Skill Development
ELIGIBLE GRADES: Jr or Sr
COURSE DESC: Specific course content will vary with offering. Course will focus on practical application of specialized topics and activities relevant to sport and lifestyle studies.

### SLS 2000 Sport and Physical Activity Skill Development
ELIGIBLE GRADES: SLS Major and (jr or sr)
COURSE DESC: Specific course content will vary with offering. Course will focus on practical application of specialized topics and activities relevant to sport and lifestyle studies.

### SLS 2000 Sport and Physical Activity Skill Development
ELIGIBLE GRADES: Jr or Sr
COURSE DESC: Specific course content will vary with offering. Course will focus on practical application of specialized topics and activities relevant to sport and lifestyle studies.

### RSP 4100 Professional Development Seminar
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: This course emphasizes the importance of professional development in the field of recreation and sport pedagogy. The course provides students with understanding of their responsibilities in continually developing and maintaining professional competency as practitioners in the field. Additionally, the course provides students with guidance in developing professional portfolios as a means for reflecting on their own professional growth and development, synthesizing their learning over the course of their studies in their programs, and portraying their level of professional competency in their fields.

### RHT 6940 Research in Hospitality
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Independent investigation in hospitality.

### RHT 6900 Special Topics in Restaurant, Hotel and Tourism Management
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Specific course content will vary with offering.

### RHT 6090 Strategic Management for Hospitality and Tourism
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: This course examines the total enterprise, the industry, and the competitive environment in which the enterprise and industry operate. Students develop a mastery of the analytical tools to perform analyses of the industry and competitions. The course focuses on how hospitality and tourism firms formulate, implement, and evaluate strategies. Using a case-based approach, the course emphasizes becoming an effective industry leader through critical thinking and decision making to maintain an enterprise’s competitive advantage in a hyper-competitive and maturing industry.

### SLS 6090 Strategic Management for Hospitality and Tourism
ELIGIBLE GRADES: CR, PR
COURSE DESC: The course examines the total enterprise, the industry, and the competitive environment in which the enterprise and industry operate. Students develop a mastery of the analytical tools to perform analyses of the industry and competitions. The course focuses on how hospitality and tourism firms formulate, implement, and evaluate strategies. Using a case-based approach, the course emphasizes becoming an effective industry leader through critical thinking and decision making to maintain an enterprise’s competitive advantage in a hyper-competitive and maturing industry.

### SLS 6090 Strategic Management for Hospitality and Tourism
ELIGIBLE GRADES: Senior in SLS major
COURSE DESC: This course will focus on the development of fundamental movement skills and game leadership abilities needed to work in the field of sport and physical activity. Topics will include fundamental motor patterns, movement skill progression, promoting participation, group development, leadership styles, and guidelines for an active lifestyle. Lab activities will require active participation and leadership of sport and game activities as well as individual skill demonstration.

### SLS 6090 Strategic Management for Hospitality and Tourism
ELIGIBLE GRADES: Jr or Sr
COURSE DESC: This course will focus on the development of fundamental movement skills and game leadership abilities needed to work in the field of sport and physical activity. Topics will include fundamental motor patterns, movement skill progression, promoting participation, group development, leadership styles, and guidelines for an active lifestyle. Lab activities will require active participation and leadership of sport and game activities as well as individual skill demonstration.

### SLS 6090 Strategic Management for Hospitality and Tourism
ELIGIBLE GRADES: SLS Major and (jr or sr)
COURSE DESC: Specific course content will vary with offering. Course will focus on practical application of specialized topics and activities relevant to sport and lifestyle studies.

### SLS 6090 Strategic Management for Hospitality and Tourism
ELIGIBLE GRADES: Jr or Sr
COURSE DESC: Specific course content will vary with offering. Course will focus on practical application of specialized topics and activities relevant to sport and lifestyle studies.

### SLS 6090 Strategic Management for Hospitality and Tourism
ELIGIBLE GRADES: SLS Major and (jr or sr)
COURSE DESC: Specific course content will vary with offering. Course will focus on practical application of specialized topics and activities relevant to sport and lifestyle studies.
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ELIGIBLE GRADES: GEC1: A-F
REQUISITE: (Jr or Sr) and permission required

The Capstone class is a summative experience for the Aging Inclusion certificate. It focuses on a project of the student's choice and design, which integrates the knowledge gleaned from the certificate coursework and applies it to the student's personal and/or professional career interests. This project will require students to synthesize information from various topics related to aging into a cohesive whole.

| EHS     | RSPC | T3  | 4710 | Sport Aesthetics | Lecture | 3          | 0            | 3                | N    | U30           | CORRESPOND 0    |                  |

ELIGIBLE GRADES: Sr only

This course analyzes sport as a subject of aesthetic value and valid source for moral education. Students investigate watching sport as a focus of profound emotional experience and nature of allegiance. Observing sport as purists and partisans are differentiated. Students examine the philosophical issues around watching sport and investigate the parallels with art and theatre.

| EHS     | RSPC | T3  | 4720 | Clothing and Culture | Lecture | 3          | 0            | 3                | N    | U30           | CORRESPOND 0    |                  |

ELIGIBLE GRADES: Sr only

Knowledge and understanding are built through the interdisciplinary study of apparel, appearance, and cross-cultural influences in variations and functions of dress. Student exploration to focus on apparel and appearance norms as a cultural universal. Emphasis on research methods, resources and activities relating to cultural/subcultural patterns.

| EHS     | RSPC | T3  | 4725 | Women and Leadership: Roles and Responsibilities | Lecture | 3          | 0            | 3; CAP           | N    | U30           | 0              |                  |

ELIGIBLE GRADES: (PSY 1010 or SOC 1000) and Sr only

This capstone course is an analysis of women in leadership roles in relation to historical, sociological, psychological, and economic perspectives. Students develop reflective practices and strategies for developing leadership skills through research, negotiation and communication.
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Office of the University Registrar
June 1, 2023
Page 548 of 1005
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<td>EHS</td>
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<td>4500</td>
<td>Principles and Practices of Curriculum in Early Childhood &amp; Elementary Education</td>
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<td>ELIGIBLE GRADES: GEC1: A-F, REQUISITE: Advanced Standing, 2.75 GPA, ECEE 3002 or 3003 concurrent</td>
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<td>COURSE DESC: This course provides the opportunity to synthesize early childhood and elementary education content, teaching pedagogy, and decision-making processes in regard to curriculum planning, assessment, and implementation for grades Prek-5. The focus is demonstrating the importance of a child-centered, integrated, and equity-focused curriculum for early childhood and elementary education classrooms. Teacher candidates reflect on and evaluate curricular practices in early childhood and elementary education settings through a variety of written products.</td>
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<td>Democracy and Education</td>
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<td>ELIGIBLE GRADES: GEC2: A-F, REQUISITE: Admission to CARE Professional Development School Partnership program</td>
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<td>COURSE DESC: Orientation to the C.A.R.E. program and to our partner, Federal Hocking Local School District. Explores the many ways in which democracy influences our society and the public lives of our citizens and also explores the theory and practice surrounding democratic teaching practices in public school classrooms. After learning about service learning and how it can incorporate democratic ideals, students will design and implement a service learning project in one of the Federal Hocking elementary schools.</td>
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<td>Childhood in America: Elementary School</td>
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<td>COURSE DESC: Introduction to children and their characteristics at progressive levels of development. Examines factors that influence children's learning in the schools, such as families, neighborhoods, race, culture, gender, and socioeconomic status. Students examine values and belief systems of themselves and children, as well as identify elements of successful parenting and teaching.</td>
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<td>COURSE DESC: Introduction to children and their characteristics at progressive levels of development. Examines factors that influence children's learning in the schools, such as families, neighborhoods, race, culture, gender, and socioeconomic status. Students examine values and belief systems of themselves and children, as well as identify elements of successful parenting and teaching.</td>
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<td>Childhood in America: High School</td>
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<td>COURSE DESC: Second of two introductions to children and their characteristics at progressive levels of development. Introduces most widely accepted and useful theories of adolescent growth and development for children ages 11-18 years. Introduces factors that influence children's learning, such as school structure, family structures, race, culture, gender, and socioeconomic status. Students examine the value and belief systems of themselves and children, as well as identify elements of successful teaching. Enhances awareness of community, equity and the common good as attributes of democratic education.</td>
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<td>Introduction to Teaching in a Democratic Classroom</td>
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<td>COURSE DESC: Defines and begins to develop the teaching skills necessary for creating and teaching in a democratic classroom. Examines a variety of teaching methods that provide a positive educational climate in which every adolescent is encouraged to meet personal academic challenges. Students encouraged to begin to develop a personal teaching platform and an emerging identity as teacher.</td>
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<td>Special Topics in Education - CARE Partnership</td>
<td>Lecture</td>
<td>1 to 15</td>
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<td>COURSE DESC: Specific course content will vary with offering.</td>
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<td>EHS TEDU</td>
<td>EDEC 2300</td>
<td>Emergent Mathematics and Science Birth</td>
<td>Lecture 3</td>
<td>Advanced Methods for the Democratic Classroom</td>
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<td>EHS TEDU</td>
<td>EDEC 2100</td>
<td>Children's Literature and Storytelling in the Early Childhood Classroom</td>
<td>Lecture 3</td>
<td>Introduction to Early Childhood Education</td>
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<td>EHS TEDU</td>
<td>EDEC 1600</td>
<td>Introduction to Child Development</td>
<td>Lecture 3</td>
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<td>EHS TEDU</td>
<td>EDEC 2100</td>
<td>Children's Literature and Storytelling in the Early Childhood Classroom</td>
<td>Lecture 3</td>
<td>Emergent Mathematics and Science Birth through Five Years</td>
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<td>EHS TEDU</td>
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<td>Infant-Toddler Education: Development, Curriculum and Program</td>
<td>Lecture 3</td>
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<td>Emergent Literacy and Reading</td>
<td>Lecture</td>
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<td>GEC1: A-F REQUIREMENT: Education major only</td>
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<td>Emphasizes the development of reading and literacy from a global view of language, thinking, and learning. Attention given to methods and materials, with emphasis on the use of literacy within the framework of age and individual appropriateness. Emphasis on teaching in the preschool years.</td>
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<td>EHS TEDU</td>
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<td>Global Early Childhood Education: Programs and Practices</td>
<td>Lecture</td>
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<td>This course provides an in-depth study of global early childhood care and education programs with a focus on the needs of the whole child in a global community. The course compares and contrasts early childhood care and education philosophies and curricula with an emphasis on family and culture.</td>
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<td>Special Topics in Education - Early Childhood</td>
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<td>EHS TEDU</td>
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<td>Prekindergarten Associate Practicum Seminar</td>
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<td>The Prekindergarten Associate Practicum Seminar provides Child Development Associate Degree Students with information directly related to the EDEC 3929 Practicum, which includes Operating Standards for Ohio Educators, Prekindergarten 2-year Standards for educator preparation from the National Association for the Education of Young Children, and Ohio CORE Guidelines for teachers of children birth until entry into kindergarten. Students engage in reflective practice activities based on their practicum experiences. Information about licensure for the Paraprofessional License and the Prekindergarten Associate License are presented.</td>
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<td>EHS TEDU</td>
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<td>Junior Clinical Experiences I</td>
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<td>GEC3: A-F, REQUIREMENT: Admission to Advanced Standing</td>
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<td>This course creates an essential link between students' clinical field experiences and university coursework. Through critical discussion and reflection, students examine teaching practices and effective strategies for positively impacting K-3 student learning. Students refine and develop teaching practices and apply them in K-3 classrooms. Students reflect on the value of embracing individual differences and exhibit respect for children and families from diverse cultural and socioeconomic backgrounds by engaging in culturally relevant pedagogy.</td>
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<td>Junior Clinical Experiences II</td>
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<td>This course creates an essential link between students' clinical field experiences and university coursework. Through critical discussion and reflection, students examine teaching practices and effective strategies for positively impacting K-3 student learning. Students refine and develop teaching practices and apply them in K-3 classrooms. Students reflect on the value of embracing individual differences and exhibit respect for children and families from diverse cultural and socioeconomic backgrounds by engaging in culturally relevant pedagogy.</td>
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<td>Methods of Teaching Reading Grades 1-3</td>
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<td>Provides preparation for teaching developmental reading in grades 1-3. A stage model of literacy is emphasized, along with research-based instructional strategies appropriate to the development of literacy in young children. All forms of literacy (reading, writing, speaking, listening, and viewing) and the way they contribute to the development of proficient reading studied. A literature approach emphasized; however, all literacy methodologies studied.</td>
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<td>GEC1: A-F REQUIREMENT: Advanced Standing and EDEC 3110 and (EDEC 3002 or 3003 or concurrent) and Jr</td>
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<td>Learn to observe children, keep running records, and conduct an informal reading inventory. Appropriate instruction is based on these assessment procedures. Learn to record results for reporting to parents and other appropriate adults. Candidates work with single student, but emphasis is placed on how this information can be used in the classroom. Content expands on information presented in EDTE 2200, EDEC 2500, and EDEC 3110.</td>
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<td>Examination of methods and materials appropriate for teaching mathematics to young children. Emphasis placed on using developmentally appropriate experiences to provide for diversity of learners, including those with disabilities.</td>
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<td>This course is designed to prepare early childhood teacher candidates with the knowledge, skills, and dispositions that provide the foundation for effective science teaching. It develops teacher candidates' abilities to design inclusive and culturally responsive learning environments based on current perspectives about student learning and using evidence-based strategies for teaching and assessment. It also emphasizes scientific inquiry, core ideas, and cross-cutting concepts as recommended by the Ohio Learning Standards for Science and the Next Generation Science Standards.</td>
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Office of the University Registrar
June 1, 2023
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<td>Materials and methods in teaching social studies in elementary and middle grade classrooms, with emphasis on lesson, unit and project development in ways that promote historical perspective-taking and empathy, spatial reasoning and geographic literacy, environmental, cultural and global awareness, and the integration of economics, political science, current events and civic engagement into social studies curriculum for the improvement of community and social life.</td>
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<td>This course prepares students to teach social studies in 4th and 5th grade classrooms, based on sound understandings of child development, knowing the content to be taught, and how to effectively teach the content to students. This course fulfills the Social Studies Education component of requirements of the Ohio Department of Education for adding a Generalist Endorsement to your Early Childhood Teaching License.</td>
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<td>Examines knowledge bases for development through adolescence, including principles of development and predictable sequences of development in physical, psycho-motor, cognitive, social, emotional and moral reasoning domains. Inquiry approaches suitable for systematic observation of child behavior, child study and/or learning in mathematics, science or social studies content areas also developed.</td>
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<td>Study of formative and summative assessment processes and tools available for use in elementary and middle level classrooms. Focus on use of data and evidence to inform lesson planning and instruction.</td>
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COURSE LISTING
SORTED BY College, Department/School, Prefix

Office of the University Registrar
June 1, 2023
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Office of the University Registrar
June 1, 2023
Page 558 of 1005
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COURSE DESC: Continuation of EDPL 4580. All early childhood education and early childhood and elementary education majors must complete a full-time professional internship experience for graduation and licensure requirements. This internship provides students an embedded teaching experience in an elementary setting under the guidance of a mentor teacher. Students plan and implement learning experiences that are developmentally appropriate for elementary learners and work as part of a collaborative classroom teaching team.
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<td>COURSE DESC: Extended participation in school program extending over period of one semester, designed primarily for students with some classroom teaching experience, especially students from other countries.</td>
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<td>COURSE DESC: Capstone seminar in which teacher candidates demonstrate data-based instructional practices and reflection as they are concurrently completing their professional internship under the direction of a cooperating teacher and university supervisor. Through planning and independent teaching an extensive unit of instruction, candidates document synthesis through the completion of the edTPA. Allows candidates to demonstrate culminating knowledge, skills and dispositions acquired through course work in professional education as well as required content course work across the university.</td>
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Office of the University Registrar
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<td>Theory into practice internship based upon research findings in EDTE 6910.</td>
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<td>Prepares prospective physical education K-12 teachers. School observations, creating teaching units and teaching lessons. Experiential based on successful completion of teaching units and teaching lessons. Functioning as classroom teacher with regular supervision, as team member in team-teaching situation, or as assistant to administrator or supervisor. Weekly seminar conducted by college staff and public school associates.</td>
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<td>Teaching certificate and experience for interns in administration and supervision. Internship in school administration, supervision of instruction, or classroom teaching for minimum of one semester, full-time. Following brief period of orientation to school and community, assumption of increasing responsibility under direct supervision of staff member of school system. Functioning as classroom teacher with regular supervision, as team member in team-teaching situation, or as assistant to administrator or supervisor.</td>
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<td>Continuation of EDPL 7600. Teaching certificate and experience for interns in administration and supervision. Internship in school administration, supervision of instruction, or classroom teaching for minimum of one semester, full-time. Following brief period of orientation to school and community, assumption of increasing responsibility under direct supervision of staff member of school system. Functioning as classroom teacher with regular supervision, as team member in team-teaching situation, or as assistant to administrator or supervisor.</td>
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<td>Special studies based upon direct experience in supervision of student teachers in campus or public school laboratories.</td>
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<td>The course focuses on teaching tasks and models that support candidates to develop effective teaching skills for secondary school settings. It addresses methods for systematic observation and analysis of practice and reviews tools for self-analysis.</td>
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<td>The lab course supports teacher candidates' developing practice in the secondary school setting. Its major emphasis is on developing systematic skills in observation and analysis of teaching. Focus is on the application of theory and methods learned in EDSE 2500 in 7th-12th grade classrooms.</td>
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<td>Individualized tutorial open to HTC students only.</td>
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**Course Description:**
- **Teaching Content Literacy:** Lecture component. Emphasis on techniques for using reading and writing as tools for the acquisition of new content. Focuses on general literacy skills, prior knowledge of content, and understanding of instruction in secondary schools. Additional emphasis includes ESOL and ESL teaching theories and methods. Course is a field experience focusing on the application of theory and methods learned in EDSE 4780 and 4720.
- **Evaluation of Student Progress:** Lecture component. Focus on the knowledge and skills for using classroom assessment to evaluate student learning. Addresses strategies for using data effectively and promoting data-driven decision making and problem solving based on collected data.
- **Secondary School Science Methods:** Lecture component. Prepares candidates for teaching actual science classrooms in the community through the integration of service learning projects. Candidates are expected to design individual lessons and units that incorporate national and state standards, classroom management, student safety, learning theory, assessment, the nature of science, science in the community, and scientific literacy. Candidates are also expected to use accurate science content, inquiry skills, and practices through class activities and assignments. Service learning is a designated C course, students are required to participate in and reflect upon meaningful service commitments within the community. Travel to and from service learning sites is necessary and is organized collaboratively through the course. These service learning obligations require out of class time, however, all efforts are made to ensure that scheduling and service options are flexible and meet student professional needs and interests.
- **Secondary School Science Teaching Lab:** Laboratory component. Practicum in approved school settings enables students to teach science students, building from small-group instruction to extended teaching of entire classes. College students also participate in science fairs, contests, and olympiads.
- **Teaching Earth Science:** Lecture component. Addresses principles and practices for teaching earth science. Standards and model curricula are investigated and used to develop short- and long-term instructional plans for use with teachers and students in P-16.
- **Teaching Earth Science Lab:** Laboratory component. Course is a field experience focusing on the application of theory and methods learned in EDSE 4720.
- **Teaching Physical Science:** Lecture component. Course addresses principles and practices for teaching physical science. Standards and model curricula are investigated and used to develop short and long term instructional plans for use with teachers and students in P-16.
- **Teaching Physical Science Lab Field:** Laboratory component. Course is a field experience focusing on the application of theory and methods learned in EDSE 4780.
- **Introduction to Teaching Secondary Social Studies:** Lecture component. Course is designed to enable future social studies teachers to design, implement, evaluate, and reflect upon practices and processes for social studies education. Teacher candidates will explore the purpose and value of social studies, practice different methods and techniques of instruction, and gain valuable experience in curriculum development, unit planning, and assessment for classrooms and through service learning.
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<td>Students learn about the foundations of research-based approaches to teaching mathematics to students in preschool through grade 12, with a focus on supporting students with disabilities. They experience learning mathematics through rich problems that encourage multiple strategies, analyze children's ways of solving similar problems, and develop lessons that align to current educational standards and research recommendations. Students are required to complete a 30 hour field experience.</td>
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<td>Designed to be a broad introductory level course in special education for students with little or no background and experience in this area. The course is appropriate for students from various fields that are related to education and for those who are simply interested in and curious about learners who are exceptional. The course will present a brief general overview of learners with exceptional needs along with educational and social issues that surround them. Not for education majors.</td>
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<td>This course covers comprehensive analysis of etiology, characteristics, and assessment of learners with disabilities from P-12. Students learn the various roles and responsibilities of Intervention Specialists, including the ethical and legal considerations for educating students with disabilities. Course discussions center around educational services, laws, and advocacy issues in relation to supporting learners with disabilities from birth to adulthood, with a focus on self-determination from an academic, social, behavioral, and cultural lens.</td>
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<td>This course integrates theory and clinical experiences by focusing on assessing and analyzing problems related to classroom learning environments; identifying and planning program enhancements and interventions using data-based decisions and progress monitoring; and implementing and evaluating the plan in clinical settings. The course explores issues and methods for assessing the academic, social/emotional/behavioral, and life skills of students receiving services and supports under IDEA. Students learn to interpret formal and informal learning environments and ecological assessments, create and apply accommodations and modifications of various assessments, and develop alternative and community-based assessments to support student learning and success.</td>
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<td>2900</td>
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<td>Lecture</td>
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<td>Admission to Advanced Standing and 2.75 GPA</td>
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<tr>
<td>COURSE DESC:</td>
<td>Provides knowledge and experiences necessary to use and analyze computers and other technology with persons who have special needs considering the functionality of hardware, software and peripherals. Focus on using technology including: compensation for sensory, physical, communications and learning disabilities and as a tool for information management. Commercially available software examined in terms of its applicability to people with special needs and existing curricula. Requires 10-hour service learning component.</td>
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<td>COURSE DESC:</td>
<td>Practical application of concepts and skills introduced in special education courses in prerequisite and current block; direct observations, planning, and teaching under the supervision of a cooperating teacher and university supervisor in settings with persons with mild to moderate educational needs. Requires minimum of 120 direct contact hours.</td>
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<td>COURSE DESC: Practical application of concepts and skills introduced in special education courses in prerequisite and current block; direct observations, planning, and teaching under the supervision of a cooperating teacher and university supervisor in settings with persons with mild to moderate educational needs. Requires minimum of 120 direct contact hours.</td>
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<td>COURSE DESC: Provides minimum of 120 direct field hours of practical application of concepts and skills introduced in special education courses in the prerequisite and current block courses; direct observations, assessment, planning, and teaching under the supervision of a cooperating teacher and university supervisor in settings with persons with moderate to intensive educational needs.</td>
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<td>COURSE DESC: The content and activities of this course focus on the ethical development of class-wide management systems for the purposes of creating a positive classroom climate, providing proactive supports to reduce challenging behaviors, and teaching conflict resolution skills. Theories of behavior and interventions, universal and targeted supports, and collaboration with colleagues and families are also addressed through discussion and activities.</td>
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<td>COURSE DESC: This course addresses individualized supports and intensive behavioral interventions for learners receiving services under IDEA in K-12 settings. Students engage in functional behavioral assessment to determine ethical and intentional intervention strategies, implement behavior intervention plans, and collect data to determine the efficacy and any needed modifications.</td>
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<td>COURSE DESC: This course focuses on the selection of current methods used in teaching students with high incidence disabilities. Students discuss instructional considerations to integrate effective teaching methods and eliminate potential learning barriers. This course presents specific techniques and practice activities on effective methods of instruction for learners with high incidence disabilities, focusing on Universal Design for Learning, backwards planning, scaffolding, and differentiation techniques. Students apply the various instructional and assistive technologies used in the field of special education to their lesson planning and classroom instruction.</td>
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<td>Career Development and Transition Planning for Learners with Special Needs</td>
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<td>ELIGIBLE GRADES: GEC1: A-F</td>
<td>REQUISITE: C or better in (EDSP 3600 or 3610) and C or better in (EDSP 3550 and 3700 and 4730 and 4850)</td>
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<td>COURSE DESC: Presents comprehensive overview of the continuum of vocational options for persons with disabilities at the secondary and post-secondary levels. Additionally, procedures for preparing exceptional children and adults to fulfill their career roles as family members, community residents, and workers addressed. Focuses on the delivery of quality services within limited resource environments.</td>
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<td>COURSE DESC: This course provides the opportunity to synthesize special education content, disability law and policy, and inclusive best practices with regard to developing arguments and advocating for rights for students with disabilities. The focus is on demonstrating the importance of advocating for inclusive, just, and equity-focused schools, communities, and policies for students with disabilities. Teacher candidates reflect on and evaluate the current treatment of students with disabilities and advocate for change through a variety of written products.</td>
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<td>ELIGIBLE GRADES: GEC1: A-F</td>
<td>REQUISITE: Teacher Education Students, Admission into Advanced Standing</td>
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<td>COURSE DESC: This course is designed to give intervention specialists exposure to working with children who have disabilities that include significant medical issues and/or Complex Communication Needs (CCN). Students explore the continuum of Augmentative and Alternative Communication (AAC) as well as Assistive Technology (AT). This course also supports intervention specialists’ understanding of the medical information necessary to facilitate service delivery to learners receiving services and supports under IDEA, with a focus on symptoms of conditions, causes of disabilities, functional implications, and vocational aspects of disability. Students practice the use of integrated communication, health, and medical supports for individuals with various support needs.</td>
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EDSP 4600 Field Experience in Special Education II
ELIGIBLE GRADES: GEC1: A-F, CCR
COURSE DESC: This field experience focuses on increasing responsibilities in the practical application of concepts and skills introduced in special education courses in prerequisite and current block. Teacher candidates (pre-service teachers) complete direct observations, planning, and teaching under the supervision of a cooperating teacher and university supervisor in settings with persons receiving services and supports under IDEA. This course is the second in a two-part early field experience where teacher candidates engage a variety of clinical experiences to expand their knowledge of serving students was a disabilities to prepare them for dual licensure. A minimum of 120 direct contact hours are required.

EDSP 4610 Field Experience in Special Education--Moderate to Intensive Educational Needs
ELIGIBLE GRADES: GEC4: A-F, CCR
COURSE DESC: Increasing responsibilities in the practical application of concepts and skills introduced in special education courses in prerequisite and current block; direct observations, planning, and teaching under the supervision of a cooperating teacher and university supervisor in settings with persons receiving services and supports under IDEA. This course is the second in a two-part early field experience where teacher candidates engage a variety of clinical experiences to expand their knowledge of serving students was a disabilities to prepare them for dual licensure. A minimum of 120 direct contact hours are required.

EDSP 4750 Methods for Learners with Moderate to Intensive Educational Needs
ELIGIBLE GRADES: GEC1: A-F, CCR
COURSE DESC: Design and application of multifactored/transdisciplinary assessment procedures, curricular adoption/development, IEP transition, technology planning, proficiency testing/alternatives, instructional strategies including age-appropriate, functional, and community reference skills; use of positive behavioral supports; educational, adaptive equipment, assistive devices, and instructional materials to promote self-determination. Methods applied through case-based instruction, hands-on participation, and cooperative teaching.

EDSP 4770 Curriculum, Collaboration, and Consultation
ELIGIBLE GRADES: GEC1: A-F, CCR
COURSE DESC: This course is a comprehensive overview of collaboration as both a concept and a skill. Students develop professional competencies related to collaboration, consultation, co-teaching, and teaming in special education. Students learn and apply skills in using evidence based practices and standards-based curriculum development to provide K-12 learners with disabilities access to the general education curriculum. Knowledge and skills also include the consultation process, co-planning and reflective teaching, universal design for learning (UDL), collaborating with professionals and parents, legal and ethical issues, and inter-agency and interdisciplinary collaboration.

EDSP 4850 Assessment and Evaluation Under IDEA
ELIGIBLE GRADES: GEC1: A-F, CCR
COURSE DESC: This course covers formal and informal methods of assessment, data collection, and appropriate application of assessment data utilizing laboratory and field experiences. Students develop and interpret assessment data in the development of a comprehensive Individualized Education Program (IEP). Students consider legal and ethical issues related to the assessment and evaluation of receiving services and supports under IDEA.

EDSP 4900 Special Topics in Education - Special
ELIGIBLE GRADES: GEC3: A-F, CR
COURSE DESC: Specific course content will vary with offering.

EDSP 5300 Teaching Mathematics for Diverse Learners
ELIGIBLE GRADES: GEC1: A-F, CR
COURSE DESC: Students learn about the foundations of research-based approaches to teaching mathematics to students in preschool through grade 12, with a focus on supporting students with disabilities. They experience learning mathematics through rich problems that encourage multiple strategies, analyze children's ways of solving similar problems, and develop lessons that align to current educational standards and research recommendations.

EDSP 5700 Services and Supports under IDEA
ELIGIBLE GRADES: GEC4: A-F, CR, PR
COURSE DESC: This course provides an in-depth overview to the field of special education, presenting basic knowledge and understanding of the historical and legal aspects, nature and needs of persons with support needs across the life-span, attitudes and expectations essential to working with children who receive services and supports under IDEA, delivery of services appropriate to meeting their needs, and current trends and issues with an emphasis on inclusive education in limited resource environments. It also offers elements of UDL to delivery of competencies through the infusion of self-selected activities in meeting specific candidate learning needs.
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Office of the University Registrar
June 1, 2023
Page 568 of 1005
## MASTER CURRICULUM FILE

### COURSE LISTING

**SORTED BY College, Department/School, Prefix**

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### ELIGIBLE GRADES: GEC1: A-F

### REQUISITE: EDSP 5700

### COURSE DESC:

**Comprehensive overview and development of professional competencies related to research/evidence based practice, standards-based curriculum development, access to the general education curriculum, collaboration, consultation and co-teaching in special education. Content includes the selection and use of research/evidence based practices, collaboration and consultation processes, curriculum development/co-planning (developing unit of study), universal design for learning (UDL), adaptations and modifications of curricula and instruction to meet learner needs, communicating with professionals and parents, working in teams, legal and ethical issues, interagency and interdisciplinary collaboration, and collaborating with families of students with special needs. The course is designed for candidates in the mild/moderate (GC), moderate-intensive and (IC) and early childhood (EC) intervention specialist areas.**
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<td>Nature and Needs of Young Children with Exceptionalities offers an in-depth overview to the field of special education for children from birth through age 10. It presents basic knowledge and understanding of (a) the historical and legal aspects of the field, (b) nature and needs of young children with exceptionalities, (c) attitudes essential to working with students with exceptionalities, (d) expectations and delivery of services appropriate to meeting their needs, and (e) current trends and issues in the field of special education. This course has an emphasis on inclusive practices and universal design for learning to promote positive child outcomes (birth - age 10) across various environments.</td>
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<td>This course focuses on the early identification, assessment, and progress monitoring of children in early childhood settings using multiple developmentally appropriate assessments to identify young children with special needs and inform students’ instructional practices to support all young children’s learning. Students examine various formal and informal approaches to compile, summarize, interpret, and ethically use assessment information to build their skills in (a) creating meaningful learning goals and intervention plans, (b) individualizing instruction, (c) monitoring children’s progress, (d) evaluating children’s learning, and (e) adapting instructional practices based upon the data.</td>
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<td>Provides knowledge and experiences necessary to use and analyze computers and other technology with persons who have special needs considering the functionality of hardware, software and peripherals. Focuses on using technology including: compensation for sensory, physical, communications and learning disabilities and as a tool for information management. Commerically available software examined in terms of its applicability to people with special needs and existing curricula. Requires 15-hour service learning component.</td>
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Office of the University Registrar
June 1, 2023
Page 570 of 1005
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COURSE DESC: Provides candidates with the major theories of learning and human development as applied educational processes in various learning environments. Candidates will gain foundational knowledge of theory and research on motivation, instructional strategies, classroom management, and assessment of student learning.
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Office of the University Registrar
June 1, 2023
Page 573 of 1005
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Office of the University Registrar
June 1, 2023
Page 574 of 1005
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**Eligible Grades:** GEC1: A-F  
**Course Desc:** This course provides an understanding of the theoretical foundations of reading and reading instruction. Topics of instruction include: historical perspectives of the field; theories of reading and reading instruction; research in reading and reading instruction; and the relationships between oral language, writing, diversity and learning to read. Emphasis is on how these factors impact the decisions teachers make when planning, preparing, organizing and teaching literacy in the classroom.

| EHS TEDU | EDTE | 5210 | Foundation of Language and Diversity | Lecture | 3 | 0 | N | G50 | 0 |  |

**Eligible Grades:** GEC4: A-F  
**Course Desc:** In-depth study of how diversity (English language learners (ELLs), students of different cultural and ethnic backgrounds, and students with learning problems) effects the development of reading. Covers a comprehensive review of the research literature in these areas as well as an examination of suggested strategies for teaching students of diversity and how these strategies align with the research. Field work during which candidates observe and teach students from among these categories is a part of this course.

| EHS TEDU | EDTE | 5220 | Assessing and Teaching Struggling Readers | Lecture | 3 | 0 | N | G50 | 0 |  |

**Eligible Grades:** GEC4: A-F  
**Course Desc:** This course focuses on an initial introduction to in-depth assessment and evaluation of students' reading ability with the intent of preparing programs of instruction designed to improve reading weaknesses. Candidates learn and administer a number of different assessments and plan instruction according to determined student needs. Emphasis is placed on working with a single student who has been identified as reading below grade level. Candidates write a final case report of one student's reading strengths and needs.

| EHS TEDU | EDTE | 5221 | Diagnosis: Reading/Language Arts | Lecture | 3 | 0 | N | G50 | 0 |  |

**Eligible Grades:** GEC1: A-F  
**Course Desc:** This course focuses on the examination and practice of a variety of assessments suitable for the evaluation of students' reading performance. Candidates assess, tutor, and prepare a case report for a student from grades P-3 or 4-6 for a minimum of 35 hours. Course topics include: investigating the purposes of and determining appropriate use of reading assessments; determining reliability/validity; selecting/developing appropriate assessments; administering/interpreting assessments and planning appropriate instruction; collaborating with reading professionals for instruction and intervention; and communicating assessment results to appropriate audiences.

| EHS TEDU | EDTE | 5230 | Reading/Language: Laboratory | Lecture | 3 | 0 | N | G50 | 0 |  |

**Eligible Grades:** GEC4: A-F  
**Course Desc:** This course extends students' knowledge and skills related to helping children become successful readers and writers. Students perform diagnostic examinations, prepare lesson plans, and individually tutor a struggling reader. Through their work, students monitor the progress of their struggling reader, identifying instructional objectives based on diagnostic examinations and implementing specific strategies to remediate difficulties. The work in this course culminates in the creation of a final remediation report, including documentation and comparisons of assessment results as well as a full description of several activities used to meet each instructional objective. For this class, students are required to work with a student in grades K-3 or 4-6 for a total of 35 hours.

| EHS TEDU | EDTE | 5240 | Literature for Children and Adolescents | Lecture | 3 | 0 | N | G50 | 0 |  |

**Eligible Grades:** GEC4: A-F  
**Course Desc:** This course builds on the foundational knowledge acquired in undergraduate children's literature courses to focus on diversity in literature for P-12 students. Understanding the components of children's literature (e.g., genre, voice, character development), students in this course critically evaluate their knowledge and use of diverse literature with P-12 students. Students learn more about the diversity that does (and does not) exist in literature for young students, and read and evaluate literature that brings attention to diversity of race, ethnicity, religion, gender identity, sexual identity, socioeconomic status, familial status, ability, and mental health.

| EHS TEDU | EDTE | 5250 | Reading Instruction | Lecture | 3 | 0 | N | G50 | 0 |  |

**Eligible Grades:** GEC4: A-F  
**Course Desc:** Focuses on core and remedial reading instruction.

| EHS TEDU | EDTE | 5260 | Teaching Literacy in the Content Areas | Lecture | 3 | 6 | N | G50 | 0 |  |

**Eligible Grades:** GEC4: A-F  
**Course Desc:** Strategies for using various content-area appropriate literacy materials across K-12 classrooms are presented in this course. Diagnosis of the readability of texts and the adaptation of materials and teaching for content area instruction is also presented. A focus of this course is on meeting the literacy needs of all students, especially diverse learners, across all content areas.
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**EHS TEDU EDTE 5261 Secondary Reading Instruction**

**Component**: Lecture

**Cred Hours**: 3

**Repeat**: 0

**General Education**: N

**Perm**: G50

**Subsidy Level**: 0

**eLearn Options**: 

**Majors Set Aside**: 

This course focuses on materials, methods, and techniques of secondary reading instruction for teaching adolescent learners of various abilities. Emphasis is placed on diagnosis of reading difficulties and adaptation of materials and teaching methods for content area instruction. Candidates are required to complete 35 hours of field work with a student in grades 7-12 as part of this course. This course is reserved for candidates in the Master's of Reading Education and Reading Endorsement programs only.

**EHS TEDU EDTE 5270 Phonics and the Structure of Language**

**Component**: Lecture

**Cred Hours**: 3

**Repeat**: 0

**General Education**: N

**Perm**: G50

**Subsidy Level**: 0

**eLearn Options**: 

**Majors Set Aside**: 

This course provides information and training in the foundations of phonics instruction. In this course, candidates explore the historical, linguistic, and instructional framework related to phonics skill development and learn how to adjust instruction for the needs of all learners.

**EHS TEDU EDTE 5300 Teaching Middle Childhood Mathematics**

**Component**: Lecture

**Cred Hours**: 3

**Repeat**: 0

**General Education**: N

**Perm**: G50

**Subsidy Level**: 0

**eLearn Options**: 

**Majors Set Aside**: 

Students extend their understanding of research-based approaches to teaching middle grades mathematics and put these approaches into practice. This course includes a field placement in a grades 4-9 classroom, which is arranged by the College of Education. Students plan and enact mathematics lessons in their field placement and reflect on their teaching. There is a strong emphasis on identifying and building on children’s home, community, and mathematical strengths and on understanding the relationship between mathematics, children’s lives, and real-world issues.

**EHS TEDU EDTE 5400 New Programs and Practices in Science**

**Component**: Lecture

**Cred Hours**: 3

**Repeat**: 0

**General Education**: N

**Perm**: G50

**Subsidy Level**: 0

**eLearn Options**: 

**Majors Set Aside**: 

This course is designed to prepare middle childhood education teacher candidates with the knowledge, skills, and dispositions that provide the foundation for effective science teaching. It develops teacher candidates’ abilities to design inclusive, safe, and culturally responsive learning environments based on current perspectives about student learning and using evidence-based strategies for teaching and assessment. It also emphasizes scientific inquiry, core ideas, and cross-cutting concepts as recommended by the Ohio Learning Standards for Science and the Next Generation Science Standards. Additional emphasis is placed on the analysis of current trends and research in the field of middle grades science education.

**EHS TEDU EDTE 5410 New Topics in Science and Science Education**

**Component**: Lecture

**Cred Hours**: 1 to 3

**Repeat**: 6

**General Education**: N

**Perm**: G50

**Subsidy Level**: 0

**eLearn Options**: 

**Majors Set Aside**: 

Modern advances in science and current science education topics to determine suitable content, apparatus, and grade level placement for presentation in schools. Development and use of curriculum guides, curriculum models, modern units, outdoor education, science fairs, field trips, programmed materials, uses of technology, and similar methods of advancing science education.

**EHS TEDU EDTE 5420 Seminar in Science Education**

**Component**: Seminar

**Cred Hours**: 1 to 3

**Repeat**: 6

**General Education**: N

**Perm**: G50

**Subsidy Level**: 0

**eLearn Options**: 

**Majors Set Aside**: 

Provides elementary and secondary school teachers with a variety of techniques that enable them to integrate new concepts of science education into their teaching, such as environmental education, population education, energy conservation, world hunger, food problems, outdoor biology, etc.

**EHS TEDU EDTE 5510 Teaching Middle Childhood Social Studies**

**Component**: Lecture

**Cred Hours**: 3

**Repeat**: 0

**General Education**: N

**Perm**: G50

**Subsidy Level**: 0

**eLearn Options**: 

**Majors Set Aside**: 

The foundation of social studies is to help students develop new understandings of the world through discourse and activities that emphasize applications to authentic issues of human society. Problem solving, critical thinking and analysis, negotiation and collaboration are part of the teaching of social studies content. Using national and state standards, course emphasizes integrated social studies for curriculum organization in grades 4-9.

**EHS TEDU EDTE 5510L Teaching Middle Childhood Social Studies - Lab**

**Component**: Laboratory

**Cred Hours**: 1

**Repeat**: 0

**General Education**: N

**Perm**: G50

**Subsidy Level**: 0

**eLearn Options**: 

**Majors Set Aside**: 

Companion lab course for EDTE 5510.

**EHS TEDU EDTE 5600 Advanced Studies of Children and Adolescents**

**Component**: Lecture

**Cred Hours**: 3

**Repeat**: 0

**General Education**: N

**Perm**: G50

**Subsidy Level**: 0

**eLearn Options**: 

**Majors Set Aside**: 

Intensive study of research in child development from conception to maturity and implications for educational practices.
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COURSE LISTING

MASTER CURRICULUM FILE

SORTED BY College, Department/School, Prefix

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Office of the University Registrar
June 1, 2023
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<td>Critical analysis and discussion of theory, research, major issues, problems, and trends in middle level education with particular emphasis on future plans, projections, and orientations. Critical analysis and discussion of theory, research, major issues, problems, and trends in the field of middle level education with particular emphasis on future plans, projections, and orientations.</td>
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<td>Review of selected approaches to the study of curriculum, curriculum construction processes, and alternative frameworks for approaching curriculum development and change initiatives. Emphasis will be placed on articulating a) evidence-based approaches for proposing studies of curriculum and instructional processes in classrooms and schools, b) the relative influence of various participants in curriculum and curriculum development processes, including students, teacher(s), materials, media and technology, in relation to social and cultural contexts in classroom, school, home and community settings, and c) student learning outcomes.</td>
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<td>Study of conceptual frameworks, strategies and approaches for observing and assessing the processes and outcomes of instruction and instructional performance in classrooms and/or other educational settings. Focus will be directed to a) questions or concerns guiding the interest, b) paradigmatic or conceptual frameworks adopted, c) learning outcomes intended by the instructor and/or the observer and/or relevant others. Emphasis will be placed on identification of empirical/evidence-based studies of teaching and learning, especially research on the teaching and learning of school subjects, managing and monitoring student learning, project-based learning, specialized or alternative curriculum models, induction-year teaching, and/or other frameworks for which empirical evidence and/or published support materials can be identified.</td>
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<td>In-depth study of the issues surrounding diversity and the instruction of reading/literacy.</td>
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<td>COURSE DESC: Provides an in-depth study of the pedagogical issues surrounding the instruction of students with reading/literacy problems. Candidates will have a practical experience working with these students.</td>
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<td>COURSE DESC: Materials, methods, and techniques of secondary reading instruction for teaching adolescent learners of various abilities. Emphasis on diagnosis of reading difficulties and adaptation of materials and teaching methods for content area instruction. This course contains a practicum experience working with an adolescent student with reading/literacy difficulties. Instruction is within one of the student's content areas with which the student is having problems in school.</td>
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<td>COURSE DESC: Critical evaluation of literature and recent research on objectives, content, and methodology. History of instruction, current problems and issues, recent trends and emphases in teaching practices. Impact of dominant theories of learning and philosophies of education.</td>
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<td>COURSE DESC: This course will examine Piaget's Constructivism by examining his own writings. In this course we will read together from books written by Piaget's and discuss how it relates to educational practice and pedagogy.</td>
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<td>Democratic Education and other Progressive Models</td>
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<td>COURSE DESC: This course will examine the Democratic Education movement and other progressive education initiatives. Specifically we will examine the writings of Jean Jacques Rousseau, Johann Heinrich Pestalozzi, A.S. Neill, Ivan Illich and John Caldwell Holt to examine the tenants of democratic education and the de-schooling and un-schooling movements.</td>
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<td>COURSE DESC:</td>
<td>History of science instruction, curriculum problems, issues, recent trends, and emphases in teaching practices. Impact of dominant theories of learning and philosophies of education on current curriculum changes in science. Critical review of existing conventional programs used as a background for examining experimental programs. Emphasis on historical development of science education from dominance of nature study and aesthetics to modern experimental programs.</td>
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<td>Critical discussion of curricula for the social sciences, social life in classrooms, schools and communities, and social justice. Emphasis is placed on active teaching, inquiry, problem-based and service learning, teaching of social studies.</td>
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<td>Interpretation of scientific literature on human development as related to classroom experience in preschool through adolescence. Independent projects and solving selected educational problems.</td>
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<td>Review of current literature and research in education. Preparation of research proposal.</td>
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<td>Extended, supervised experience in a classroom or other educational setting for a) active engagement in curriculum and instruction and/or teaching and learning processes, b) systematic documentation and analysis of curriculum and/or instructional processes and/or curriculum change and/or instructional change initiatives, c) application of an action inquiry framework to guide active participant-observation, and d) presentation of poster at Research and Creative Activity Event and/or preparation of a manuscript to be submitted for publication.</td>
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<td>COURSE DESC:</td>
<td>Study and critique of major theories of learning and human development; analysis of present and future social and cultural changes and their potential impact on human learning and development.</td>
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<td>Analytical study of theories, concepts, and strategies and roles of change agents as related to change in education.</td>
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<td>COURSE DESC:</td>
<td>This course is designed to introduce doctoral students to the professional publication process and the crafting of literature reviews. Students will become familiar with editorial policies of relevant periodicals, identify various professional publication outlets and review a manuscript using professional editorial criteria. The course will culminate in a manuscript or alternative product that will be submitted for publication.</td>
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<td>COURSE DESC:</td>
<td>Critical review of theory, research, issues, and new directions in the study of mentoring and development of mentoring practices and programs in schools and other educational settings.</td>
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<td>COURSE DESC:</td>
<td>Critical evaluation of literature and recent research on objectives, content, and methodology. History of instruction, current problems and issues, recent trends and emphases in teaching practices. Impact of dominant theories of learning and philosophies of education.</td>
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<td>Research and Curriculum in the Literacy Clinic</td>
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**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR  
**REQUISITE:**
EDTE 7200  
**COURSE DESC:**
Independent study with topic restricted to some aspect/level of reading instruction.

| EHS     | TEDU | EDTE | 8240  | Research and Curriculum: Literature in a Reading/Literacy Program | Seminar | 3 to 10 | 10 | N | G50 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR  
**REQUISITE:**
EDTE 7210  
**COURSE DESC:**
Independent study with topic restricted to some aspect/level of language arts instruction.

| EHS     | TEDU | EDTE | 8310  | Practicum in Mathematics | Laboratory | 1 to 3 | 3 | N | G50 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR  
**COURSE DESC:**
Practicum in teaching math prior to the professional internship.

| EHS     | TEDU | EDTE | 8500  | Seminar in Social Studies Curriculum | Seminar | 3 | 0 | N | G50 | 0 |

**ELIGIBLE GRADES:**
GEC2: A-F, CR, PR  
**COURSE DESC:**
Focuses on the foundations of social studies education. It includes an analysis of various schools of thought in the social studies, past and present, as well as school systems and delivery of the social studies curriculum.

| EHS     | TEDU | EDTE | 8510  | Seminar in Social Studies Research | Seminar | 3 | 0 | N | G50 | 0 |

**ELIGIBLE GRADES:**
GEC2: A-F, CR, PR  
**COURSE DESC:**
Review of the social studies research literature. It includes a focus on current research topics featured in the field's major scholarly journals as well other significant research publications.

| EHS     | TEDU | EDTE | 8520  | Seminar in Social Studies Education Research | Seminar | 3 | 0 | N | G50 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR  
**COURSE DESC:**
Identification of reasonable problems that can be researched in social studies and development of appropriate research design.

| EHS     | TEDU | EDTE | 8700  | Legal Issues in Special Education | Seminar | 3 | 0 | N | G50 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR  
**COURSE DESC:**
Provides an in-depth and critical study of the historical evolution of legal issues in disabilities with attention to its constantly changing impact on policy and service systems for people with disabilities. Particular emphasis is placed on special education law as it applies to public schooling in limited resource environments.

| EHS     | TEDU | EDTE | 8720  | Critical Issues and Current Trends in Special Education | Seminar | 3 | 0 | N | G50 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR  
**COURSE DESC:**
Examination of the most salient issues and questions facing the field of special education. Divergent perspectives regarding these challenges that currently confront the profession will be analyzed and evaluated, investigated, and collectively discussed along with trends that are profoundly altering both the manner in which special education teachers and administrators are professionally prepared, as well as the means by which children with diverse learning needs are delivered instruction in public school settings, with particular attention being given to the special challenges facing special educators and administrators in the delivery of quality services within limited resource environments.

| EHS     | TEDU | EDTE | 8740  | Applied Research in Disabilities | Seminar | 3 | 0 | I | G50 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR  
**COURSE DESC:**
Designed to provide an overview of applied research in disabilities and Special Education. Research will be grouped and analyzed according to the type of methodology employed, including literature reviews, experimental and quasi-experimental designs, single-subject designs, applied quantitative research, qualitative research, and meta-analysis. Specific studies/papers in each area are analyzed and critiqued, with an emphasis on identifying best practices in applied research. Complete a research proposal as a final product attending to the Special Education Program's focus which centers on the delivery of quality services within limited resource environments.

| EHS     | TEDU | EDTE | 8900  | Special Topics in Education - Teacher | Lecture | 1 to 15 | 999 | N | G50 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR  
**COURSE DESC:**
Specific course content will vary with offering.

| EHS     | TEDU | EDTE | 8912  | Research and Curriculum: Language and Literacy | Internship | 3 to 10 | 10 | N | G50 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR  
**COURSE DESC:**
Supervised field experiences in reading.
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<td>Provides applied learning experiences in a university, public school, governmental office, or agency and participation in professional activities which produces a tangible product. Experiences may include: college teaching, program development, grant writing, curriculum and/or program development, materials development, professional development to educators, policy development, and/or program management. Candidates will collaborate with professionals in special education, related services, and/or their professional colleagues. It will be a field based investigation intended to connect theory and research with practical application to enhance special education services in limited resource environments.</td>
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<td>In-depth study of the school system and its English curriculum with critique by faculty and report by student using available research.</td>
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<td>Pre-dissertation independent doctoral study to increase content knowledge and pedagogical content knowledge.</td>
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Office of the University Registrar  
June 1, 2023  
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<td>FAA mandated ground instruction on FAA regulations and publications, weather, advanced flight computer operations, radio navigation, advanced aircraft and engine performance, and fundamentals of instructing. Covers requirements for FAA Fundamentals of Instructing Knowledge Test and Flight Instructor Airplane Knowledge Test.</td>
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<td>This capstone is a study of business aviation operations, management and finance to include corporate, fractional, charter, Fixed Base Operator (FBO), and various aviation business models. Students will apply research methods to actual cases from business partners and function as aviation business consultants. The result will require a synthesis of ideas and suggested solutions presented to the business partners.</td>
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<td>FAA mandated ground instruction on FAA regulations and publications, weather, advanced flight computer operations, radio navigation, advanced aircraft and engine performance, and fundamentals of instructing. Covers requirements for FAA Fundamentals of Instructing Knowledge Test and Flight Instructor Airplane Knowledge Test.</td>
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<td>FAA mandated ground instruction on FAA regulations and publications, weather, advanced flight computer operations, radio navigation, advanced aircraft and engine performance, and fundamentals of instructing. Covers requirements for FAA Fundamentals of Instructing Knowledge Test and Flight Instructor Airplane Knowledge Test.</td>
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**ELIGIBLE GRADES:** GEC1: A-F  **REQUISITE:** AVN 4850

**COURSE DESC:** Corporate pilot standards and practices with in-depth review of safety, standardization, and CRM concepts as applied to corporate flight operations. Will also cover aircraft systems, preflight, performance calculations, weight and balance, and emergency procedures in various piston and turbo-prop aircraft.

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**ELIGIBLE GRADES:** GEC1: A-F  **REQUISITE:** AVN 4860

**COURSE DESC:** An internship working for Ohio University Air Transport Service (A.T.S.) and/or Avionics Research Institute. Duties include flying as co-pilot in corporate flight operations in single-engine or multi-engine aircraft, as well as ground duties as part of a corporate flight management team.

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**ELIGIBLE GRADES:** GEC1: A-F  **REQUISITE:** AVN major or minor and (Jr or Sr)

**COURSE DESC:** Discussions and exercises to improve communication and networking skills while increasing knowledge of student's area of focus in the aviation industry. Topics include resume writing, interviewing, goal setting, report writing, presentation skills, public relations, diversity, and professional responsibilities.

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<th>ENT</th>
<th>AVN</th>
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<th>Lecture</th>
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**ELIGIBLE GRADES:**  **REQUISITE:**  **COURSE DESC:** Specific course content will vary with offering.
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**COURSE DESC: Lab techniques, calibration principles, fluid and flow measurements, pipe network, and pump test.**
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<td>Flow and pressure distribution in multi-loop networks, dynamics of flow in pumps and turbines, uniform and nonuniform flow in open channels, culvert hydraulics, hydrologic cycle, groundwater flow, surface flows, and water storage.</td>
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<td>Engineering concepts, theory, design, and practice as applied to solution of problems of environmental technologies; waste management; drainage; and control of water, soil, and atmospheric pollution; social and environmental impact of these solutions.</td>
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<td>Introduction to Transportation Engineering with emphasis on transportation planning concepts and multi-modal design elements.</td>
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<td>GEC1: A-F REQUIRE: ET 2220 and GEOL 2830 and (CE 3400 or concurrent)</td>
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<td>Soil compositions, physical and chemical properties, and classifications; water movement and seepage problems; consolidation and shear strength; applications to earth structures, retaining walls, slope stability, shallow &amp; deep foundations, and soil erosion.</td>
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<td>Classification of soils and determination of their properties through tests; grain size analysis, Atterberg limits, relative density, Proctor testing, permeability, direct shear, consolidation, unconfined compression, and GBR test.</td>
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<td>Engineering properties of materials used in civil engineering applications including metals, concrete, timber, and composites.</td>
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<td>The course covers global/societal issues, engineering economics, statistics, ethics, and professionalism, as related to the civil engineering field. Emphases are placed on the preparation of economic justification reports, statistical analysis reporting, conclusion development, and ethical position statements.</td>
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<td>Triangulation, astronomical observations, land surveying, instrument adjustments, and special topics.</td>
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<td>In this course, the students learn the legal principles in determination of boundary locations and the role of evidence in that determination. The students also learn procedures for weighing conflicting forms of evidence and guidelines for evaluation.</td>
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<td>Astronomical observations and methods used in GPS and photogrammetry to establish horizontal and vertical control for objects.</td>
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<td>Covers the fundamentals of construction equipment economics and productivity including: the selection of earth moving equipment and construction equipment fleet analysis. Addresses the fundamentals of cost estimating process including: contracts, bond, overhead, labor, pricing of excavation, pricing of concrete, pricing of metals, and pricing of wood.</td>
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<td>Techniques and applications of all aspects of the construction scheduling process; including background on scheduling construction projects, development of work breakdown structures, and transition to element of the construction project schedule; linear scheduling methods for heavy construction, use of real-world examples in civil engineering, and applications using Primavera Project Planner.</td>
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<td>Provides students with the fundamentals of construction law and contracts. Topics covered include: types of construction contracts, contract changes, claim, liability, and dispute resolution. Aspects of construction administration including project funding, project cash flow, accounting systems, depreciation, and analysis of financial statements.</td>
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**COURSE DESC:**
- **Strength of Materials II:** Unsymmetrical bending, shear centers, columns, energy, and continuation of basic topics usually taught in Strength of Materials I.

- **Experimental Methods in Civil Engineering:** Application and theory of electronic sensors to civil engineering measurements including strain gages, load cells, displacement transducers, accelerometers, and temperature measurements. Analysis of errors in measured data. Emphasis will be also placed on the preparation of laboratory reports and a project report. 3 lec.

- **Experimental Methods in Civil Engineering:** Application and theory of electronic sensors to civil engineering measurements including strain gages, load cells, displacement transducers, accelerometers, and temperature measurements. Analysis of errors in measured data. Emphasis will be also placed on the preparation of laboratory reports and a project report. 3 lec.

- **Structural Design in Concrete:** Materials and properties; design methods, strength of rectangular sections subject to bending moments, axial loads, and shear forces either separately or in combination; continuity in concrete construction; design of one-way slabs; design of T sections in bending; deflection calculations, and footing design.

- **Structural Design in Steel:** Materials and properties; design methods, design of tension members; structural fasteners; design of compression members, beams, trusses, and frames.

- **Timber Design:** Material properties and behavior of structural timber. Analysis and design of sawed timber and laminated timber members. Timber construction analysis and design.

- **Masonry Structural Design:** This is a civil engineering course related to masonry construction. The course covers a list of topics ranging from materials used in masonry construction to design standards and actual design steps. The course allows students to work on a project in which they design, build, and test a masonry structural element.

- **Prestressed Concrete Design:** Theory of prestressing. Design and analysis of prestressed concrete beams, slabs, box girders, and bridge girders by elastic and ultimate strength methods.

- **Flow Routing:** Gradually varied flow computation, the use of computer software programs for flow routing, and their engineering applications.

- **Water & Wastewater Engineering:** Sources and collection of public water supplies; principles of water treatment processes; quantities and collection of municipal wastewater; principles of wastewater treatment processes.

- **In-Situ Remediation:** Students will learn about the regulatory aspects of site remediation work, chemical & physical behavior of common groundwater and soil pollutants, different (chemical, biological, physical) mechanisms for remediation, and a survey of the proper use of various remediation techniques. Students will perform preliminary designs using several remediation methods.

- **Solid & Hazardous Waste Management:** Identification, classification, and study of methods of characterization, handling, treating, managing, and disposal of solid/hazardous wastes regulated under federal and state guidelines and legislation, site remediation, green chemistry.

- **Sustainable Construction:** Investigations into green building construction practices and sustainability including use of novel or recycled materials, energy management and efficiency, water use/re-use, and indoor air quality.

- **Water Resources Engineering:** A civil engineering course designed to provide integrated treatment of water resources engineering, including hydrological measurements, runoff, groundwater, water law, reservoir design, frequency analysis, planning, flood control. Systems approach to multipurpose water resource projects emphasized.

- **Water Quality Engineering:** Natural and man-made characteristics of water quality, changes in quality resulting from use, criteria for control of stream pollution, methods of improving water quality, also legal, economic, and institutional aspects lab methods and interpretation of results for chemical and bacteriological examination of water and wastewater.

Office of the University Registrar  
June 1, 2023  
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<td>Natural and man-made characteristics of water quality, changes in quality resulting from use, criteria for control of stream pollution, methods of improving water quality, also legal, economic, and institutional aspects lab methods and interpretation of results for chemical and bacteriological examination of water and wastewater.</td>
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<td>Aspects of highway safety, identification of highway safety problems, and design/implementation/evaluation of highway safety improvement projects and programs.</td>
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<td>Introduction to urban transportation planning, characteristics of urban travel, travel demand models, decision models, and future issues.</td>
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<td>Traffic parameters, traffic data collection, capacity analysis of freeways, signalized intersection design, hardware, communication and detection systems, and coordinated signal system analysis and design.</td>
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<td>Design and construction problems in soil engineering, subsurface investigation, foundation selection and design criteria, principles of design of shallow and deep foundations, retaining walls, and site improvement.</td>
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<td>Advanced techniques for measurement of soil engineering properties.</td>
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<td>Engineering, geological, and pedological soil classification systems. Mineralogy of clay minerals and clay-water systems, requirements for and factors affecting soil stability. Methods and mechanics of soil stabilization, designing and testing stabilized soils.</td>
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<td>Engineering, geological, and pedological soil classification systems. Mineralogy of clay minerals and clay-water systems, requirements for and factors affecting soil stability. Methods and mechanics of soil stabilization, designing and testing stabilized soils.</td>
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<td>4770</td>
<td>Rock Mechanics and Design</td>
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<td>Physical properties and classification of intact rock and rock masses, rock exploration, engineering properties of rock, stresses in rock around underground openings, rock tunneling, rock slope stability, bolting, blasting, grouting, rock foundation design, and rock fracturing.</td>
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<td>CE</td>
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<td>Types, constituents, chemical behavior, tests, specifications, and uses of bituminous materials, Portland cements, and aggregates in pavements. Design and manufacture of paving mixtures and construction of pavements.</td>
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<td>CE</td>
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<td>Principles of Pavement Design</td>
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<td>Fundamentals of wheel loads and stresses in pavements. Properties in pavement components and design tests. Design methods and evaluations.</td>
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<td>Special Topics in Civil Engineering</td>
<td>Lecture</td>
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<td>Specific course content will vary with offering.</td>
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<td>An advanced applied engineering course utilizing multiple fundamental civil engineering courses as applied to land development.</td>
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<td>ENT CE</td>
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<td>4911</td>
<td>Senior Design--Environmental/Water Resources</td>
<td>Discussion</td>
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<tr>
<td>ENT CE</td>
<td>CE</td>
<td>4911</td>
<td>An advanced applied engineering course utilizing combinations of water/wastewater treatment and hydraulics/hydrology courses as applied to society's needs.</td>
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<td>ENT CE</td>
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<td>4912</td>
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<td>ENT CE</td>
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<td>4912</td>
<td>A civil engineering design elective integrating fundamental civil engineering courses for foundation and structural design, analysis, and drawing.</td>
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<td>ENT CE</td>
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<td>4913</td>
<td>Senior Design- Special Project</td>
<td>Discussion</td>
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<td>ENT CE</td>
<td>CE</td>
<td>4913</td>
<td>An advanced applied engineering course integrating several major disciplines of civil engineering in a design project.</td>
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<td>5100</td>
<td>Applied Boundary Surveying</td>
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<td>ENT CE</td>
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<td>5100</td>
<td>Triangulation, astronomical observations, land surveying, instrument adjustments, and special topics.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5110</td>
<td>Legal Principles in Boundary Location</td>
<td>Lecture</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5130</td>
<td>Surveying</td>
<td>Lecture</td>
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<td>ENT CE</td>
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<td>5130</td>
<td>Astronomical observations and methods used in GPS and photogrammetry to establish horizontal and vertical control for objects.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5150</td>
<td>Construction Estimating &amp; Equipment</td>
<td>Lecture</td>
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<td>ENT CE</td>
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<td>5150</td>
<td>Covers the fundamentals of construction equipment economics and productivity including: the selection of earth moving equipment and construction equipment fleet analysis. Addresses the fundamentals of cost estimating process including: contracts, bond, overhead, labor, pricing of excavation, pricing of concrete, pricing of metals, and pricing of wood.</td>
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<td>ENT CE</td>
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<td>5170</td>
<td>Construction Planning and Scheduling</td>
<td>Lecture</td>
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<td>ENT CE</td>
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<td>5190</td>
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<td>Project Development, Contracts, and Law</td>
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<td>Finite Element Methods in Engineering</td>
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<td>ENT CE</td>
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<td>5372</td>
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<td>Masonry Structural Design</td>
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<td>5380</td>
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<td>Prestressed Concrete Design</td>
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<td>ENT CE</td>
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<td>5390</td>
<td>Computer Aided Structural Design</td>
<td>Lecture</td>
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<td>This class covers the fundamental concepts, principles of structural modeling, and computer-aided structural design. In this class, each student gains many hours of practical modeling experience using a powerful finite element package widely used by structural engineers. The class first starts with modeling of the common structural components under a variety of loading conditions. Then, the class addresses issues such as how to interpret the model analysis results and how to make design choices. Experiences gained with the software package used should transfer easily to any other structural analysis software package.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5400</td>
<td>Deterministic Approaches in Water Resources</td>
<td>Lecture</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5410</td>
<td>Stochastic Hydrology</td>
<td>Lecture</td>
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<td>Probability distributions applicable to hydrologic events; analysis of extremes, floods, and droughts; statistical associations between hydrologic variables. Analysis of hydrologic time series. Spectral and parametric formulation of stochastic models of precipitation, runoff, precipitation-runoff transfer.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5420</td>
<td>Applied Hydraulics &amp; Hydrology</td>
<td>Lecture</td>
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<td></td>
<td>Flow and pressure distribution in multi-loop networks, dynamics of flow in pumps and turbines, uniform and nonuniform flow in open channels, culvert hydraulics, hydrologic cycle, groundwater flow, surface flows, and water storage.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5430</td>
<td>Open Channel Hydraulics</td>
<td>Lecture</td>
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<td>Principles of uniform and varied flow. Channel design for uniform flow, gradually varied flow profiles, channel transitions, hydraulic jumps, flow in prismatic and nonprismatic channels.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5450</td>
<td>Design of Hydraulic Structures</td>
<td>Lecture</td>
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<td>Design flood peaks, flood hydrograph, spillway, penstock, and river channel regulation.</td>
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<td>ENT CE</td>
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<td>5510</td>
<td>In-Situ Remediation</td>
<td>Lecture</td>
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<td>Students will learn about the regulatory aspects of site remediation work, chemical &amp; physical behavior of common groundwater and soil pollutants, different (chemical, biological, physical) mechanisms for remediation, and a survey of the proper use of various remediation techniques. Students will perform preliminary designs using several remediation methods.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5530</td>
<td>Solid &amp; Hazardous Waste Management</td>
<td>Lecture</td>
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<td>Identification, classification, and study of methods of characterization, handling, treating, managing, and disposal of solid/hazardous wastes regulated under federal and state guidelines and legislation, site remediation, green chemistry.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5540</td>
<td>Sustainable Construction</td>
<td>Lecture</td>
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<td>Investigations into green building construction practices and sustainability including use of novel or recycled materials, energy management and efficiency, water use/re-use, and indoor air quality.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5570</td>
<td>Water Resources Engineering</td>
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<td>A civil engineering course designed to provide integrated treatment of water resources engineering, including hydrological measurements, runoff, groundwater, water law, reservoir design, frequency analysis, planning, flood control. Systems approach to multipurpose water resource projects emphasized.</td>
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<td>ENT CE</td>
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<td>5580</td>
<td>Water Quality Engineering</td>
<td>Laboratory</td>
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<td>Natural and man-made characteristics of water quality, changes in quality resulting from use, criteria for control of stream pollution, methods of improving water quality, also legal, economic, and institutional aspects lab methods and interpretation of results for chemical and bacteriological examination of water and wastewater.</td>
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<td>Water Quality Engineering</td>
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<td>Natural and man-made characteristics of water quality, changes in quality resulting from use, criteria for control of stream pollution, methods of improving water quality, also legal, economic, and institutional aspects lab methods and interpretation of results for chemical and bacteriological examination of water and wastewater.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5630</td>
<td>Introduction to Highway Safety</td>
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<td>Aspects of highway safety; identification of highway safety problems; design/implementation/evaluation of highway safety improvement projects and programs.</td>
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<td>ENT CE</td>
<td>CE</td>
<td>5640</td>
<td>Transportation Planning Fundamentals</td>
<td>Lecture</td>
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<td>Introduction to urban transportation planning, characteristics of urban travel, travel demand models, decision models, and future issues.</td>
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<td>ENT</td>
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<td>Traffic Engineering</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
<td>Permission required</td>
<td>Traffic data collection, capacity analysis of freeways for design, and signalized intersection design.</td>
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<td>Traffic Signal Systems</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
<td>Permission required</td>
<td>Traffic parameters, traffic data collection, capacity analysis of freeways, signalized intersection design, hardware, communication and detection systems, coordinated signal system analysis and design.</td>
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<td>Geotechnical Engineering</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
<td>Permission required</td>
<td>Soil compositions, physical and chemical properties, and classifications; water movement and seepage problems; consolidation and shear strength; applications to earth structures, retaining walls, slope stability, shallow &amp; deep foundations, and soil erosion.</td>
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<td>ENT</td>
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<td>Advanced Soil Mechanics</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
<td>CE 3700</td>
<td>Water movement through soil, construction and interpretation of flow nets, stress distribution, compressibility and settlement of cohesive and noncohesive soil, consolidation theory, soil shear strength, lateral soil pressure, and slope stability.</td>
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<td>Soil Mechanics Laboratory</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
<td>CE 3710</td>
<td>Advanced techniques for measurement of soil engineering properties.</td>
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<td>Advanced Foundation Engineering</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
<td>CE 4710</td>
<td>Design of shallow and deep foundations for complex or unusual soil conditions; design of earth retaining structures including retaining walls, cofferdams, and sheet pile bulkheads; site improvement; and performance evaluation and instrumentation.</td>
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<td>ENT</td>
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<td>5760</td>
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<td>Soil Stabilization</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
<td>CE 3700</td>
<td>Engineering, geological, and pedological soil classification systems. Mineralogy of clay minerals and clay-water systems, requirements for and factors affecting soil stability. Methods and mechanics of soil stabilization, designing and testing stabilized soils.</td>
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<td>Rock Mechanics and Design</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
<td>Permission required</td>
<td>Physical properties and classification of intact rock and rock masses, rock exploration, engineering properties of rock, stresses in rock around underground openings. Rock tunneling, rock slope stability, bolting, blasting, grouting, and rock foundation design.</td>
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<td>ENT</td>
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<td>5820</td>
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<td>Paving Materials and Mixtures</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
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<td>Types, constituents, chemical behavior, tests, specifications, and uses of bituminous materials, Portland cements, and aggregates in pavements. Design and manufacture of paving mixtures and construction of pavements.</td>
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<td>5830</td>
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<td>Principles of Pavement Design</td>
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<td>ENT</td>
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<td>5860</td>
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<td>Theory of Plates and Shells</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE</td>
<td>Permission required</td>
<td>Bending of rectangular and circular plates, small and large deflection theory, and membrane and bending shell theory.</td>
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<td>ENT</td>
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<td>5880</td>
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<td>Soil Dynamics</td>
<td>Lecture</td>
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<td>ENT</td>
<td>CE</td>
<td>5900</td>
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<td>Special Topics in Civil Engineering</td>
<td>Lecture</td>
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<td>GEC4: A-F</td>
<td>REQUISITE</td>
<td>Permission required</td>
<td>Specific course content will vary with offering.</td>
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<td>GEC1: A-F REQUISITE: Parametric and non-parametric statistical theories and applications related to modes of failure, interactions, probability distributions, and spacial relationships associated with the civil engineering discipline.</td>
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<td>GEC1: A-F REQUISITE: Provides a foundation of heavy construction management knowledge appropriate for use in the engineering and construction industry. Covers construction management principles related to heavy construction project work. Topics covered include: life cycle cost analysis, contract administration, project planning, project progress tracking and control, project risk management, and project safety.</td>
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<td>GEC1: A-F REQUISITE: CE 6340 Analysis and design of bridges using various materials in accordance with AASHTO specifications.</td>
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<td>Chemical Fate and Transport in the Environment</td>
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<td>GEC1: A-F REQUISITE: Physical processes controlling the fate and transport of pollutants in surface water soils. Processes studied include advection, diffusion, sorption, Henry’s law, and abiotic transformations. Govering mathematical equations will be derived and several modeling packages utilized.</td>
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ELIGIBLE GRADES: Designed for students who want or need to do an internship as part of the MS BME program.

ELIGIBLE GRADES: Individual, non-thesis research related to biomedical engineering, arranged with a specific professor.

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### CHE 3400: Chemical Engineering Fluid Mechanics
- **Component:** Recitation
- **Cred Hours:** 3
- **General Education:** N
- **Subsidy Level:** 0

**Course Description:**
Fundamental principles of fluid flow. Transportation and metering of fluids. Navier-Stokes equations and equation of continuity. Laminar and turbulent flow and fluids in conduits and past immersed bodies. One lab project is included.

**Eligible Grades:**
GEC: A-F

**Requisite:**
CHE 3200 and MATH 3400 and C or better in CHE 2010

### CHE 3500: Chemical Engineering Heat Transfer
- **Component:** Lecture
- **Cred Hours:** 3
- **General Education:** N
- **Subsidy Level:** 0

**Course Description:**
A study of the fundamental principles of heat transfer with applications. Conduction, convection and radiation heat transfer and heat exchanger design will be covered.

**Eligible Grades:**
GEC: A-F

**Requisite:**
CHE 3200 and MATH 3400 and C or better in CHE 2010

### CHE 3500: Chemical Engineering Heat Transfer
- **Component:** Recitation
- **Cred Hours:** 3
- **General Education:** N
- **Subsidy Level:** 0

**Course Description:**
A study of the fundamental principles of heat transfer with applications. Conduction, convection and radiation heat transfer and heat exchanger design will be covered.

**Eligible Grades:**
GEC: A-F

**Requisite:**
CHE 3200 and MATH 3400 and C or better in CHE 2010

### CHE 3600: Chemical Engineering Mass Transfer and Separations
- **Component:** Lecture
- **Cred Hours:** 3
- **General Education:** N
- **Subsidy Level:** 0

**Course Description:**
Fundamental principles of mass transfer. Diffusivities, mass transfer coefficients, stage-wise and continuous-contact unit operations. Specifically absorption, distillation, and extraction will be covered.

**Eligible Grades:**
GEC: A-F

**Requisite:**
CHE 3210 and 3500

### CHE 3700: Chemical Reaction Engineering
- **Component:** Lecture
- **Cred Hours:** 3
- **General Education:** N
- **Subsidy Level:** 0

**Course Description:**
Application of chemical kinetics and material and energy balances to the design of chemical reaction systems.

**Eligible Grades:**
GEC: A-F

**Requisite:**
CHE 3210 and 3500

### CHE 3800: Chemical Engineering Modeling and Applied Calculations
- **Component:** Lecture
- **Cred Hours:** 3
- **General Education:** N
- **Subsidy Level:** 0

**Course Description:**
Modeling of typical chemical engineering problems and application of analytical and numerical methods to their solution.

**Eligible Grades:**
GEC: A-F

**Requisite:**
CHE 3210 and 3400 and 3500 and MATH 3200

### CHE 4000: Chemical Engineering Professional and Ethical Issues
- **Component:** Lecture
- **Cred Hours:** 1
- **General Education:** N
- **Subsidy Level:** 0

**Course Description:**
Readings and discussion of professional and ethical responsibility, the impact of engineering solutions in a global and societal context, the need for lifelong learning, and knowledge of contemporary issues.

**Eligible Grades:**
GEC: A-F

**Requisite:**
CHE 3600

### CHE 4110: Unit Operations Lab I
- **Component:** Laboratory
- **Cred Hours:** 1
- **General Education:** N
- **Subsidy Level:** 0

**Course Description:**
Application of engineering analysis and statistics to the design of experiments with particular emphasis on continuous processes as typically encountered in chemical engineering field. Lab practice to illustrate principles of selected unit operations, thermodynamics, and applied kinetics; and to aid student in gaining confidence in handling of chemical engineering equipment. Development of ability to devise and conduct chemical engineering experiments. Emphasis is placed on effective technical writing. This course is designated as a Foundations - Advanced Writing course.

**Eligible Grades:**
GEC: A-F

**Requisite:**
CHE 2010, 3600, 3700, & 3800

### CHE 4110: Unit Operations Lab I
- **Component:** Lecture
- **Cred Hours:** 3
- **General Education:** N
- **Subsidy Level:** 0

**Course Description:**
Application of engineering analysis and statistics to the design of experiments with particular emphasis on continuous processes as typically encountered in chemical engineering field. Lab practice to illustrate principles of selected unit operations, thermodynamics, and applied kinetics; and to aid student in gaining confidence in handling of chemical engineering equipment. Development of ability to devise and conduct chemical engineering experiments. Emphasis is placed on effective technical writing. This course is designated as a Foundations - Advanced Writing course.

**Eligible Grades:**
GEC: A-F

**Requisite:**
CHE 2010, 3600, 3700, & 3800

**Office of the University Registrar**
June 1, 2023
Page 604 of 1005
## Course Listing

**COURSE LISTING**

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**Course Descriptions**

- **CHE 4120 Unit Operations Lab II**: Continuation of CHE 4110. Lab practice to illustrate principles of selected unit operations, thermodynamics, and applied kinetics; and to aid student in gaining confidence in handling chemical engineering equipment. Development of ability to devise and conduct chemical engineering experiments with minimum supervision and to report results satisfactorily will be stressed.

- **CHE 4200 Chemical Process Control**: Control of chemical manufacturing processes. Steady state and dynamic characteristics of chemical processes, measurement devices and control elements, and control systems. Design, analysis, simulation, and optimization of chemical process control systems.

- **CHE 4300 Chemical Engineering Process Design I**: Study and practice of the steps required for preliminary design of chemical processes. Process synthesis, computer flowsheeting, layout, economics and process safety are presented. Application of skills from previous required courses is utilized. Particular emphasis on Hazard and operability analysis of chemical processes and the subsequent safe operation criteria.

- **CHE 4310 Chemical Engineering Process Design II**: Study and practice of the steps required for preliminary design of chemical processes. Process synthesis, computer flowsheeting, layout, safety, and economics. Design of a full-scale chemical process is completed, encompassing technical feasibility, economics, safety and community impact.

- **CHE 4400 Advanced Topics in Materials Science and Engineering**: Structure, processing, and applications of ceramics, polymers, and composites. Corrosion and degradation of materials. Electrical, thermal, optical, and magnetic properties of materials. Materials selection and design.

- **CHE 4410L Materials Characterization Laboratory**: Laboratory course for the study of microstructure and properties of steels. Hands-on experience in metallography, microscopy, heat treatment, hardness and tensile testing. Demonstration of impact test, hardenability test (Jominy bar), scanning electron microscopy and surface profilometer.

- **CHE 4420 Metal Corrosion**: The primary objective is to cover the fundamental aspects of metallic corrosion and its' mitigation. Basic principles of corrosion including electrochemical foundation, influence of environment, stress, strain, and structure. Selected lab experiments.

- **CHE 4430 Polymer Synthesis & Properties**: In depth study of polymer structure, reaction mechanics, and reaction kinetics. Presentation of polymer reactors, processing, and properties.

- **CHE 4500 Coal Conversion Technologies**: Introduction to coal conversion technologies. Coal classification and characterization. Description of coal chemistries and technologies including: combustion, gasification, Fischer-Tropsch synthesis, indirect and direct liquefaction. Environmental impacts and environmental controls related to coal conversion technologies will be explored.

- **CHE 4520 Analysis of Electrochemical Systems**: Application of thermodynamics, transport phenomena, and reaction engineering to the design and understanding of electrochemical processes. Emphasis will be made in important industrial electrochemical processes such as electrolysis, batteries, and fuel cells.
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<td>Global energy outlook, available energy resources, energy sustainability, and fuel conversion technologies are discussed. Alternative energy options and their utilization technologies are covered. Associated environmental issues and relevant technologies are assessed. Special emphases are placed on alternative transportation fuels, renewable energies, efficiency, and clean technologies.</td>
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<td>Fundamental chemistry of the troposphere and stratosphere. Emissions, transport, sources, and sinks of pollutants in the atmosphere. Air quality regulations and monitoring.</td>
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<td>Studies of processes in chemical engineering that depend on biological systems. Overview of biological basics, enzyme kinetics, major metabolic pathways, cell growth characteristics, essentials of recombinant DNA technology, bioreactor design and control, and basics in bioseparation methods. One lab project is included.</td>
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<td>This course is designed to introduce the students to particle suspensions and biological interfaces, in which the boundaries play an important role in the physical and chemical properties of the system. As the materials become smaller, more of their total mass becomes part of the interface, thus an understanding of interfacial properties is important in working with suspensions containing small or nano-sized particles. This course provides an understanding of the fundamentals of interfacial behavior in nanoparticle systems and in biological interfaces, with an emphasis on applications.</td>
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<td>An introduction to applications of cellular and molecular biology, with an emphasis on new theories and techniques in biomedical engineering. Quantitative models involving chemical engineering principles will be studied.</td>
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<td>The purpose is to expose students to concepts underlying a variety of techniques used in the broad field of immunology. Lectures will present the fundamentals of current immunological techniques, with particular emphasis in the antibody: antigen interaction. The advantages and disadvantages of different methodologies will be discussed. Students will be asked to design protocols and to read specific scientific papers that highlight the relevance of various immunological techniques.</td>
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<td>Individual or small group participation, under faculty guidance, in regional or national student design competitions. A maximum of two credit hours may be applied toward Chemical Engineering graduation requirements.</td>
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<td>Application of thermodynamics to chemical engineering problems, including problems in chemical equilibrium in homogeneous and heterogeneous systems, mixtures, and pure materials.</td>
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<td>Application of chemical kinetics and material and energy balances to the design of chemical reaction systems.</td>
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<td>COURSE DESC:</td>
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<td>Fundamental principles of fluid flow. Transportation and metering of fluids. Navier-Stokes equations and equation of continuity. Laminar and turbulent flow and fluids in conduits and past immersed bodies. One lab project is included.</td>
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<td>A study of the fundamental principles of heat transfer with applications. Conduction, convection and radiation heat transfer and heat exchanger design will be covered.</td>
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<td>Fundamental principles of mass transfer. Diffusivities, mass transfer coefficients, stage-wise and continuous-contact unit operations. Specifically absorption, distillation, and extraction will be covered.</td>
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**CHE 5015D**

**Title:** Chemical Engineering Modeling and Applied Calculations  
**Component:** Recitation  
**Cred Hours:** 3  
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**Permutation:** N  
**General Education:** G50  
**Subsidy Level:** 0  
**ELIGIBLE GRADES:** A-F  
**REQUISITE:**  
**COURSE DESC:** Modeling of typical chemical engineering problems and application of analytical and numerical methods to their solution.

**ENT CHE**

**CHE 5016D**

**Title:** Unit Operations Lab I  
**Component:** Laboratory  
**Cred Hours:** 3  
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**Permutation:** N  
**General Education:** G50  
**Subsidy Level:** 0  
**ELIGIBLE GRADES:** A-F  
**REQUISITE:**  
**COURSE DESC:** Application of engineering analysis and statistics to the design of experiments with particular emphasis on continuous processes as typically encountered in the chemical engineering field. Lab practice to illustrate principles of selected unit operations, thermodynamics, and applied kinetics; and to aid student in gaining confidence in handling of chemical engineering equipment. Development of ability to devise and conduct chemical engineering experiments. Emphasis is placed on effective technical writing. This course is designated as a Foundations - Advanced Writing course.

**ENT CHE**

**CHE 5018D**

**Title:** Process Control and Simulation  
**Component:** Lecture  
**Cred Hours:** 3  
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**General Education:** G50  
**Subsidy Level:** 0  
**ELIGIBLE GRADES:** A-F  
**REQUISITE:**  
**COURSE DESC:** Simulation and control of chemical processes. Feedback control using root loci and Bode diagrams covered.

**ENT CHE**

**CHE 5019D**

**Title:** Chemical Engineering Process Design I  
**Component:** Lecture  
**Cred Hours:** 3  
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**ELIGIBLE GRADES:** A-F  
**REQUISITE:**  
**COURSE DESC:** Study and practice of the steps required for preliminary design of chemical processes. Process synthesis, computer flowsheeting, layout, economics and process safety are presented. Application of skills from previous required courses is utilized. Particular emphasis on Hazard and operability analysis of chemical processes and the subsequent safe operation criteria. The year-long senior design project is started.

**ENT CHE**

**CHE 5020D**

**Title:** Chemical Engineering Process Design II  
**Component:** Lecture  
**Cred Hours:** 3  
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**General Education:** G50  
**Subsidy Level:** 0  
**ELIGIBLE GRADES:** A-F  
**REQUISITE:**  
**COURSE DESC:** Continuation of 4300. Preliminary design of a chemical process. Process synthesis, computer flowsheeting, layout, safety, and economics. Design of a full-scale chemical process is completed, encompassing technical feasibility, economics, safety and community impact.

**ENT CHE**

**CHE 517D**

**Title:** Unit Operations Lab II  
**Component:** Laboratory  
**Cred Hours:** 3  
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**Permutation:** N  
**General Education:** G50  
**Subsidy Level:** 0  
**ELIGIBLE GRADES:** A-F  
**REQUISITE:**  
**COURSE DESC:** Continuation of Che 4110. Lab practice to illustrate principles of selected unit operations, thermodynamics, and applied kinetics; and to aid student in gaining confidence in handling of chemical engineering equipment. Development of ability to devise and conduct chemical engineering experiments. Emphasis is placed on effective technical writing. This course is designated as a Foundations - Advanced Writing course.

**ENT CHE**

**CHE 519L**

**Title:** Materials Characterization Laboratory  
**Component:** Laboratory  
**Cred Hours:** 3  
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**Subsidy Level:** 0  
**ELIGIBLE GRADES:** A-F  
**REQUISITE:**  
**COURSE DESC:** Laboratory course for the study of microstructure and properties of steels. Hands-on experience in metallography, microscopy, heat treatment, hardness and tensile testing. Demonstration of impact test, hardenability test (Jominy bar), scanning electron microscopy and surface profilometry.
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Office of the University Registrar
June 1, 2023
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**Course Descriptions**

- **Fundamentals of Computing**: This course covers fundamental concepts in computing. These concepts include computational thinking and problem solving, algorithms, data analysis, and computer programming. This course prepares students without prior computer programming experience for CS 2400, Introduction to Computer Science I.

- **Computer Programming in JAVA**: Intended as a stand-alone class for students who want to learn about computer programming for their use in various fields. Basic programming and program structure. Primitive data types. Structured programming and control structures. Object oriented programming and classes. Command line and graphical user interfaces. Computer solution to a variety of problems using the Java programming language.

- **Introduction to Computer Science I**: Introduce to computer science, the discipline of computing, and the programming language C++. Topics include elementary C++, computer algorithms, flow of control, procedural abstraction, functions, streams, arrays, strings, objects and classes, polymorphism and operator overloading.

- **Introduction to Computer Science II**: Continuation of C S 2400 with emphasis on design of software and more advanced features of the object oriented programming language C++. Topics include design of software using UML, generic programming (templates), linked lists, stacks, queues, container classes and iterators, inheritance, derived classes, virtual functions, tree data structures, and recursion.

- **Professional and Ethical Aspects of Computing**: Examines the professional, ethical, and legal issues that are likely to be encountered by computing professionals, both locally and globally. Topics include privacy, information security issues, freedom of speech, intellectual property, software licensing, regulations pertaining to computing professionals, copyright, and broader issues on the impact of computers on society. Covers professional ethics and responsibilities as well as general theories of normative ethics.

- **Special Topics in Computer Science**: Specific course content will vary with offering.

- **Computer Science Tutorial**: First-year tutorial studies in computer science for HTC students only.

- **Second-year tutorial studies in computer science for HTC students only**.
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**COURSE DESC:** Provides introduction to distributed, parallel, and web-centric computing, along with enabling technologies (e.g., networking). Introduces distributed and parallel models of computation, distributed and parallel computer architectures, multi-core designs, potential speed-up, threading, synchronization, and multi-core programming, parallel and distributed algorithms, sockets and client-server based software, web programming, accessing databases across the web, and web-security.
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<th>Dept</th>
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<th>Cat #</th>
<th>Title</th>
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<td>Introduces modern study of computer algorithms. Topics include correctness of algorithms, analysis of iterative and recursive algorithms, worst-case, best-case, average-case, and amortized behavior, design of algorithms, divide and conquer algorithms, the greedy method, graph searching, and dynamic programming techniques. Selected additional topics may include computational geometry or NP-completeness.</td>
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<td>Explores fundamentals concerning formal language theory and the theory of computation. Topics include basic models of computation, the Church-Turing thesis, Turing machines, decidability and undecidability, computational complexity, NP-completeness, and diagonalization.</td>
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<td>A course on formal languages theory and compilers. Topics may include, but are not limited to: regular expressions; finite automatata; context-free grammars; predictive parsing; LR parsing; abstract syntax; type systems and type-checking; stack layout and activation records; intermediate representations; control-flow graphs; static-single assignment (SSA) form; dataflow/loopiness analysis; register allocation; garbage collection/runtimes; the LLVM compiler infrastructure. Over the course of the semester, students will implement a compiler for a small imperative programming language, targeting an intermediate representation such as LLVM. This course involves a significant amount of programming.</td>
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<td>Studies different parallel structures to familiarize students with variety of approaches to parallel computing and the strengths and weaknesses of each approach. Concentrates on understanding methods for developing parallel algorithms and analyzing their performance. Advantages and disadvantages of different methods for mapping algorithms onto several different parallel architecture studied. Algorithms discussed include sorting, searching, matrix operations, and others.</td>
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<td>Problem Solving with Bioinformatics Tools</td>
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<td>Focuses on bioinformatics tools and biological databases; utilizing them to solve problems designed from current issues in biological, biotechnological, and biomedical research.</td>
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<td>Data Mining With Applications in the Life Sciences</td>
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<td>Uses Perl Programming language to develop custom software tools that solve problems in the life sciences. Topics covered include the Perl programming language, processing DNA sequences and protein sequences, restriction maps, GenBank, protein data bank, parsing BLAST output, Bioperl, data pipelines, and the Entrez programming utilities.</td>
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<td>Statistical Foundation for Bioinformatics</td>
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<td>Introduces statistics and stochastic process theory, and makes applications in the field Bioinformatics, i.e., the study and analysis of biological, and in particular genetic, data.</td>
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<td>A course on programming languages and software verification, with hands-on exercise in an interactive theorem prover such as Coq. Topics may include, but are not limited to: logic; functional programming; inductive datastructures, recursion, and structural induction; operational, denotational, and axiomatic semantics; simply typed lambda calculus; polymorphic lambda calculus; type systems and type-checking.</td>
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<td>Introduces modern interactive computer graphics. Emphasizes hands-on learning through the development of several projects throughout the semester. Topics include: graphical systems and models, graphics programming, input and interaction, geometric objects and transformations lighting and shading, and discrete techniques.</td>
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<td>This course provides an introduction to various aspects of game engine design. Topics include: audio, physics, networking, importing multimedia, terrain formats, GUIs, voice communications, virtual reality, and optimization techniques, with an emphasis on build systems and integration of third party libraries.</td>
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<td>In-depth coverage of computer operating systems and related computer architecture issues. Coverage of physical devices, interrupts, and communication between the computer and external hardware. Interfaces between user programs and the operating system, system calls, software interrupts, and protection issues, Context switching, process address spaces, and process scheduling. Process synchronization, interprocess communications, critical sections, and deadlock detection and recovery. Memory mapping, swapping, paging, and virtual memory.</td>
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<td>In-depth coverage of computer-to-computer and program-to-program communication over modern computer networks focusing on the TCP/IP protocol family. Review of data communication issues, physical address binding, bridging, Ethernet, and Token Ring. Internetwork protocols, routing, domains, networks, and subnetworks. Transport protocols, reliability, flow control, retransmission, and acknowledgment. Distributed systems, server and client issues including verification, and authentication. High-level protocols and applications including electronic mail, network news, remote terminal interaction, and the World Wide Web.</td>
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<td>CS</td>
<td>4500</td>
<td>Advanced Object Oriented Design and GUI Techniques</td>
<td>Lecture</td>
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<td>Object-oriented design, interface design, and GUI development techniques; data structure usage and concepts; model-view-controller paradigm; input output and text parsing; exception handling; JAVA language syntax; large application development.</td>
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<td>Software Design and Development I</td>
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<td>All major phases of the software engineering lifecycle, including system engineering, requirements analysis, design, implementation and testing. Communication skills relevant to working in software engineering teams and interacting with customers. Teams of students perform all software engineering phases in response to the needs of a customer.</td>
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<td>Continuation of CS 4560. All major phases of the software engineering lifecycle, including system engineering, requirements analysis, design, implementation and testing. Communication skills relevant to working in software engineering teams and interacting with customers. Teams of students perform all software engineering phases in response to the needs of a customer.</td>
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<td>Detailed discussion of virtual memory and backing stores. File system interfaces, implementation, and protection mechanisms. Process scheduling issues, policies, and mechanisms. Interprocess communication between programs on different computers. Distributed systems issues, examples, and implementation.</td>
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<td>Introduces fundamental concepts in data modeling and relational database systems. Begins with entity-relationship (ER) modeling technique as a tool for conceptual database design. Relational data model and relational algebra are introduced next, followed by the SQL query language for relational databases. Functional dependencies, normalization, and relational database design algorithms are then discussed.</td>
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<td>REQUISITE: CS 3610 and WARNING: No credit for both this course and the following (always deduct credit for first course taken): ITS 4750</td>
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<td>Understanding internet protocols; network cabling, hubs, and switches; configuring network routers; configuring Unix and Windows workstations; measuring and analyzing network performance; and troubleshooting.</td>
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<td>Understanding internet protocols; network cabling, hubs, and switches; configuring network routers; configuring Unix and Windows workstations; measuring and analyzing network performance; and troubleshooting.</td>
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<td>This course is intended to serve as an elective for upper-level undergraduate students in computer science and electrical engineering, and for graduate students in computer science, and electrical engineering. It covers selected up-to-date topics in computer security, including defining threats to computer and network systems, evaluating the relative risks of these threats, and the development of cost-effective countermeasures.</td>
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<td>This course covers the fundamental underpinnings of Artificial Intelligence (AI), including knowledge representation and search. It introduces AI applications and the AI programming languages, LISP and Prolog. Potential societal benefits and detriments of AI technology are discussed.</td>
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**COURSE DESC:** Focuses on bioinformatics tools and biological databases; utilizing them to solve problems designed from current issues in biological, biotechnological, and biomedical research.

**COURSE DESC:** Studies different parallel structures to familiarize students with variety of approaches to parallel computing and the strengths and weaknesses of each approach. Concentrates on understanding methods for developing parallel algorithms and analyzing their performance. Advantages and disadvantages of different methods for mapping algorithms onto several different parallel architecture studied. Algorithms discussed include sorting, searching, matrix operations, and others.

**COURSE DESC:** Special project in one of various subfields of computer science or application area studied, investigated, and/or solved by individual student or small group working in close relationship with instructor. Suitable problems might include construction of compiler for a special purpose language, perfection of software to solve some significant problem, or the study of coherent subfield of computer science. May be repeated for credit.

**COURSE DESC:** Discrete mathematics and its application to computer science explored. Foundational mathematical techniques used in computer science are explored in depth: propositional logic, number theory and proofs, sequences and mathematical induction, set theory, counting and combinatorics, discrete probability, functions, recursion, simple analysis of algorithms, and orderings and relations. Applications of these structures to various areas of computer science also covered.

**COURSE DESC:** Discrete mathematics and its application to computer science explored. Foundational mathematical techniques used in computer science are explored in depth: propositional logic, number theory and proofs, sequences and mathematical induction, set theory, counting and combinatorics, discrete probability, functions, recursion, simple analysis of algorithms, and orderings and relations. Applications of these structures to various areas of computer science also covered.

**COURSE DESC:** Introduces modern study of computer algorithms. Topics include correctness of algorithms, analysis of iterative and recursive algorithms, worst-case, best-case, average-case, and amortized behavior, design of algorithms, divide and conquer algorithms, the greedy method, graph searching, and dynamic programming techniques. Selected additional topics may include computational geometry or NP-completeness.

**COURSE DESC:** Explores fundamentals concerning formal language theory and the theory of computation. Topics include basic models of computation, the Church-Turing thesis, Turing machines, decidability and undecidability, computational complexity, NP-completeness, and diagonalization.

**COURSE DESC:** A course on formal languages theory and compilers. Topics may include, but are not limited to: regular expressions; finite automata; context-free grammars; predictive parsing; LR parsing; abstract syntax; type systems and type-checking; stack layout and activation records; intermediate representations; control-flow graphs; static-single assignment (SSA) form; dataflow/liveness analysis; register allocation; garbage collection/runtimes; the LLVM compiler infrastructure. Over the course of the semester, students will implement a compiler for a small imperative programming language, targeting an intermediate representation such as LLVM. This course involves a significant amount of programming.

**COURSE DESC:** Studies different parallel structures to familiarize students with variety of approaches to parallel computing and the strengths and weaknesses of each approach. Concentrates on understanding methods for developing parallel algorithms and analyzing their performance. Advantages and disadvantages of different methods for mapping algorithms onto several different parallel architecture studied. Algorithms discussed include sorting, searching, matrix operations, and others.

**COURSE DESC:** Focuses on bioinformatics tools and biological databases; utilizing them to solve problems designed from current issues in biological, biotechnological, and biomedical research.
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<td>Data Mining With Applications in the Life Sciences</td>
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<td>Uses Perl Programming language to develop custom software tools that solve problems in the life sciences. Topics covered include the Perl programming language, processing DNA sequences and protein sequences, restriction maps, GenBank, protein data bank, parsing BLAST output, Bioperl, data pipelines, and the Entrez programming utilities.</td>
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<td>Statistical Foundation for Bioinformatics</td>
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<td>Introduces statistics and stochastic process theory, and makes applications in the field Bioinformatics, i.e., the study and analysis of biological, and in particular genetic, data.</td>
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<td>5200D</td>
<td>Organization of Programming Languages</td>
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<td>A hands-on introduction to the science of programming and programming languages, including topics such as: structured data and pattern-matching, recursive and polymorphic data, recursion and higher-order functions, lazy evaluation and streams, automated and equational reasoning about programs, concrete and abstract syntax, grammars, interpreters, desugaring, types and type-checking, type safety, mutable state, references, and objects. Over the course of the semester, students build interpreters and type checkers for a series of increasingly complex languages.</td>
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<td>A course on programming languages and software verification, with hands-on exercise in an interactive theorem prover such as Coq. Topics may include, but are not limited to: logic; functional programming; inductive datatypes, recursion, and structural induction; operational, denotational, and axiomatic semantics; simply typed lambda calculus; polymorphic lambda calculus; type systems and type-checking.</td>
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<td>5350</td>
<td>Fundamentals of Game Engine Design</td>
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<td>This course provides an introduction to various aspects of game engine design. Topics include: audio, physics, networking, importing multimedia, terrain formats, GUIs, voice communications, virtual reality, and optimization techniques, with an emphasis on build systems and integration of third party libraries.</td>
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<td>Operating Systems</td>
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<td>In-depth coverage of computer operating systems and related computer architecture issues. Coverage of physical devices, interrupts, and communication between the computer and external hardware. Interfaces between user programs and the operating system, system calls, software interrupts, and protection issues. Context switching, process address spaces, and process scheduling. Process synchronization, interprocess communications, critical sections, and deadlock detection and recovery. Memory mapping, swapping, paging, and virtual memory.</td>
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<td>In-depth coverage of computer-to-computer and program-to-program communication over modern computer networks focusing on the TCP/IP protocol family. Review of data communication issues, physical address binding, bridging, Ethernet, and Token Ring, Internet protocols, routing, domains, networks, and subnetworks. Transport protocols, reliability, flow control, retransmission, and acknowledgement. Distributed systems, server and client issues including verification, and authentication. High-level protocols and applications including electronic mail, network news, remote terminal interaction, and the World Wide Web.</td>
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<td>Advanced Object Oriented Design and GUI Techniques</td>
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<td>Object-oriented design, interface design, and GUI development techniques; data structure usage and concepts; model-view-controller paradigm; input output and text parsing; exception handling; JAVA language syntax; large application development.</td>
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<td>All major phases of the software engineering lifecycle, including system engineering, requirements analysis, design, implementation and testing. Communication skills relevant to working in software engineering teams and interacting with customers. Teams of students perform all software engineering phases in response to the needs of a customer.</td>
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<td>Detailed discussion of virtual memory and backing stores. File system interfaces, implementation, and protection mechanisms. Process scheduling issues, policies, and mechanisms. Interprocess communication between programs on different computers. Distributed systems issues, examples, and implementation.</td>
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<td>Various data structures, algorithms associated with data structures, and analysis of algorithms are explored. Topics include analysis of algorithms, dynamic arrays, tree structures, heaps, balanced trees, dictionaries, graphs and graph algorithms, and the complexity of sorting. Graph algorithms for depth first and breadth first search, shortest path, minimum cost spanning trees, and others are covered. Coverage of built in data structures and algorithms in modern programming languages included.</td>
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Data Structures
COURSE DESC: Complexity of computational problems explored with respect to a variety of complexity measures. Topics include analysis of algorithms, dynamic arrays, tree structures, heaps, balanced trees, dictionaries, graphs and graph algorithms, and the complexity of sorting. Graph algorithms for depth first and breadth first search, shortest path, minimum cost spanning trees, and others are covered. Coverage of built in data structures and algorithms in modern programming languages included.

Database Systems
COURSE DESC: Topics in the theory of parallel computation are explored. Topics include the PRAM model, the Boolean circuit model, uniform circuit families, parallel complexity classes, reducibility, P-, NP- and co-NP-completeness, and the approximation of P-complete problems.

Database Systems
COURSE DESC: Advanced topics in the design and analysis of algorithms are explored. These topics include matching and network flow algorithms, randomized algorithms, and parallel algorithms, the theory of NP-completeness, NP-hard optimization problems, polynomial-time approximation algorithms, approximation schemes, approximability and non-approximability results.

Database Systems
COURSE DESC: Various data structures, algorithms associated with data structures, and analysis of algorithms are explored. Topics include analysis of algorithms, dynamic arrays, tree structures, heaps, balanced trees, dictionaries, graphs and graph algorithms, and the complexity of sorting. Graph algorithms for depth first and breadth first search, shortest path, minimum cost spanning trees, and others are covered. Coverage of built in data structures and algorithms in modern programming languages included.

Database Systems
COURSE DESC: Understanding internet protocols; network cabling, hubs, and switches; configuring network routers; configuring Unix and Windows workstations; measuring and analyzing network performance; and troubleshooting.

Database Systems
COURSE DESC: Understanding internet protocols; network cabling, hubs, and switches; configuring network routers; configuring Unix and Windows workstations; measuring and analyzing network performance; and troubleshooting.

Database Systems
COURSE DESC: This course is intended to serve as an elective for upper-level undergraduate students in computer science and electrical engineering, and for graduate students in computer science, and electrical engineering. It covers selected up-to-date topics in computer security, including defining threats to computer and network systems, evaluating the relative risks of these threats, and the development of cost-effective countermeasures.

Database Systems
COURSE DESC: This course covers the fundamental underpinnings of Artificial Intelligence (AI), including knowledge representation and search. It introduces AI applications and the AI programming languages, LISP and Prolog. Potential societal benefits and detriments of AI technology are discussed.

Database Systems
COURSE DESC: The course discusses basic principles that appear repeatedly as themes, including those related to authentication and access control, particularly in the context of operating systems and other computing applications. Different approaches to meeting computer security requirements, as well as increasingly important security standards are covered. This course has a special focus on low-level fundamentals of the Security Discipline such as the mathematical basis for Cryptography. This is accompanied by a series of real-world applications and hands on programming assignments.

Database Systems
COURSE DESC: This course covers classification, regression and clustering algorithms, as well as introductory concepts in reinforcement learning. Topics include perceptrons, logistic regression, linear regression, Naive Bayes, nearest neighbors, Support Vector Machines, and Q-learning. The description of the formal properties of the algorithms are supplemented with motivating applications in a wide range of areas including natural language processing, computer vision, bioinformatics, and music analysis.

Database Systems
COURSE DESC: Special project in one of various subfields of computer science or application area studied, investigated, and/or solved by individual student or small group working in close relationship with instructor. Suitable problems might include construction of compiler for a special purpose language, perfection of software to solve some significant problem, or the study of coherent subfield of computer science. May be repeated for credit.

Database Systems
COURSE DESC: Advanced topics in the design and analysis of algorithms are explored. These topics include matching and network flow algorithms, randomized algorithms, and parallel algorithms, the theory of NP-completeness, NP-hard optimization problems, polynomial-time approximation algorithms, approximation schemes, approximability and non-approximability results.

Database Systems
COURSE DESC: Topics in the theory of parallel computation are explored. Topics include the PRAM model, the Boolean circuit model, uniform circuit families, parallel complexity classes, reducibility, P-completeness, and the approximation of P-complete problems.

Database Systems
COURSE DESC: Complexity of computational problems explored with respect to a variety of complexity measures. Topics include deterministic time complexity, nondeterministic time complexity, the polynomial-time hierarchy, average-case time complexity, space-bounded complexity, circuit complexity, reductions, relativizations, and parallel models of computation.
### Real Time Systems
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** Discusses real-time systems and their design principles. Studies the particular characteristics of these systems and some real-time programming technologies.

### Computational Genomics
**Component:** Seminar
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** Prepares students to perform research in the field of bioinformatics. Reviews computer science research literature that pertains to bioinformatics to assist in the discovery of important unsolved bioinformatics problems that require basic research in computer science. Examines the research processes that are used in the field of bioinformatics. Writing-intensive course, requiring learning how to write, evaluate and review scholarly articles.

### Computer Graphics and Visualization
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** Comprehensive study of the principles of computer graphics and visualization. Course topics include geometric transformations, representing shape, lighting properties, data representation, and visualization algorithms. Projects involve designing programs to visualize complex data in 2,3 and higher dimensions.

### Artificial Intelligence in Medicine
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** Artifical intelligence (AI) approaches for medical decision making and clinical support, including knowledge-based systems, Bayesian reasoning, and data mining. Medical applications of AI, including diagnosis, therapy selection, patient monitoring and patient education.

### Advanced Topics in Computer Networking
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** High-speed networking, experimental protocols, congestion control, reliability, security, distributed systems.

### Software Specification
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** How software specifications are expressed and used. Emphasis on formal specifications and use of formal specifications in software verification and validation. Important formal specification models, including algebraic and axiomatic models, state/transition-based models, and temporal logic models, along with their related analysis techniques explored.

### Software Design
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** Advanced object oriented modeling studied. Teaches how to employ the Unified Modeling Language (UML) for advanced structural modeling, advanced behavioral modeling, and architectural modeling of software systems. Advanced structural modeling involves software components and their relationships. Concepts taught in advanced behavioral modeling pertain to hierarchical representations of external environment dependencies and interactions as well as concurrency. Also covers architectural modeling, including design patterns, collaborations, and deployment diagrams.

### Software Implementation
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** Provides the skills necessary for successful management of software engineering projects. Examines technical management techniques as well as interpersonal communication concepts. Principles taught applied to a software engineering program.

### Advanced Topics in Artificial Intelligence
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** Advanced topics in artificial intelligence (AI) studied. Concepts of heuristic search and knowledge representation studied in detail to provide a firm grounding in AI. Then an advanced topic studied, such as machine learning, natural language understanding, computer vision, and/or reasoning under uncertainty. Emphasis is to illustrate that representation and search are fundamental issues in all aspects of artificial intelligence.

### Artificial Intelligence: Case-Based Reasoning
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** Case-based reasoning (CBR) is an artificial intelligence (AI) paradigm, in which new problems are solved by reusing the solutions to previously encountered problems. Enables students familiar with AI problem solving techniques to explore CBR in depth. Featured will be: overview of fundamentals; discussion of research projects; CBR system implementation; and student presentations.

### Machine Learning
**Component:** Lecture
**Cred Hours:** 3
**Repeat Hours:** 0
**General Education:** N
**Perm:** G40
**Subsidy Level:** 0

**ELIGIBLE GRADES:**
**REQUISITE:**

**COURSE DESC:** Machine Learning is concerned with the design and analysis of algorithms that enable computers to automatically find patterns in the data. This introductory course will give an overview of the main concepts, techniques and algorithms that are relevant for the theory and practice of machine learning. The course will cover the fundamental topics of classification, regression and clustering, starting with simple learning models such as perceptrons, decision trees and logistic regression, and ending with more advanced models including Support Vector Machines, Conditional Random Fields and Bayesian networks. The description of the formal properties of the algorithms will be supplemented with motivating applications in a wide range of areas including natural language processing, computer vision, bioinformatics and music analysis.
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<th>Dept</th>
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<th>Cat #</th>
<th>Title</th>
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<td>GEC1: A-F REQUISITE: Natural Language Processing (NLP) is a branch of Artificial Intelligence that focuses on the design of computer systems for processing, understanding, or communicating in natural language. This graduate level course covers statistical and machine learning approaches for solving fundamental tasks in NLP, such as language modeling, part of speech tagging, syntactic parsing, word sense disambiguation, semantic role labeling, coreference resolution, and semantic parsing. Students will also learn about major applications of NLP, including information retrieval and web search, information extraction, question answering, machine translation, sentiment analysis, text mining, and speech recognition.</td>
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<td>GEC1: A-F REQUISITE: Comprehensive study of image understanding and computer vision techniques. Topics include low-level image analysis methods, image formation, camera calibration, edge detections, feature detection, region segmentation, color image segmentation, techniques for inferring three dimensional information from 2D images, and three dimensional object modeling and recognition.</td>
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<td>GEC1: A-F REQUISITE: This course covers the design, implementation, and evaluation of modern information retrieval (IR) systems, such as Web search engines. The course focuses on the underlying retrieval models, algorithms, and system implementations, such as vector-space and probabilistic retrieval models, as well as the PageRank algorithm used by Google. The course also covers more advanced topics in information retrieval, including document categorization and clustering, recommender systems, collaborative filtering, and personalized search.</td>
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Office of the University Registrar
June 1, 2023
Page 620 of 1005
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

**ELIGIBLE GRADES:**
- GEC1: A-F

**REQUISITE:**
- CTCH 1250
- BMT 2000
- MATH 1200 or higher or concurrent or Math placement level 2
- MATH D005 or Math Placement Level 1 or higher and WARNING: Not CTCH 1891
- C or better in MATH D005 or Math Placement Level 1 or higher and WARNING: Not CTCH 1891
- C or better in MATH 1200 or Math Placement Level 1 or higher and WARNING: Not CTCH 1891
- C or better in CTCH 1600 or 1891
- C or better in CTCH 1610
- C or better in CTCH 1610
- C or better in CTCH 1620
- C or better in CTCH 1620

**COURSE DESC:**
- A hands-on approach to the use of computer tools to support activities in project communication including event planning, personnel record keeping and scheduling. Uses project management and database software applications to plan, design, track and analyze data and activity. Preparation of e-portfolio and posting to the Internet.
- Social Media Content Creation focuses primarily on content creation and maintenance, in both traditional and anonymous platforms, applicable to several social media outlets with a focus on educational and business creation and benefit.
- Students learn about a variety of social media platforms, the transmission of content within, and potential outlets for content creation, along with applicability in educational, professional, and personal scenarios.

**Office of the University Registrar**
June 1, 2023
Page 621 of 1005
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<td>DC circuit analysis, Kirchhoff's laws, nodal and mesh analysis, circuit theorems, operational amplifiers, inductance and capacitance, first-order RC and RL circuits, second-order RLC circuits, transient response analysis, and AC circuit analysis using phasors.</td>
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<td>Introduction to electrical instruments and measurement techniques. Emphasis on electrical characteristic, limitations, and proper use of electrical laboratory equipment. Safety in operation and experimental procedures covered. Emphasis also placed on the proper acquisition, recording, analysis, and reporting of data. Format includes classroom instruction and laboratory work.</td>
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<td>Lab supplement to EE 3143. Operation of semiconductor devices, amplifier design, oscillators and digital circuits design. Not open for credit to electrical engineering majors.</td>
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Office of the University Registrar
June 1, 2023
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**Course Listing**

### EECS

#### Basic Electrical Engineering II
- **Title:** Basic Electrical Engineering II
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3143
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** ET 3132
- **Course Desc:** Semiconductor devices, small signal analysis, amplifiers and oscillator circuits, pulse and digital circuits. No credit if electrical engineering major.

#### Electromagnetics and Materials I
- **Title:** Electromagnetics and Materials I
- **Component:** Lecture
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3214
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** EE 2324 or MATH 440
- **Course Desc:** Explores Maxwell's equations through an overview of properties of materials, electrostatics, magnetostatics and electrostatics, and magnetostatics and electrodynamics.

#### Electromagnetics and Materials II
- **Title:** Electromagnetics and Materials II
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3223
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** EE 3214
- **Course Desc:** Continuation of EE 3214. Application of field theory to solution of problems from various branches of electrical engineering with emphasis upon physical interpretation. Included are relation of field theory to circuit theory, Poynting's theorem, stored energy and power flow, complex fields and power, TEM waves, uniform plane wave, boundary conditions, wave reflection and refraction in various mediums. Theory and applications of transmission lines and waveguides, Antenna theory, antenna types, and Friis transmission link equations. Theory and applications include radio frequency and light propagation.

#### Linear Signals and Systems
- **Title:** Linear Signals and Systems
- **Component:** Lecture
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3334
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** EE 2114 and EE 2324
- **Course Desc:** Develop an understanding of the relationship between signals and systems. Methods for the analysis of continuous-time signals and linear time-invariant systems will be covered in depth. Includes concepts of convolution, Fourier series and Fourier transform, and Laplace transform, with applications in analysis and design of frequency selective filters, communication and control systems. Also develop an awareness of discrete time signals and systems, and an awareness of state space representations of linear systems.

#### Linear Signals and Systems
- **Title:** Linear Signals and Systems
- **Component:** Recitation
- **Cred Hours:** 4
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3334
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** EE 2114 and EE 2324
- **Course Desc:** Develop an understanding of the relationship between signals and systems. Methods for the analysis of continuous-time signals and linear time-invariant systems will be covered in depth. Includes concepts of convolution, Fourier series and Fourier transform, and Laplace transform, with applications in analysis and design of frequency selective filters, communication and control systems. Also develop an awareness of discrete time signals and systems, and an awareness of state space representations of linear systems.

#### Applications of Digital Logic Design
- **Title:** Applications of Digital Logic Design
- **Component:** Laboratory
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3343
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** EE 2324
- **Course Desc:** Develop an understanding of digital devices including diodes, bipolar transistors, and FETs. Develop an awareness of digital electronics, complementary MOS logic design and bipolar logic circuits. Small-signal modeling and linear amplification also covered. Includes computer-aided analysis and design.

#### Electronics I
- **Title:** Electronics I
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3343
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** EE 2324
- **Course Desc:** Develop an understanding of electronic devices including diodes, bipolar transistors, and FETs. Develop an awareness of digital electronics, complementary MOS logic design and bipolar logic circuits. Small-signal modeling and linear amplification also covered. Includes computer-aided analysis and design.

#### Digital Signals and Systems
- **Title:** Digital Signals and Systems
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3513
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** EE 2324 or EE 2114
- **Course Desc:** Introduction to discrete-time signals and systems including convolution, z-transforms and frequency response.

#### Computer Organization
- **Title:** Computer Organization
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3613
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** CS 2400 and EE 1024
- **Course Desc:** Computer organization and architecture with emphasis in the design of single and multicore architectures; quantitative cost, performance-power trade-offs, Amdahl's Law, instruction set architecture (RISC), assembly language programming, number representations, adders and simple ALUs, integer and floating point computer arithmetic, single and multi-cycle implementation of control and data-path design, pipelining with hazard detection, memory hierarchy and memory management, cache and virtual memory, and I/O devices. Term paper/project involving computer hardware design and system simulation required.

#### Applied Probability and Statistics for Electrical Engineers
- **Title:** Applied Probability and Statistics for Electrical Engineers
- **Component:** Lecture
- **Cred Hours:** 3
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Level:** 3713
- **Subsidy:** 0
- **Eligible Grades:** A-F
- **Requisite:** MATH 2302 and WARNING: No credit if taken after ISE 3210
- **Course Desc:** Fundamentals of statistics and probability and the ability to apply them to problems in electrical engineering.
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COURSE DESC: OHIO Honors curricula experience in Mechanics and Control of Robotic Manipulators.
ELIGIBLE GRADES: GEC7: CR, F, ME/EE 4290 concurrent and student in the OHIO Honors program NC
COURSE DESC: OHIO Honors curricula experience in Mechanics and Control of Robotic Manipulators.
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**COURSE DESC:** Develops proficiency in the utilization of programmable logic controllers. Topics covered include programming, architecture and applications.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** EE 321 or 3232

**WARNING:** No credit for both this course and the following (always deduct credit for first course taken): ETM 3420

**COURSE DESC:** Courses in this course study the basic scientific and technological aspects relevant to physics of classic and novel nano-structured materials in photovoltaic devices; physical models of solar cell operation; and design of common types of solar cells; approaches to increasing solar cell efficiency; engineering of the large-area solar cell modules using single and multi-junction solar cells; stand-alone and grid connected PV module design and components and PV economic analysis. The focus is on the latest knowledge of the mechanisms of solar energy conversion and concepts of standard and novel solar cell devices and PV modules engineering and applications. Examples of recent photovoltaic systems are presented and analyzed, helping students to understand the factors driving conversion efficiency and to stimulate them to apply this knowledge to their own solar cell development ideas. The course provides principles that are developed with the minimum of mathematics and with the emphasis on physical concepts and applications.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Permission required
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**EE 5900 Special Topics in Electrical Engineering**

Students in this course study the basic scientific and technological aspects relevant to physics of classic and novel nano-structured materials in photovoltaic devices; physical models of solar cell operation; characteristics and design of common types of solar cells; approaches to increasing solar cell efficiency; engineering of the large-area solar cell modules using single and multi-junction solar cells; stand-alone and grid connected PV module design and components and PV economic analysis. The focus is on the latest knowledge of the mechanisms of solar energy conversion and concepts of standard and novel solar cell devices and PV modules engineering and applications. Examples of recent photovoltaic systems are presented and analyzed, helping students to understand the factors driving conversion efficiency and to stimulate them to apply this knowledge to their own solar cell development ideas. The course provides principles that are developed with the minimum of mathematics and with emphasis on physical concepts and applications.

**EE 5853 Electronic Navigation Systems**

Introduction to radiating systems, including descriptive parameters, radiation integrals, current distributions and their effect on antenna patterns, and how antenna arrays function. In addition, waveguiding systems at microwave and optical frequencies discussed.

**EE 5773 Foundations of Hardware Security**

Introduction of electric power system engineering and analysis. Emphasis on the design of advanced architectural concepts for multicore processors; performance trade-offs for multicore systems; advanced pipelining; superscalar and dynamic scheduling; limits of instruction level parallelism, multithreading and multicore systems; multi-level caching; virtual memory; I/O fundamentals and techniques; classification of parallel machines; shared memory multiprocessors; cache coherence, interconnection networks and clusters. Term paper/project involving computer hardware design and system simulation required.

**EE 5753 Computer Network Communication**

Computer networks with an emphasis on the design and working of the Internet. Protocol layers, service models, HTTP, FTP, electronic mail, UDP, TCP, congestion control, hierarchical routing, Internet protocol (IP), IPv4, IPv6, data link layer, error correction and detection, multiple access protocols, Ethernet, bridges, hubs, wireless links, PPP, ATM, multimedia over IP, 4G wireless, Bluetooth. Basic queueing theory and delay analysis. Basic security mechanisms, such as encryption, authentication and firewalls.

**EE 5733 Communication Engineering**


**EE 5683 Computer Architecture**

Students in this course study the basic scientific and technological aspects relevant to physics of classic and novel nano-structured materials in photovoltaic devices; physical models of solar cell operation; characteristics and design of common types of solar cells; approaches to increasing solar cell efficiency; engineering of the large-area solar cell modules using single and multi-junction solar cells; stand-alone and grid connected PV module design and components and PV economic analysis. The focus is on the latest knowledge of the mechanisms of solar energy conversion and concepts of standard and novel solar cell devices and PV modules engineering and applications. Examples of recent photovoltaic systems are presented and analyzed, helping students to understand the factors driving conversion efficiency and to stimulate them to apply this knowledge to their own solar cell development ideas. The course provides principles that are developed with the minimum of mathematics and with emphasis on physical concepts and applications.

**EE 5673 Embedded Systems**

The course covers the basics of computer systems, including software and hardware. Students are expected to have basic knowledge of digital logic and Register-Transfer Level (RTL) design, but no specific background in security/cryptography is necessary. Contemporary issues including recent research in hardware security are discussed.

**EE 5633 Microwave Theory and Devices**

The course covers basic concepts in hardware security, which is different from software, network and systems security. Lab sessions give students hands on experience with performing attacks, developing countermeasures, and implementing secure hardware building blocks. Students are expected to have basic knowledge of digital logic and Register-Transfer Level (RTL) design, but no specific background in security/cryptography is necessary. Contemporary issues including recent research in hardware security are discussed.

**EE 5503 Introduction to Electric Power System Engineering and Analysis**

Principles and theory of operation of electronic navigation systems with emphasis on avionics; aircraft instrumentation, VOR, DME, Inertial, ILS, MLS, GPS, and air traffic control. Special Topics in Electrical Engineering: Selected topics of current interest in electrical engineering.
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<td>GEC1: A-F REQUISITE: Electromagnetics and GPS background required. Electromagnetic principles and propagation of radio waves over the earth surface and through the atmosphere. Topics include groundwaves, skywaves, tropospheric and ionospheric effects, Total Electron Content, group and phase velocity, incident fields, reflection coefficients, Brewster angle, diffraction, scattering, Fresnel Zone.</td>
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<td>GEC1: A-F REQUISITE: Electromagnetics and antenna background helpful. Theory of operation of radar systems. Topics include the radar equation, radar cross-sections, radar altimeter, Air Traffic Control radar, Doppler radar, weather radar, synthetic aperture radar, Mode A/C/S.</td>
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<td>GEC1: A-F REQUISITE: Graduate Standing Principles of operation of inertial navigation systems. Topics include rigid body kinematics, observation equations, attitude update, earth rate and transport rate, position and velocity updates, initialization, orientation, sensor technology, error sources and propagation, Schuler period, vertical instability. Heavy emphasis on simulation in MATLAB.</td>
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<td>GEC1: A-F REQUISITE: Some knowledge of GPS, navigation, mathematics, and computer science useful. Computer programming experience in MATLAB®. Theoretical development of spread spectrum ranging and positioning with space-based transmitters; ephemerides, broadcast signal structure; ranging observables; absolute and relative positioning methodologies; simple error source characterization and mitigation.</td>
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<td>GEC1: A-F REQUISITE: EE 6033 and 6053 Theoretical development of positioning and navigation with multiple sensors; basics of estimation theory; complementary filters, least squares estimators, Kalman filters used for navigation purposes; GPS/INS integration.</td>
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<td>GEC1: A-F REQUISITE: Graduate Status Theoretical development of receiver design with emphasis on spread spectrum ranging. Topics include: link budgets, antenna considerations, low-noise amplifiers, radio-frequency processing, down-conversion and intermediate frequency processing, in-phase and quadrature components, noise figure calculations, bandpass sampling, direct-sequence spread spectrum acquisition and tracking, theory and operation of numerically controlled oscillators and tracking loops, pseudorange and carrier-phase measurement generation. Heavy emphasis on processing of real data in MATLAB®.</td>
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<td>GEC1: A-F REQUISITE: Overview of aviation standards including Federal Aviation Regulations, Technical Standard Orders, Advisory Circulars, RTCA documents and ARINC standards; systems engineering; safety-critical systems and the safety assessment of these systems; certification of aircraft systems; software design using military and civilian standards, IEEE software standards, software life cycle processes, program design language, documentation, testing, independent test verification, case studies.</td>
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<td>GEC1: A-F REQUISITE: EE 6283 Introduction to vehicle motion control theory and design. Mathematical modeling of aerospace, ground and marine vehicle motions in 6 Degrees-of-Freedom using (nonlinear differential) state equations will be introduced. Simplification assumptions and techniques are provided for the vehicle models to facilitate effective motion controller design. Stabilization and trajectory tracking controller design methods based on closed-loop dynamics assignment are taught along with computer simulations. An overview of more advanced topics will be provided to prepare the students for continuing studies.</td>
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<td>GEC1: A-F REQUISITE: EE 6053 or 605 Theoretical development of correction and measurement based differential satellite navigation technologies, with emphasis on advanced error mitigation techniques and error analysis. High accuracy code and carrier phase processing emphasized with presentation on carrier-phase ambiguity resolution techniques.</td>
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<td>GEC1: A-F REQUISITE: EE 5143 Communication and concurrency in computers; processor arrays; hierarchically organized machines. Structured design; layout algorithms; MOS cell library. Design tools; rule checking; timing analysis; switch level simulation; placement; and routing.</td>
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Computer Aided Analysis of Electronic Networks

ELIGIBLE GRADES: GEC1: A-F


Fault Testable Design

ELIGIBLE GRADES: GEC1: A-F

COURSE DESC: Basic concepts of reliability. Physical faults and testing. Test generation for combinational and sequential logic circuits, random testing, and signature analysis. Fault tolerance and circuit redundancy, self testing and fault-safe design, fault tolerant VLSI design, practical fault tolerant systems. Self testing, design for testability, built-in test, boundary scan testing, IEE standards.

Nanoelectronic Devices and Applications

ELIGIBLE GRADES: GEC1: A-F

COURSE DESC: Introduces fundamental and advanced concepts required for the understanding of electronic and ionic transport in micro and nanoscale devices. Reviews theory elements such as effective mass, band structure, electrostatics, screening, low and high-field transport, and scattering. Explores novel design tools and numerical techniques used for simulation of practical devices. Examines more closely the structure, operation, design principles, advantages and disadvantages, applications and future prospects for a wide range of traditional (diodes, MOSFETs, bipolar transistors etc.) and advanced (MODFETs, HBTs, nanowire and nanotube transistors, single-electron transistors, memristors, graphene devices, plasmonic devices, bio-molecular devices). On an orthogonal direction, surveys a number of critical technology fronts that many of devices reviewed may play an important role (ultra-low or high-power applications, high-performance solar devices, flexible electronics, THz devices and bio-nano sensors).

Nonlinear System Analysis I

ELIGIBLE GRADES: GEC1: A-F

COURSE DESC: Introduction to nonlinear dynamical systems analysis: nonlinear dynamical system models, second-order nonlinear behaviors by phase plane analysis, including multiple equilibria, qualitative behaviors near equilibrium points, limit cycles and bifurcation; demonstration of chaotic behaviors by simulation; existence, uniqueness and sensitivity of solutions; Lyapunov stability and its assessment; input-output stability.

State-Space Methods in Control

ELIGIBLE GRADES: GEC1: A-F

COURSE DESC: Introduction to state-space methods for control system analysis and design. Topics include basic state-space concepts, writing state equations, solution of the state equation and the matrix exponential, relations to transfer functions, controllability and observability, stability, state-space methods of design including state feedback, state estimation, servomechanisms and an introduction to optimal control.

Integrated optics and passive photonic devices in integrated technologies.

ELIGIBLE GRADES: GEC1: A-F

COURSE DESC: Students taking this course must have had undergraduate courses in electromagnetic wave theory, differential equations, and vector calculus. This course is designed as an introduction to the basic elements of passive integrated optical devices. In the first part, we focus on the development of optical waveguides and investigate the utilization of these structures in passive photonic circuits. Critical properties such as waveguide loss, mode coupling, material loss, power flow, anti-guiding, coupling to optical fibers, and device fabrication will all be covered. In addition, to get a better understanding of the operation of these circuits, students will be required to simulate many of these structures using Matlab throughout the course. In the second part of the course, we extend this analysis to specific devices and practical applications. Modulation of the optical field through acousto-optic and electro-optic effects is studied, as well as the current technology of these structures. Light detectors are presented, focusing on the theory of light-matter interaction and operation of various light detection systems. The detection of light is presented with an analysis of sensors as integrated detectors. Finally, recent progresses in integrated optics and novel concepts are studied to motivate research in these areas.

Integrated Optoelectronics and Photonics

ELIGIBLE GRADES: GEC1: A-F

COURSE DESC: Course focuses on the underlying physics and engineering behind devices that drive today's optoelectronics technology. In this course students study important details of structural properties, band structure, electrical transport, and optical and magnetic properties of contemporary semiconductor structures. Effects of dimensional physics and strain, two important driving forces in modern technology, will be emphasized and discussed in the light of layered structures. Furthermore, students will have an opportunity to focus on selected topics including: selected advanced concepts in semiconductor band structure, energy transfer, defects, impurities/doping, spontaneous material polarization, electro-optic and magnetoe-optic effects. These are the key modern semiconductor concepts relevant to active novel optoelectronic devices. The course will have a format of recitation and discussion. Students will be required to use programming tools to solve more mathematically complex problems.

Modern Optical Materials and Devices

ELIGIBLE GRADES: GEC1: A-F

COURSE DESC: Provides introduction and overview of modern materials used in optics and optoelectronics including semiconductors and meta-materials. Topics extend from materials science to engineering of optoelectronic and photonic devices. Emphasis on understanding fundamentals relevant to applications in integrated optical systems combining optical emission and detection from the IR through the visible to the UV, linear and nonlinear optical phenomena, dynamics of optical processes, magneto- and electro- optics, high-excitation effects. Well established photonic and optoelectronic devices, plus novel device approaches based on the latest technological developments explored.
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<th>Title</th>
<th>Component</th>
<th>Cred Hours</th>
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<td>Introduction to information theory. Overview of field, entropy as a measure of uncertainty. Relative entropy, mutual information. Characteristics of sequences and entropy rate. Lossless data compression and source coding. Bounds and relations for channel capacity, differential entropy, the Gaussian channel. Rate distortion theory, and selected topics of current interest.</td>
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<td>Continuation of EE 5853. Focuses on current and future avionics systems and aircraft electronics. Design and signal processing in navigation receivers.</td>
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<td>Fundamental concepts of abstract algebra/finite state automata/Galois fields, sequential machines, decomposition of sequential machines, measurement/control and identification of sequential machines, regular expressions and machine specification, vector spaces/linear transforms and matrices, linear sequential machines, Turing machines, artificial languages, random sequences, random processes in sequential machines, support vector machines, NN's, hierarchical spatio-temporal memories, syntactic/structural pattern recognition, biological computing.</td>
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**EE 7183: Reinforcement Learning**

_COURSE DESC:_ Advanced topics in nonlinear dynamical systems analysis: Regular and singular perturbations, passivity and dissipativity, frequency domain analysis methods such as the describing function and absolute stability.

_ELIGIBLE GRADES:_ GEC1: A-F  

_REQUISITE:_ EE 6233 or 623

_**Course Description:**_ This course will provide a comprehensive introduction to reinforcement learning as an approach to artificial intelligence, emphasizing the design of complete agents interacting with stochastic, incompletely known environments. Reinforcement learning has adapted key ideas from machine learning, operations research, psychology, and neuroscience to produce some strikingly successful engineering applications. The focus is on algorithms for learning what actions to take, and when to take them, so as to optimize long-term performance. This may involve sacrificing immediate reward to obtain greater reward in the long-term or just to obtain more information about the environment. The course will cover Markov decision processes, dynamic programming, temporal-difference learning, Monte Carlo reinforcement learning methods, eligibility traces, the role of function approximation, and the integration of learning and planning. The course will emphasize the development of intuition relating the mathematical theory of reinforcement learning to the design of human-level artificial intelligence.

"Reinforcement learning is learning what to do---how to map situations to actions---so as to maximize a numerical reward signal. The learner is not told which actions to take, as in most forms of machine learning, but instead must discover which actions yield the most reward by trying them. In the most interesting and challenging cases, actions may affect not only the immediate reward, but also the next situation and, through that, all subsequent rewards. These two characteristics---trial-and-error search and delayed reward—are the two most important distinguishing features of reinforcement learning."

This course will prepare you to study computational principles and hardware organization of what we mean by intelligence and goal-directed behavior. How to motivate machine to act on its own, yet to satisfy a desired objective? How machine interaction with environment leads to better behavior, better understanding, and success in its mission? What are the computational issues in doing this efficiently and in real time?

**EE 7213: Cognitive Neuroscience and Embodied Intelligence**

_COURSE DESC:_ This course considers neurological, psychological, and structural models of intelligence. It uses these models as a basis for discussion and development of new models that may exhibit potential for creating embodied intelligence. The majority of biological intelligence creatures are simple, yet they can achieve complex information processing that current artificial intelligence cannot match. Can we use these simple models to learn how to design better artificial intelligence? Thus this course is a combination of what we know about intelligence with discovery what makes it possible.

The emphasis in this course is on the development of the concept of self-organizing, learning neural systems with locally interconnected processing components (neurons and minicolumns). Neural-net implementations of pattern recognition algorithms provide important, practical advantages by allowing fast realization of parallel, iterative procedures. Self-organizing neural networks that implement associative spatio-temporal memories, statistical self-organization and learning, goal creation and goal oriented development of the memory structures will be discussed. An example self-organizing neural system simulating biological systems will be examined.

_COURSE DESC:_ Cognitive neuroscience focuses on understanding how the brain embodies the mind, using biologically inspired models made of neuron-like processing components. This subject lies at a cross-section of neuroscience and cognitive psychology, and involves developing models that illustrate brain functions, observed cognitive phenomena and their behavioral manifestations. These models are used to develop embodied agents that interact with the environment through a physical body that is able to perceive and act on the environment.

The emphasis in this course is on the development of the concept of self-organizing, learning neural systems with locally interconnected processing components (neurons and minicolumns). Neural-net implementations of pattern recognition algorithms provide important, practical advantages by allowing fast realization of parallel, iterative procedures. Self-organizing neural networks that implement associative spatio-temporal memories, statistical self-organization and learning, goal creation and goal oriented development of the memory structures will be discussed. An example self-organizing neural system simulating biological systems will be examined.

**EE 7233: Nonlinear System Analysis II**

_COURSE DESC:_ Advanced topics in nonlinear dynamical systems analysis: Regular and singular perturbations, passivity and dissipativity, frequency domain analysis methods such as the describing function and absolute stability.
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<td>COURSE DESC: Good knowledge of Fourier transforms, properties, basic DSP: sampling, DTFT, and discrete time filtering (grad DSP course EE6713) required. Structured to cover two areas: the broad area of time-frequency (TF) analysis, and the focused application of wavelets to various signal processing tasks. In TF analysis, covers the fundamental need for this type of analysis, the uncertainty principle, densities, characteristic functions, and mathematical representations, the short-time Fourier transform and Spectrogram, the Wigner distribution, other TF distributions. Various examples will be used to illustrate the power and challenges of TF analysis. In the wavelet section, covers TF analysis to the use of wavelets, and covers multiresolution analysis, 1D and 2D compression of signals and images, noise reduction, and signal modulation. MATLAB Wavelet Toolbox used to implement, study, and visualize the operation of wavelet filter banks.</td>
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<td>Lecture 3</td>
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<td>COURSE DESC: Introduction to mobile communication system design and analysis. Topics include representations for bandpass signals and systems, modeling of the mobile communication channel including both large scale path loss and multipath fading, signal set and receiver design for the mobile communication channel, characterization of interference, principles of coding and equalization, diversity techniques, performance over fading channels, access and mobility control, mobile network architectures and multiple access, and signaling protocols for mobile communication systems. Examples of mobile communication systems will be studied, including the latest generation cellular and mobile satellite systems.</td>
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<td>COURSE DESC: Introduction to code division multiple access (CDMA) and spread spectrum (SS) systems, with coverage of both direct sequence and frequency hopped spread spectrum. Primary focus is the physical layer. Origins of SS, jamming, spectral overlay, spreading sequences, and performance in AWGN and fading channels. Code acquisition and tracking, power control. Selected topics of current interest.</td>
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<td>COURSE DESC: Well versed in analyzing and designing control systems employing continuous time controllers using classical frequency domain and root locus techniques and introduced to state space analysis techniques for continuous systems expected. Focuses on analysis and design of control systems in which a digital computer used to implement dynamic controllers so that performance specifications are met. Topics included are z-transforms, linear difference equations, development of linear models for analog to digital and digital to analog devices, state equations for sampled data systems, stability analysis of feedback sampled-data feedback systems, block diagram representation of sampled data systems, design of discrete state variables for digital feedback control systems via modern state space approaches, e.g., LQG, pole placement, and analysis of sampled-data feedback system to assess stability and performance. MATLAB and or SIMULINK used as the principal computation tool.</td>
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<td>COURSE DESC: Coverage of advanced probability and stochastic processes for communications applications. Transformations of RVs, sequences of RVs and stochastic convergence, multiple statistics, parameter estimation, hypothesis testing, random walks, spectral representations (e.g., KL expansions), Markov processes. Selected topics of current interest.</td>
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<td>COURSE DESC: Rigorous treatment of controllability and observability for LTI systems; standard state variable forms; duality; minimal realizations; grammians; eigenvalue placement with full state feedback; full and reduced order observers; separation principle; robustness; discrete-time systems; multivariable systems.</td>
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<td>COURSE DESC: Performance functions of discrete-time systems; principle of optimality; Hamilton-Jacobi equation; finite-time solutions; steady-state solutions; asymptotic properties; design.</td>
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Office of the University Registrar
June 1, 2023
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COURSE DESC: Doctoral dissertation research and writing.

ELIGIBLE GRADES: GEC5: CR, PR, F

REQUISITE: GEC5: CR, PR, F

ENT EECS SEC 1034 Introduction to Cybersecurity
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: The course covers basic concepts in computer security at an introductory level. Students are given a high-level overview of various concepts in computer security. Both technical and non-technical aspects such as risk management, incident analysis, disaster recovery, legal and ethical issues, as well as emerging topics such as electronic voting and cyber warfare are covered.

ENT EECS SEC 2244 Introduction to Secure Digital Systems
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: The course introduces students to the design and security of digital circuits, digital systems and digital components using digital logic. The topics will provide a bridge between simple digital circuits that consist of a few gates and advanced large-scale circuits such as a pipelined microprocessor. Students will be introduced to modern hardware design languages, as well as the necessary simulation and analysis tools for these languages. Starting from simple registers, the course builds knowledge of both combinational and sequential digital circuits. Students will implement simple digital designs and transfer them to a Field Programmable Gate Array (FPGA) for testing. The security of digital circuits, threats such as trojans and countermeasures such as testing, verification and certification will be discussed. Assured digital microelectronics and their importance in society will be discussed.
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<td>Basic theory and practice in engineering drawing. Topics include geometric construction, orthographic projection, dimensioning, and auxiliary, section, and pictorial views. Lab activities include free-hand sketching and computer-aided design (CAD) using AutoCAD and SolidEdge software.</td>
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<td>Basic theory and practice in engineering drawing. Topics include geometric construction, orthographic projection, dimensioning, and auxiliary, section, and pictorial views. Lab activities include free-hand sketching and computer-aided design (CAD) using AutoCAD and SolidEdge software.</td>
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<td>Introduces students to important theories, concepts, and skills related to conducting an effective career search for co-op and full-time positions. In this course, career-related issues are discussed, and students complete assignments that relate to the main course topics.</td>
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<td>Required of, and limited to, students on approved co-op work assignments. Prior approval required before a student registers. Credit earned is not applicable toward specific degree requirements, but will accumulate in the student's academic credit total. In addition to continual monitoring of student's progress by the cooperative education coordinator and the faculty advisor, participating students are required to submit a final report of their activities.</td>
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<td>A first course for students with no programming background who intend to use programming tools. The content starts with basic programming structures: data types, variables, program flow and its control, loops, functions, exceptions, classes and modules. Those topics are covered in Python or similar language with coverage of debugging and verification techniques. Then it extends to topics of using programming tools for engineering applications, data analysis, data manipulation, data visualization, with introduction of another tool, Matlab, Excel VBA or similar. By the completion of the course students gain necessary skills to apply modern programming and data techniques in variety of engineering and other disciplines.</td>
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<td>Laws of equilibrium of forces, friction, centroids, and moment of inertia.</td>
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<td>Simple stresses and strains, bending, torsion, beam deflection, columns, and combined stresses.</td>
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<td>Motion of particles and rigid bodies, work and energy, impulse and momentum.</td>
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<td>Principles of Engineering Materials</td>
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<td>Fundamental principles underlying behavior of engineering materials. Relationship between structure and properties of ceramic, metallic, and polymeric materials.</td>
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Office of the University Registrar
June 1, 2023
Page 638 of 1005
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<td>GEC1: A-F REQUISITE: MATH 1300 or 1350 or 2301 and WARNING: No credit if ECON 3810 or GEOG 2710 or GEOL 3050 or ISE 3200 or MATH 2500 or PSY 1110 or QBA 2010</td>
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<td>COURSE DESC: This course is an introduction to statistics with goal to prepare students to apply statistics to analyze, evaluate, and quantify data and make decisions about processes and results that they encounter in technology related jobs. Topics include probability distributions, sampling distributions, confidence intervals, hypothesis tests, ANOVA, and simple linear regression. Course is open to students of all disciplines and does not require background in sciences and engineering for successful completion.</td>
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<td>History of Technology in Society</td>
<td>Lecture</td>
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<td>GEC1: A-F REQUISITE: From hand tools, stirrups, and windmills to lasers, batteries, and biotechnology, human history and technology can only be understood together. This course explores the ways in which technology has shaped human society. It focuses on important themes, including the Industrial Revolution, infrastructure, and the historical relationship between technological experts (including engineers, technologists, and scientists), society, and the state. The course pays particular attention to technology's social and historical consequences; the human and environmental contexts of technological infrastructures; and historical debates over what constitutes an ethical model of technological innovation. It covers the historical and modern development of professions based on technology, including those requiring licensure. In this way, the course provides a critical perspective for an informed approach to technology and society in the modern world.</td>
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<td>GEC3: A-F REQUISITE: Specific course content will vary with offering.</td>
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<td>PR, F COURSE DESC: Required of, and limited to, students on approved co-op work assignments. Prior approval required before a student registers. Credit earned is not applicable toward specific degree requirements, but will accumulate in the student's academic credit total. In addition to continual monitoring of student's progress by the cooperative education coordinator and the faculty advisor, participating students are required to submit a final report of their activities.</td>
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<td>COURSE DESC: DC circuits, single-phase steady state AC circuits, and the frequency and transient responses of energy-storage networks. Not open for credit to electrical engineering majors.</td>
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<td>COURSE DESC: Application of thermodynamics to engineering problems, including the first and second laws of thermodynamics.</td>
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<td>COURSE DESC: Provides knowledge of the economic consequences of engineering decision processes, and methods for evaluation of engineering design alternatives in terms of costs and benefits. Topics include time equivalence of money, annual cost method, present worth method, rate of return method, depreciation, benefit/cost, break-even analysis, income taxes, equipment replacement and risk.</td>
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<td>COURSE DESC: Writing course in which students will learn about the legislative, regulatory and policy-making processes that will frame developing and existing technologies. Course content will include the theory, structure, and function of government as relates to engineering and technology public policy at the state and federal level. Evaluate engineering and technology public policy.</td>
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### ET 4000: Professional Engineering Fundamentals Review
- **Component**: Lecture
- **Cred Hours**: 1
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0

**Course Description**: Provides a compact review of basic engineering principles and illustrated by practical solutions.

**Eligible Grades**: GEC1: A-F

**Requisite**: Sr only

**Course Desc**: Review of basic engineering principles. Provides a compact review of basic engineering principles and illustrated by practical solutions.

### ET 4000: Professional Engineering Fundamentals Review
- **Component**: Recitation
- **Cred Hours**: 1
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0

**Course Description**: Provides a compact review of basic engineering principles and illustrated by practical solutions.

**Eligible Grades**: GEC1: A-F

**Requisite**: Sr only

**Course Desc**: Review of basic engineering principles. Provides a compact review of basic engineering principles and illustrated by practical solutions.

### ET 4520: Appropriate Technology in Developing Countries
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0

**Course Description**: Provides a compact review of basic engineering principles and illustrated by practical solutions.

**Eligible Grades**: GEC1: A-F

**Requisite**: Jr only

**Course Desc**: Review of basic engineering principles. Provides a compact review of basic engineering principles and illustrated by practical solutions.

### ET 4521: Engineering and Technology Projects in Developing Countries: Design
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat Hours**: 6
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0

**Course Description**: Through selected readings, class presentations, discussions, and case studies, students seek an understanding of leadership and its importance and effectiveness in achieving goals with followers. Successful leaders in engineering and other fields visit the class and share their knowledge of leadership. Several written reports and oral presentations on leadership case studies are required during the term.

**Eligible Grades**: GEC1: A-F

**Requisite**: Soph or Jr or Sr and Russ College of Engineering and Technology major

**Course Desc**: Students will contribute their discipline specific knowledge and skills as part of a multidisciplinary team to meet the engineering needs of a community in a developing country. Specific areas of need could include water treatment and distribution, energy systems, light construction, sanitation, and small-scale industries. As part of the team, they will be required to contribute to the development of specifications and a project plan including budget, materials, schedule and labor. They will be expected to master new relevant technical and non-technical material through attendance at lectures, consultation with faculty and professional mentors and self study. They will be also be expected to design and develop a sub-system that is part of a solution that is economically, environmentally, socially and ethically appropriate.

### ET 4900: Special Topics in Engineering Technology
- **Component**: Lecture
- **Cred Hours**: 1 to 15
- **Repeat Hours**: 999
- **General Education**: N
- **Perm**: U30
- **Subsidy Level**: 0

**Course Description**: Provides a compact review of basic engineering principles and illustrated by practical solutions.

**Eligible Grades**: GEC3: A-F

**Requisite**: CR

**Course Desc**: Specific course content will vary with offering.

### ET 4910: Cooperative Education Field Experience IV
- **Component**: Internship
- **Cred Hours**: 1
- **Repeat Hours**: 10
- **General Education**: BLD
- **Perm**: U30
- **Subsidy Level**: 0

**Course Description**: Specific course content will vary with offering.

**Eligible Grades**: GEC1: A-F

**Requisite**: ET 1500

**Course Desc**: Required of, and limited to, students on approved co-op work assignments. Prior approval required before a student registers. Credit earned is not applicable toward specific degree requirements, but will accumulate in the student's academic credit total. In addition to continual monitoring of student's progress by the cooperative education coordinator and the faculty advisor, participating students are required to submit a final report of their activities.

### ET 4914: Engineering and Technology Project in Developing Countries: Implementation
- **Component**: Internship
- **Cred Hours**: 1 to 3
- **Repeat Hours**: 9
- **General Education**: BLD
- **Perm**: U30
- **Subsidy Level**: 0

**Course Description**: Students will contribute their discipline specific knowledge and skills as part of a multidisciplinary team to meet the engineering needs of a community in a developing country. Specific areas of need could include water treatment and distribution, energy systems, light construction, sanitation, and small-scale industries. As part of the team, they will be required to contribute to the development of specifications and a project plan including budget, materials, schedule and labor. They will be expected to master new relevant technical and non-technical material through attendance at lectures, consultation with faculty and professional mentors and self study. They will be also be expected to design and develop a sub-system that is part of a solution that is economically, environmentally, socially and ethically appropriate.

### ET 4950: Robe Leadership Seminar
- **Component**: Seminar
- **Cred Hours**: 3
- **Repeat Hours**: 0
- **General Education**: I
- **Perm**: U30
- **Subsidy Level**: 0

**Course Description**: Through selected readings, class presentations, discussions, and case studies, students seek an understanding of leadership and its importance and effectiveness in achieving goals with followers. Successful leaders in engineering and other fields visit the class and share their knowledge of leadership. Several written reports and oral presentations on leadership case studies are required during the term.

**Eligible Grades**: GEC1: A-F

**Requisite**: Permission required

**Course Desc**: Through selected readings, class presentations, discussions, and case studies, students seek an understanding of leadership and its importance and effectiveness in achieving goals with followers. Successful leaders in engineering and other fields visit the class and share their knowledge of leadership. Several written reports and oral presentations on leadership case studies are required during the term.

### ET 5300: Engineering Economy
- **Component**: Lecture
- **Cred Hours**: 2
- **Repeat Hours**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0

**Course Description**: Provides knowledge of the economic consequences of engineering decision processes, and methods for evaluation of engineering design alternatives in terms of costs and benefits. Topics include time equivalence of money, annual cost method, present worth method, rate of return method, depreciation, benefit/cost, break-even analysis, income taxes, equipment replacement and risk.
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Appropriate technology can be roughly defined as technology that best suits the economic, social, environmental, and political as well as technological needs of the people employing it. It is apparent from this definition that the development and analysis of appropriate technologies requires the consideration of elements from multiple fields. For both technical and non-technical majors, provide a synthesis experience through an introduction to appropriate technology in developing countries. Using case studies and a design project, students will examine the economic and anthropological as well as technical aspects of problems in developing countries.

A typical topic would be Engineering Writing, where students develop the ability to think critically as a professional communicator.

Employing texts drawn from engineering, provide guidance for thesis/dissertation preparation. Practice organizing and synthesizing ideas with special attention given to correctly using and referencing the work of others. Writing assignments focus on topics of the students choosing. Emphasis is placed on the style of writing appropriate for academic discourse in engineering.

Prepare graduate students for the teaching responsibilities that they will have as faculty members. Focus on strategies for effectively teaching engineering courses and include a variety of methods used by current faculty. Learn skills useful for communicating with team members, giving presentations, training others, or otherwise communicating and training people outside of academic settings.

Integration of engineering and technology topics through group discussion with focus on technical communication.

Specific course content will vary with offering.

Doctoral research in mechanical and systems engineering.

Doctoral dissertation research, under the direction of a graduate faculty member.
### Course Listing

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<td>COURSE DESC: Provides basic principles of single-phase motors, three-phase motors, and variable frequency AC drives. Provides real-world control methods of interfacing basic PLC programming to industrial manufacturing applications consisting of timer instructions, counter instructions and event sequencing.</td>
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Office of the University Registrar
June 1, 2023
Page 643 of 1005
### Course Listing

#### Master Curriculum File

**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

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**Course Descriptions:**

- **Tool Design**: Basic jig and fixture design. Relation to manufacturing processes, material requirements, gauging and cutting tools, with emphasis on repair and maintenance.
- **Automation and Robotics II**: This course expands on basic robot programming to include position registers, edit commands, and robot I/O. Topics include an introduction to interfacing a PLC to a robot utilizing discrete inputs and outputs as well as basic principles of transferring robot and PLC Programs via an Ethernet Network.
- **Materials and Material Testing**: Applications of materials used in manufacturing and design, including metals, plastics, ceramics, lubricants, coatings, and testing methods.
- **Process Control**: Analysis of basic principles of quality control, including frequency distribution, sampling inspection, and charts and gauges related to inspection. Field trips and laboratory projects are part of lab activity.
- **Self-Directed Work Teams**: Industrial work teams and the methods used to make them work. Explores use of continuous improvement and project management as they relate to the team concept. Includes field trips to local companies utilizing these methods.
- **Lean Enterprise**: This course provides an overview of the structure and tools of Lean, a systematic method for the elimination of waste within a manufacturing system without sacrificing productivity in order to add value to a product or service. Lab activities give students opportunities to recognize forms of waste in a manufacturing process and apply methods used to remove it. Methods covered include Poka Yoke, Why-Why-Why, Value Stream Mapping, Kaizen, Kanban, SS and Six Sigma.
- **Safety Management**: In this course students study OSHA regulations and other safety programs related to manufacturing. Topics include job safety analysis, personal protective equipment, accident prevention and emergency planning.

**Eligible Grades:**

- GEC1: A-F
- GEC3: A-F, CR

**Requisite:**

- ENGT 1170 or IMT 1170
- ENGT 2220
- ENGT 2630
- Math placement level 1 or higher or (Math D004 or Math D005)
- ENGT 2300 or IMT 2300

**Additional Information:**

- Specific course content will vary with offering.
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**COURSE DESC:** Study of a particular topic pertinent to the engineering technology field under the direction of a faculty member. May be repeated.

**ELIGIBLE GRADES:** GEC3: A-F, REQUISITE: Warning: No credit if ETM 1120

| ENT     | ETM  | ENGT | 2990  | Externship | Laboratory | 3          | 0             | N                | U20 | 0       |

**COURSE DESC:** Performance of engineering technology technician duties in a supervised, unpaid experience, working 24 hours/week with a local company. Efforts are made to rotate experience.

**ELIGIBLE GRADES:** GEC1: A-F, REQUISITE: (ENG 1150 or IMT 1150) and (ENG 1170 or IMT 1170) and (ENG 1200 or IMT 1200) and (ENG 2200 or IMT 2200) and (ENG 2400 or IMT 2400)

| ENT     | ETM  | ENGT | 1000  | Introduction to Engineering Technology and Management | Lecture | .5        | 0             | N                | U30 | 0       |

**COURSE DESC:** Introduction to career opportunities, job functions, and professional organizations in engineering technology and management. Discussion of curriculum and departmental procedures.

**ELIGIBLE GRADES:** GEC6: CR, PR, F

| ENT     | ETM  | ENTM | 1020  | Engineering Graphics II and Dimensional Metrology | Laboratory | 3          | 0             | N                | U30 | 0       |

**COURSE DESC:** A continuation of ET 1100. Covers 2D and 3D drawing using Solid Edge software, general dimensioning, geometric dimensioning, surface texture, threaded fasteners, and welding symbology. Note, detail and assembly drawings will be created for all the parts of two different products (metric and inch). The focus is on creating accurate 3D geometry and usable 2D production drawings. The dimensional metrology part of the course will cover the verification of general and geometric dimensions using basic measuring instruments.

**ELIGIBLE GRADES:** GEC1: A-F, REQUISITE: ET 1100

| ENT     | ETM  | ENTM | 1020  | Engineering Graphics II and Dimensional Metrology | Lecture | 3          | 0             | N                | U30 | 0       |

**COURSE DESC:** A continuation of ET 1100. Covers 2D and 3D drawing using Solid Edge software, general dimensioning, geometric dimensioning, surface texture, threaded fasteners, and welding symbology. Note, detail and assembly drawings will be created for all the parts of two different products (metric and inch). The focus is on creating accurate 3D geometry and usable 2D production drawings. The dimensional metrology part of the course will cover the verification of general and geometric dimensions using basic measuring instruments.

**ELIGIBLE GRADES:** GEC1: A-F, REQUISITE: ET 1100

| ENT     | ETM  | ENTM | 1030  | Enterprise Computer Methods | Laboratory | 3          | 0             | N                | U30 | 75      |

**COURSE DESC:** Study of common methods used to solve enterprise computing problems. Emphasis is on developing solutions using common software, installing, configuring, and maintaining computer hardware. Topics include project management (Project), spreadsheets and business software.

**ELIGIBLE GRADES:** GEC1: A-F, REQUISITE: (ENGT 1150 or IMT 1150) and (ENGT 1170 or IMT 1170) and (ENGT 1200 or IMT 1200) and (ENGT 2200 or IMT 2200) and (ENGT 2400 or IMT 2400)

| ENT     | ETM  | ENTM | 1030  | Enterprise Computer Methods | Lecture | 3          | 0             | N                | U30 | 75      |

**COURSE DESC:** Study of common methods used to solve enterprise computing problems. Emphasis is on developing solutions using common software, installing, configuring, and maintaining computer hardware. Topics include project management (Project), spreadsheets and business software.

**ELIGIBLE GRADES:** GEC1: A-F, REQUISITE: (ENGT 1150 or IMT 1150) and (ENGT 1170 or IMT 1170) and (ENGT 1200 or IMT 1200) and (ENGT 2200 or IMT 2200) and (ENGT 2400 or IMT 2400)

| ENT     | ETM  | ENTM | 1100  | Introduction to Manufacturing Processes | Lecture | 3          | 0             | 2AS              | N    | U30     | 0       |

**COURSE DESC:** Survey of industrial materials and processes with applications to current manufactured consumer products. Emphasis is placed on generic processes such as forming and separating as applied to a variety of industrial materials.

**ELIGIBLE GRADES:** GEC1: A-F, REQUISITE: Warning: No credit if ETM 1120

| ENT     | ETM  | ENTM | 1130  | Introduction to Engineering and Technological Sciences | Laboratory | 3          | 0             | N                | U30 | 0       |

**COURSE DESC:** This class introduces the interdisciplinary scientific principles that drive modern engineering how the scientific process is applied for practical means. The course includes the study of materials and processing, mechanical reasoning, documentation, and design. The course is open to students of all disciplines and does not require a background in sciences and engineering for successful completion.

**ELIGIBLE GRADES:** GEC1: A-F, REQUISITE: Warning: No credit if ETM 1120

| ENT     | ETM  | ENTM | 1130  | Introduction to Engineering and Technological Sciences | Lecture | 3          | 0             | N                | U30 | 0       |

**COURSE DESC:** This class introduces the interdisciplinary scientific principles that drive modern engineering how the scientific process is applied for practical means. The course includes the study of materials and processing, mechanical reasoning, documentation, and design. The course is open to students of all disciplines and does not require a background in sciences and engineering for successful completion.
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<td>Theory and application of physical principles associated with the use of mechanical, hydraulic, pneumatic, and electrical power in manufacturing. Includes gear trains, couplings, clutches, pumps, cylinders, compressors, and electric single and multiphase motors. Lab activities include working with gear systems, internal combustion engines, conveyors, motors, hydraulic and pneumatic systems.</td>
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<td>Theory and practice of production techniques for metal machining using manual and computer numerical control (CNC), machine tools, and non-conventional methods such as electrical discharge machining (EDM). Includes part print analysis, process analysis and planning, quality assurance factors, and computer-aided design and machining (CAD/CAM). Lab activities include programming CNC turning and machining centers to create molds and mass-produce parts.</td>
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<td>Introduction to career opportunities, job functions, and professional organizations in Project Management. Discussion of curriculum and departmental procedures.</td>
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<td>REQUISITE: ET 1100 and (ETM 2080 or 2180) and advanced standing in ETM and WARNING: No credit for both this course and the following (always deduct credit for the first course taken): ETM 3610</td>
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<td>Theory and practice of constructing three-dimensional geometric models using computer aided-design (CAD). Also includes geometric dimensioning and tolerancing, fasteners, and the integration of graphic documents into the industrial environment. Lab activities include development of note, detail, and assembly drawings.</td>
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<td>This course examines the aspects of technical operations management and how when applied effectively they can provide an organization with a product or service with higher quality and at a lower cost than their competition. Emphasis is on providing a conceptual understanding of the operations function, which includes: business measures, product/service design, capacity planning, facilities planning and layout, work system design, managing quality, materials planning and inventory control, supply chain management and automatic identification &amp; data capture.</td>
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<td>Study and application of advanced computer-aided design (CAD) and computer-aided engineering (CAE) systems using parametric modeling principles. Includes the development of product models, assemblies, detailed drawings, and analysis models to generate multiple product variations, and data translation issues between competing software. Lab activities based upon commercial CAD/CAE software.</td>
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**Course Descriptions:**

**Applications of Object Oriented Programming**

- **Component:** Laboratory
- **Credit Hours:** 3
- **Repeat:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

- Introduction to object oriented programming and rapid application development using a modern object oriented programming language. Lab activities emphasize the development of programs for various enterprise applications, including the use of graphics and integration with other network-based programs and databases.

**Applications of Object Oriented Programming (Lecture)**

- **Component:** Lecture
- **Credit Hours:** 3
- **Repeat:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

- Introduction to object oriented programming and rapid application development using a modern object oriented programming language. Lab activities emphasize the development of programs for various enterprise applications, including the use of graphics and integration with other network-based programs and databases.

**Manufacturing Design & Laboratory**

- **Component:** Laboratory
- **Credit Hours:** 3
- **Repeat:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

- To study the basic processes of metal separating used in the manufacturing industry. Problems will be presented which will demand practical application in mechanical metal separating processes utilizing manual and Computer Numerical Controlled Machines (CNC). The course also includes an introduction to geometrical dimensioning and tolerancing and precision measurement to learn the capabilities and limitations of each machine process. Problem Analysis will be emphasized.

**Product Design (Laboratory)**

- **Component:** Laboratory
- **Credit Hours:** 3
- **Repeat:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

- Study of product design from concept to release for production, with emphasis on design for manufacturability. Lab activities include the design, development, and creation of mockups and prototypes.

**Hydraulics and Pneumatics**

- **Component:** Laboratory
- **Credit Hours:** 3
- **Repeat:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

- Application of hydraulic and pneumatic principles to common industrial uses for power transmission and mechanism control. Includes a study of hardware and circuitry. Lab activities include construction and testing of fluid power circuits.

**Database Applications & Analytics**

- **Component:** Laboratory
- **Credit Hours:** 3
- **Repeat:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

- Teaches students relational database fundamentals, SQL programming skills, and simple database analytics. Includes principles of database design techniques and implementations. Upon completion, students will understand SQL functions, interfacing with an object oriented programming language, and will be able to write SELECT, INSERT, UPDATE, and DELETE statements. Extensive hands on exercises are used throughout the course to reinforce the material using Windows Forms and ASP.NET.

**Electronics and Micro-Controllers**

- **Component:** Laboratory
- **Credit Hours:** 3
- **Repeat:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

- Teaches students relational database fundamentals, SQL programming skills, and simple database analytics. Includes principles of database design techniques and implementations. Upon completion, students will understand SQL functions, interfacing with an object oriented programming language, and will be able to write SELECT, INSERT, UPDATE, and DELETE statements. Extensive hands on exercises are used throughout the course to reinforce the material using Windows Forms and ASP.NET.
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<td>REQUISITE: ETM 3030 and (PHYS 2001 or 2051 or 2054 and 2055) and advanced standing in ETM</td>
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<td>Uses a micro-controller to demonstrate the theory and application of analog and digital electronic devices. These devices include resistors, photo resistors, potentiometers, LEDs, thermistors, capacitors, transistors, diodes, DC motors, stepper motors, keypads, LCD displays, and integrated circuits. The lectures include series-parallel circuits, ohms law, circuit analysis methods using KVL and KCL, and Boolean logic used in digital circuits analysis and simple design. The lab experiences include building, testing, and troubleshooting micro-controller applications.</td>
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<td>Programmable Logic Controllers and Process Control</td>
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<td>The application of Programmable Logic Controllers (PLCs) for process control is studied through lectures, exercises, and labs. Students learn to read and generate PLC Input Output (I/O) drawings, layout a panel, read and generate a Process and Instrumentation diagram (PID), and program a PLC using ladder logic</td>
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<td>In-depth analysis of selected molding plastics processes including essentials of product/process design and their impact on product quality. Lab activities involve extensive analysis of molding and processes.</td>
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<td>Study of tooling required for extrusion, injection molding, compression molding, thermo-forming, and other production processes used to produce plastic parts. Lab activities include design and construction of molds for plastic forming.</td>
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<td>Theory and Practice of Designing and constructing tooling to improve productivity and quality in various manufacturing applications. Lab activities include using computer aided design (CAD) software to design work holding jigs and fixtures. Also includes construction and testing of jigs, fixtures and gages.</td>
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<td>Advanced computer-aided design and computer-aided machining (CAD/CAM) for computer numerical control (CNC) machine tools. Lab activities focus on optimizing machining performance.</td>
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**COURSE DESC:**
- **ETM 3540 Industrial Materials**
  - Study of methods and systems used to automatically identify objects including bar coding, optical character recognition, magnetic stripe, radio frequency identification and biometrics. Various industrial applications will be studied, such as inventory, production control, order picking, and shipping/receiving. Lab experiences emphasize application of automatic identification technologies.

- **ETM 3620 Supervision and Leadership**
  - Examine the basic principles of supervision, planning, organizing, staffing, leading, and controlling people and operations and their application to actual on the job situations.

- **ETM 3630 Quality Management Systems**
  - Theory and practice of quality assurance principles in manufacturing. Includes statistical process control, process capability, gage capability, and quality management.

- **ETM 3635 Quality Assurance and Technical Documentation**
  - Theory and practice of quality assurance principles in manufacturing. Includes statistical process control, process capability, gage capability, and quality management and an introduction to ISO documentation.

- **ETM 3700J Professional and Technical Writing**
  - This course covers the preparation, research, organization, draft writing and revisions of technical documents such as proposals, product descriptions, mission statements, reports, and instructions.

- **ETM 3820 Contemporary Project Management**
  - Students learn skills, tools, and strategies needed for technical projects. The focus of the course will be on key project management phases such as initiating, planning, executing, controlling, and closing projects as well as topics such as project integration management, scope management, time management, cost management, human resource management, communications management, and risk management.

- **ETM 3830 Enterprise Project Management**
  - Students will learn the skills, tools, and strategies needed to meet the needs of managing engineering projects. The topics in the course include initiating, planning, executing, controlling, and closing projects as well as project integration management, scope management, time management, cost management, human resource management, communications management, and risk management.

- **ETM 3900 Industrial Materials**
  - Advanced theory and application of common industrial materials. Includes examination of the behavior of ceramics, polymers, metals, and composites.
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<td><strong>COURSE DESC:</strong> Discussion of projected employment opportunities, career enhancement activities, and professional development options in industrial technology.</td>
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<td><strong>COURSE DESC:</strong> Discussion sessions relating to projected employment opportunities, career enhancement activities, and professional development options in project management.</td>
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<td><strong>COURSE DESC:</strong> Will deal specifically with the analysis phase of dimensional management. The main areas covered are linear and radial statistical stack-ups of dynamic mechanical assemblies that use general and geometric dimensions. Some information is given regarding two and three-dimensional analysis methods. The primary method of learning will take place through analytical problem solving using manual and computer methods.</td>
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<td><strong>COURSE DESC:</strong> In this course students will learn how to identify and eliminate all forms of waste from process, through lean continuous improvement processes. Lean enterprise principles provide methods to achieve these goals. Lean operational approaches provide an organization with a set of methods and tools to assist in the identification and then continuous eliminations of waste and enterprise improvements.</td>
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<td><strong>COURSE DESC:</strong> Radio frequency identification (RFID) is a key technology within the supply chain and automatic identification arenas. This course will introduce students to the various types of FRID that exist, why it is such an important topic and how to successfully implement RFID to solve a business problem. Lectures, assignments and various projects will help students to understand the advantages, obstacles and various issues surrounding the technology.</td>
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**COURSE DESC:**
- **Automation, Robotics & Control Systems:**
  - Theory and application of digital controls in manufacturing. Includes relay logic and closed loop control theory using negative feedback. Introduction to sensors, signal conditioning, circuits, D-A and A-D conversion, and Proportional-Integral-Derivative (PID) control. Lab experiments include programmable logic controllers and control of mechanical, hydraulic, pneumatic and electrical systems. Theory and application of robots used in manufacturing. Includes classifications, sensors and feedback mechanisms, robot/computer communications, and programming. Also includes selection of robots based on task and economic criteria. Lab activities include on- and off-line programming of robots and developing robotic work cells.

- **Purchasing and Supply Chain Management:**
  - Purchasing, logistics and Supply Chain Management principles are key functions in most enterprises. This class provides an introduction to the key fundamentals and tools used in these functional areas.

- **Advanced Project Management:**
  - Students learn and practice with advanced concepts and strategies in project management with case-study approaches. The course focuses on agile strategies, change management, team building, critical communication, risk management, and leading complex projects.

- **Operations and Production Capstone:**
  - Capstone course requiring student teams to use knowledge from previous technical and business courses to develop and conduct an operations project. Senior project elements include process planning and control, resource planning, communications, evaluating cost considerations, quality assurance, business documentation, and project management.

- **Operations Management Capstone I:**
  - Operations Management and Capstone I requires student teams to use knowledge from previous technical and business courses to develop a manufacturing operations plan for a product. This includes production planning and control, resource planning, product cost considerations. Students will experience current concepts of the new product development process. Emphasis will be placed on team work, project management, computerized production documentation, lean manufacturing, integration and optimization of business technical functions, operations within a manufacturing enterprise, Quality assurance planning and six sigma, product design and development. Lab activities include prototype and engineering builds of the product designed by the student teams. This is the first of the Capstone I and II series, which has to be taken in consecutive semesters.

- **Operations Management Capstone II:**
  - Operations Management and Capstone II requires student teams to use knowledge from previous technical and business courses to develop a manufacturing operations plan for a product. This includes production planning and control, resource planning, product cost considerations. Students will experience current concepts of the new product development process. Emphasis will be placed on team work, project management, computerized production documentation, lean manufacturing, integration and optimization of business technical functions, operations within a manufacturing enterprise, Quality assurance planning and six sigma, product design and development. Lab activities include prototype and engineering builds of the product designed by the student teams. This is the first of the Capstone I and II series, which has to be taken in consecutive semesters.
Operations Management Capstone II
GE:1: A-F, REQUISITE: ETM 4621 and 3510 and 3630 and Sr and WARNING: No credit for this course if the following is taken (keeps credit for the following course, as defined by department): ETM 4620
For ETM 4622, the enrolled students use the documentation and project plan developed as a part of their culmination experience in ETM 4621. Based on this documentation they develop a production management plan, tooling, an inventory control system, work instructions and a quality control plan to execute a production run. Students gain supervision and management experience through this where each group manages their peers to produce 15-25 products in a 6 hour time period. Students evaluate their peers as part of the assessment. The same student groups from ETM 4621 are maintained and so students complete ETM 4621 and 4622 in two consecutive semesters. Under special circumstances students are assigned to one of the teams in ETM 4622 by the instructor.

Safety Management
GE:1: A-F, REQUISITE: BUSL 2550 and ETM 2180 and 3620 and advanced standing in ETM
Study of organized industrial safety programs, including historical and social perspectives and the responsibilities of management to provide a safe work environment.

Maintenance Systems
GE:1: A-F, REQUISITE: ETM 3010 and 3320 and (2080 or 2180) and advanced standing in ETM
Study of organized industrial maintenance systems. Includes environmental control, structural, mechanical, and electrical requirements.

Special Topics in Engineering Technology and Management
GE:3: A-F, CR, REQUISITE: Specific course content will vary with offering.

Independent Study in Engineering Technology Management
GE:1: A-F, REQUISITE: Advanced Standing in ETM
Selected topics that are current and relevant to engineering technology management.

Lean Enterprise Methods
GE:1: A-F, REQUISITE: In today's world, organizations compete in a global market place. In order to compete successfully, organizations must eliminate all forms of waste from their process, through continuous improvement processes. Lean enterprise principles provide methods to achieve these goals. Lean operational approaches provide an organization with a set of methods and tools to assist in the identification and then continuous eliminations of waste and enterprise improvements.

Special Topics in Engineering Technology and Management
GE:4: A-F, CR, PR, REQUISITE: Specific course content will vary with offering.

SPCL TOPICS IN TECHNOLOGY
GE:2: A-F, PR, REQUISITE: Selected advanced topics that are current and relevant to industrial technology. May be repeated.

Project Management I
GE:1: A-F, REQUISITE: This course is the first part for the Project Management course sequence. Students learn the skills, tools, and strategies required to meet the needs of managing complex projects. The topics in the course include initiating, planning, executing, controlling, and closing projects as well as project integration management, scope management, time management, cost management, human resource management, communications management, and risk management.
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ELIGIBLE GRADES: GEC1: A-F  REQUISITE: No credit if taken after EMGT 6110 or 6500
COURSE DESC: This course is an investigation of both risk and change management as it relates to project management. The topics in the course include initiating, planning, executing, controlling, and closing projects. The concepts of project risk and change management are presented, and students have opportunities to develop risk and change management plans.

COURSE DESC: Lean and Six Sigma were developed as two separate methodologies to remove waste and improve quality in an enterprise. The overlap in the principles, tools and skill sets utilized by both methods has led to a synergy in how they are applied in conjunction with each other in an organization. This course introduces students to fundamental principles of lean and six sigma methodologies and provides them with key problem solving tools utilized in both methods.

COURSE DESC: This course is the capstone experience for students completing the Masters of Project Management graduate degree program. Students develop a case study portfolio with a client company to implement the project management tools and techniques learned within the degree program. Students have the option of working with the instructor to complete either the CAPM or PMP certification exams from the Project Management Institute as desired by the student. The culminating deliverable will be the individual student project portfolio.

COURSE DESC: This is a variable credit special topics course in Project Management to allow students to pursue special interest topics under the guidance of an instructor of record. This course number may also be used by an instructor wishing to teach an experimental course for consideration into the masters of project management program. A course proposal must be submitted, reviewed by program coordinator and approved by the department chair before the start of the course.

COURSE DESC: In this course the student conducts independent research towards a thesis under the direction of a graduate faculty member. The culminating deliverable is a completed thesis.
Course Listing

**Foundations of Engineering Management**
- Lecture: 4
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6000 or enrolled in MS7271 program
- COURSE DESC: Engineering management skills and executive leadership are required to meet the demands of both global and domestic markets. Modern corporations require engineering leadership to be creative and progressive, and to produce profitable performance. Will help engineers to broaden their understanding of management activities and their unique applications to engineering functions.

**Communication Skills for Engineers**
- Lecture: 3
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6100
- COURSE DESC: Designed to help students develop the ability to think critically as a professional communicator by asking appropriate questions that will enable them to understand, develop, and produce effective communication using the following elements of thought: purpose, basic concepts, information sources and needs, underlying assumptions, inferences/conclusions, implications/consequences, points of view, and questions raised and addressed.

**Statistics for Engineering Management**
- Lecture: 4
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6110
- COURSE DESC: Application of statistics to control of quality and reliability in products and services, including training in the Six Sigma DMAIC problem-solving methodology. Topics include: tools and techniques for statistically-based product and process improvement; design of acceptance sampling and process control systems, including attention to inspection and test methods; and design and implementation of quality assurance programs, including nonstatistical dimensions of quality systems.

**Advanced Six Sigma**
- Lecture: 3
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6110
- COURSE DESC: This course is continuation of the EMGT 6110 - Six Sigma, and covers DMAIC problem-solving methodology in details. Topics covered include tools and techniques for product and process improvement and the application of basic and advanced statistics to problem solving. Emphasis on application of the methodology.

**Six Sigma Green Belt Exam**
- Lecture: 5
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6110
- COURSE DESC: This course allows students to demonstrate proficiency in basic Six Sigma methods. Students review the provided materials and then take an exam.

**Six Sigma Black Belt Exam**
- Lecture: 5
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6111 and EMGT 6112
- COURSE DESC: This course allows students to demonstrate proficiency in advanced Six Sigma methods. Students review the provided materials and then take an exam.

**Six Sigma Black Belt Project**
- Lecture: 3
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6111
- COURSE DESC: This is the culminating experience of the Six Sigma Black Belt Certificate. Students apply the components of Six Sigma methodology taught in previous courses to demonstrate their ability to use the appropriate methods for process improvement.

**Quality Systems**
- Lecture: 3
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6100
- COURSE DESC: Focuses on the concepts of total quality management including: philosophies and frameworks of quality management, incorporating quality into strategic planning, leadership, process measurement and management, continuous quality improvement, and ISO 9000. Original writings by major figures in the quality movement, such as Deming, Juran, Tagucji, etc. will be discussed.

**Information Systems Engineering**
- Lecture: 3
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6200
- COURSE DESC: An introduction to applications of information systems industry and the design and implementation of these systems. Students will also learn systems modeling and how to utilize a Rapid Application Development tool to extract needed information from a database.

**Database Information Systems**
- Lecture: 3
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6200
- COURSE DESC: Introduction to application and development of database systems in industrial engineering. In addition, students will learn database theory, data modeling and SQL.

**Data Acquisition and Predictive Analytics**
- Lecture: 3
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6100 and EMGT 6200; no credit if taken after MBA 6325
- COURSE DESC: The objective of this course is to teach students modern methods for data analysis and predictive analytics. Students will gain the knowledge to develop advanced queries and apply statistical methods and machine learning to analyze the data and make predictions in the engineering management context.

**Project Management**
- Lecture: 4
- General Education: N
- Cred Hours: 0
- Perm: G40
- Subsidy Level: 0
- ELIGIBLE GRADES: A-F
- REQUISITE: EMGT 6000 or enrolled in MS7271 program
- COURSE DESC: Modeling of project constraints using network methodologies such as CPM and PERT to determine activities critical to meeting a project deadline. Utilization of stochastic models to determine possible changes in the critical path. Will also cover methods for economic evaluation of project alternatives.
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<tr>
<th>College</th>
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<th>Title</th>
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<td>ISE</td>
<td>EMGT</td>
<td>6400</td>
<td>Engineering Law</td>
<td>Lecture</td>
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<td>Study of the legal system; domestic and international environments of intellectual property policy (including patents, trademarks, copyrights, and trade secrets), torts and various sources of personal, facility, products and enterprise liability; contracts and issues arising from various types of contractual relationships; and aspects of administrative law (dealing with agencies) and employment law.</td>
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<td>ENT</td>
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<td>EMGT</td>
<td>6500</td>
<td>Lean Thinking Methods</td>
<td>Lecture</td>
<td>3</td>
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<td>The objective of this course is to teach students tools for applying lean thinking, lean principles and lean methods in manufacturing and service systems. Students will learn basic methods of the lean production, such as value-stream mapping, 5(S)-6(S), continuous flow, Kanban, SMED, A3, continuous improvement. The methods will be learned by practicing them in group discussions and in projects. Upon completion of the course, students will possess skills to apply lean methods in their working environments.</td>
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<td>EMGT</td>
<td>6600</td>
<td>Applied Accounting and Finance for Engineering Management</td>
<td>Lecture</td>
<td>3</td>
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<td>Principles and techniques of accounting, finance, performance measures and decision making are examined and applied in the engineering management context. Methods of cost accounting are presented, compared and used. Relationships between cost, volume and profit are illustrated, and related parameters are calculated. Budgets for production, direct labor, manufacturing and other functions are prepared. Performance measures are analyzed and applied. Differential analysis techniques are used to support engineering management decisions. Financial statements and statements of cash flows are examined and interpreted to assess the financial health of engineering organizations.</td>
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<td>EMGT</td>
<td>6700</td>
<td>Engineering Leadership</td>
<td>Lecture</td>
<td>3</td>
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<td>This course will provide information, experiences and skill development to aid the student in creating an inventory of leadership knowledge for lifelong development of effective leadership abilities. This will be accomplished through selected readings, supplemental videos, interviews of experienced leaders, reflections and discussions to explore, develop, and reinforce leadership development. Case studies from engineering leaders will be used for discussions of the principles being covered.</td>
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<td>EMGT</td>
<td>6900</td>
<td>Special Topics in Engineering Management</td>
<td>Lecture</td>
<td>1 to 15</td>
<td>999</td>
<td>N</td>
<td>G40</td>
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<td>EMGT</td>
<td>6930</td>
<td>Special Investigations</td>
<td>Ind Study</td>
<td>1 to 6</td>
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<td>Independent study of a topic in engineering management under the guidance of a faculty member.</td>
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<td>6949</td>
<td>Engineering Management Project</td>
<td>Lecture</td>
<td>3</td>
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<td>Students are required to work on a project. They pick a topic of their choice and study in detail. Though not required, they are recommended to select this topic from the organization they are currently working. The project includes problem definition, solution techniques, analysis performed, results obtained, discussions, and conclusions.</td>
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<td>ISE</td>
<td>ISE</td>
<td>1100</td>
<td>Introduction to Computers and Industrial Engineering</td>
<td>Lecture</td>
<td>3</td>
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<td>Introduces the primary skills that industrial engineers are responsible for in practice, including engineering economy, methods of analysis, and system design. The applications and important features of office software, especially spreadsheets, are explained, with examples related to the IE skills that are discussed.</td>
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<td>ENT</td>
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<td>ISE</td>
<td>1200</td>
<td>Software Tools for Industrial and Systems</td>
<td>Laboratory</td>
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<td>This course teaches office software including documents, spreadsheets, presentations, and databases. The software is demonstrated by applying it to situations encountered by ISEs in practice.</td>
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<td>ISE</td>
<td>2100</td>
<td>Data Management and Display</td>
<td>Lecture</td>
<td>3</td>
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<td>Demonstrates ways in which data, primarily numeric, can represent systems. Topics focus on the dimensionality of the data and common formats for data in structured problem solving. Introduces software used for data management and analysis. Students will also learn to present their results in a written format and use graphical displays to supplement their writing.</td>
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<td>2900</td>
<td>Special Topics in Industrial Systems</td>
<td>Lecture</td>
<td>1 to 15</td>
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<td>Repeat</td>
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<td>ENT</td>
<td>ISE</td>
<td>ISE</td>
<td>3210</td>
<td>Engineering Probability</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>MATH 2302 and C- or better</td>
<td>ET2450 and WARNING: No credit for both this course and the following (always deduct credit for first course taken): MATH 3500. No credit if taken after EE 3713</td>
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<td>COURSE DESC:</td>
<td>Introduction to probability, concept of random variables, discrete and continuous probability distributions, and expectation.</td>
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<td>ENT</td>
<td>ISE</td>
<td>ISE</td>
<td>3341</td>
<td>Work Design</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>(ISE1100 or ISE1200) and (ET2450 or ISE 2400 or ISE 3200 or ISE 3040)</td>
<td>Design of work systems and measurement of work. Topics include operation analysis and improvement, charting techniques, stop-watch time study, work sampling, predetermined time systems, standard data, incentive wage systems, learning curves, balancing lines, assembly lines, task assignment to workers, robots in industry. Students are also introduced to ergonomics considerations in the design of manual operations. Models for optimization of operations (eg. line balancing models) will also be covered.</td>
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<tr>
<td>ENT</td>
<td>ISE</td>
<td>ISE</td>
<td>3910</td>
<td>Internship in Industrial and Systems Engineering</td>
<td>Internship</td>
<td>1 to 3</td>
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<td>BLD</td>
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<td>GEC3: A-F</td>
<td>REQUISITE:</td>
<td>Jr or Sr</td>
<td>Supervised work-study program, in industrial and systems engineering profession, in established industrial or government environment. Credit dependent upon advance registration and mutual agreement between faculty supervisor and participating company. Hours applied for graduation limited by dept.</td>
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<td>ENT</td>
<td>ISE</td>
<td>ISE</td>
<td>4120</td>
<td>Inventory and Manufacturing Control I</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>(ISE 1200 or ISE 1100) and ET 2450</td>
<td>Classification of production systems, discussion of demand characteristics, forecasting. Applications of mathematical modeling for production planning and master production scheduling. Review of basic inventory models. Introduction to just-in-time/lean manufacturing, materials requirements planning, capacity planning and scheduling. A planning project is required as part of the course.</td>
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<td>ENT</td>
<td>ISE</td>
<td>ISE</td>
<td>4130</td>
<td>Industrial Computer Simulation</td>
<td>Laboratory</td>
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<td>ISE</td>
<td>ISE</td>
<td>4140</td>
<td>Introduction to Operations Research</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>(ISE 1200 or ISE 1100) and MATH 3200</td>
<td>Introduction to basic methods of operations research, modeling methods, linear programming, simplex method, transportation and assignment models, and integer programming.</td>
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<td>ISE</td>
<td>4150</td>
<td>Information Systems Engineering</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>ISE 2100</td>
<td>An introduction to applications of information systems industry and the design and implementation of these systems. Students will also learn systems modeling and database development.</td>
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<td>4150</td>
<td>Information Systems Engineering</td>
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<td>4160</td>
<td>Principles of Six Sigma</td>
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<td>ET 2450 or ISE 3200 or ET 2400 or ISE 3040 or MATH 2500</td>
<td>Application of statistics to control of quality and reliability in products and services, including training in the Six Sigma DMAIC problem-solving methodology. Topics include tools and techniques for statistically-based product and process improvement; design of acceptance sampling and process control systems, including attention to inspection and test methods; and design and implementation of quality assurance programs, including nonstatistical dimensions of quality systems.</td>
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Office of the University Registrar  
June 1, 2023  
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<td>Introduction to decision theory and its applications are covered. Decision making under different circumstances are discussed. Fuzzy decision making is also briefly introduced. Single objective and multiple objectives cases are illustrated. Single person as well as multiple-person decision making is differentiated. Examples will be given from different applications such as inventory control, scheduling, system design, and economic analysis.</td>
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<td>Discussion of more advanced inventory and manufacturing control methods. Topics include forecasting, inventory control, aggregate planning, materials requirements planning, capacity requirements planning, conversion to cells, just-in-time/kanban, scheduling procedures, and production-rate based scheduling. A kanban design project is required as part of the course.</td>
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<td>This course explores the key issues associated with the design and management of supply chains. Supply chains are the cornerstone of today's global economy and are concerned with the efficient integration of suppliers, factories, warehouses and stores so that products are distributed to customers in the right quantity and at the right time.</td>
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<td>Instruction in product cost estimating, product value engineering, and manufacturing performance evaluation in state-of-the-art manufacturing systems. Examines the application of industrial engineering techniques, work measurement, cost accounting, and computers to manufacturing cost measurement and process design.</td>
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<td>Formulation and solution of various mathematical programming models. Topics include linear programming, integer programming, and mixed-integer programming. Various solution algorithms will also be discussed.</td>
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<td>Engineering project planning using such techniques as PERT and critical path method, resource allocation in project networks, shortest path models, spanning-tree problems, traveling salesman problems, maximum-flow problems, and other stochastic network models, such as GERT.</td>
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<td>Introduction to application and development of database systems in industrial engineering. In addition, students will learn database theory, data modeling and SQL.</td>
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<td>Introduces students to fundamental reliability theory and applications. Reliability models, system reliability, reliability testing, and reliability data analysis are covered.</td>
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<td>The process of designing and laying out a facility with an emphasis on manufacturing facilities. Consideration will also be given to other facilities, such as warehouses, and service-oriented facilities, such as hospitals. Issues addressed include selecting the type and quantity of production and handling equipment; alternatives for material flow; qualitative and quantitative methods for developing the facility layout; determining the appropriate size for the departments and the facility; and utilizing software as appropriate for determining the facility design.</td>
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<td>Provides a broad understanding of materials handling engineering from a system design and application engineering point of view. Instruction in the engineering principles, design criteria, operating parameters, performance requirements, equipment resources, and applications of engineering practices involved in the planning, design, and operation of materials handling systems for manufacturing facilities, distribution facilities, and service facilities. A materials handling system design project is a required part of the course.</td>
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<td>Only Applications of industrial and systems engineering techniques, principles, practices, and methodologies as they relate to the operation, analysis, management, planning, and design of manufacturing systems. A manufacturing system design project is required as part of the course.</td>
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<td>Provides the students with an understanding of the fundamentals of computer integrated manufacturing. Several issues will be addressed, product design and tolerances, numerically controlled machines and programming, CAD/CAM integration, process engineering, and process planning. Students will learn how to apply these techniques as a part of the typical manufacturing engineering task. The emphasis will be on interactions and interdependencies between the covered techniques.</td>
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<td>Role of operator as subsystem in human-machine systems. Topics include design principles for workplace environments, such as: manual material handling, energy expenditure, information displays, equipment controls, information processing, vibration, and thermal stress. Lab assignments will emphasize data collection, design, analysis, and presentation.</td>
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Office of the University Registrar
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<td>COURSE DESC: Application of statistics to control of quality and reliability in products and services, including training in the Six Sigma DMAIC problem-solving methodology. Topics include tools and techniques for statistically-based product and process improvement; design of acceptance sampling and process control systems, including attention to inspection and test methods; and design and implementation of quality assurance programs, including nonstatistical dimensions of quality systems.</td>
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<td>COURSE DESC: This course focuses on tools for applying lean thinking, lean principles and lean methods in manufacturing and service systems. Students will learn basic methods of the lean production, such as value-stream mapping, 5(6)-S, continuous flow, Kanban, SMED, A3, and continuous improvement. The comparison between western and Japan manufacturing planning and control methods from an intercultural competence perspective is covered. The methods will be learned by practicing them in lab setting and in projects.</td>
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<td>COURSE DESC: This course focuses on tools for applying lean thinking, lean principles and lean methods in manufacturing and service systems. Students will learn basic methods of the lean production, such as value-stream mapping, 5(6)-S, continuous flow, Kanban, SMED, A3, and continuous improvement. The comparison between western and Japan manufacturing planning and control methods from an intercultural competence perspective is covered. The methods will be learned by practicing them in lab setting and in projects.</td>
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<td>COURSE DESC: To prepare engineering and technology students to design statistically valid experiments and to analyze the results of those experiments to draw conclusions. Topics include functions of random variables, fundamentals of probability theory, sampling distributions, probability density function and cumulative distribution function, estimation theory, hypothesis testing, statistical prediction, ANOVA techniques, simple linear regression analysis, and computer software for basic statistical analysis.</td>
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<td>COURSE DESC: Introduction to probability, concept of random variables, discrete and continuous probability distributions, and expectation.</td>
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<td>COURSE DESC: Design and analysis of engineering experiments approached from linear statistical model point of view. Blocking designs, full and fractional factorial designs, analysis of variance, and introduction to response surface methodology. Software for statistical analysis is utilized.</td>
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COURSE DESC: Introduces students to fundamental reliability theory and applications. Reliability models, system reliability, reliability testing, and reliability data analysis are covered.
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<td>GPC: A-F REQUISITE: The process of designing and laying out a facility with an emphasis on manufacturing facilities. Consideration will also be given to other facilities, such as warehouses, and service-oriented facilities, such as hospitals. Issues addressed include selecting the type and quantity of production and handling equipment; alternatives for material flow; qualitative and quantitative methods for developing the facility layout; determining the appropriate size for the departments and the facility; and utilizing software as appropriate for determining the facility design.</td>
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<td>GPC: A-F REQUISITE: Provides a broad understanding of materials handling engineering from a system design and application engineering point of view. Instruction in the engineering principles, design criteria, operating parameters, performance requirements, equipment resources, and applications of engineering practices involved in the planning, design, and operation of materials handling systems for manufacturing facilities, distribution facilities, and service facilities. A materials handling system design project is required as part of the course.</td>
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<td>GPC: A-F REQUISITE: Applications of industrial and systems engineering principles, techniques, practices, and methodologies as they relate to the operation, analysis, management, planning, and design of manufacturing systems. A manufacturing system design project is required as part of the course.</td>
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<td>GPC: A-F REQUISITE: Provides the students with an understanding of the fundamentals of computer integrated manufacturing. Several issues will be addressed, product design and tolerances, numerically controlled machines and programming, CAD/CAM integration, process engineering, and process planning. Students will learn how to apply these techniques as a part of the typical manufacturing engineering task. The emphasis will be on interactions and interdependencies between the covered techniques.</td>
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<td>GPC: A-F REQUISITE: Role of operator as subsystem in human-machine systems. Topics include design principles for workplace environments, such as: manual material handling, energy expenditure, information displays, equipment controls, information processing, vibration, and thermal stress. Lab assignments will emphasize data collection, design, analysis, and presentation.</td>
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<td>GPC: A-F REQUISITE: Historical development of worker’s compensation and industrial health and safety; review of federal activities in occupational health and safety with focus on contemporary public policy and risk/benefit issues. Specific occupational health and safety issues dealt with in seminar format.</td>
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<td>GPC: A-F REQUISITE: Introduction to the theory and methodologies involved in work physiology and occupational biomechanics. Structural and functional design of the human body to determine its implications for the design of physical work, tools, and the workplace itself. Applications to classification of work, manual materials handling, tool design, workplace design, and worker selection and training. Selected environmental conditions that alter performance will be discussed.</td>
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<td>GPC: A-F REQUISITE: Addresses the human capabilities and limitations in information processing, learning, perception and attention, and applications of this knowledge to the analysis and design of human-machine interfaces in the work environment.</td>
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<td>GPC: A-F REQUISITE: Development and utilization of network techniques, such as PERT and CPM, to schedule activities, develop financial budgets, allocate resources, and control progress and costs of practical projects. Students introduced to use of available computer programs that generate project schedules.</td>
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**Course Descriptions:**

- **Graduate Internship in ISE:** An internship course of ISE graduate students. Students wishing to gain external experience during their studies should enroll in this course for credit when performing an internship.

- **Special Investigations:** Independent study of a topic in industrial and systems engineering under the guidance of a faculty member.

- **Analysis of Engineering Systems I:** Introduction to structured approach to analysis of engineering systems. Development of design requirements, functional and operational architecture of a system design. Application of Analytic Hierarchical Process (AHP) in system analysis and design. Introduction to autonomous agent systems.

- **Probabilistic System Analysis:** Overview of analytical methods for the analysis of discrete and continuous time systems. Modeling and analysis of discrete systems using petri nets and DEDS models. Application of systems dynamics to modeling and analysis of manufacturing inventory systems, supply chain management, and other complex systems.

- **Reliability in Design:** Intended to prepare engineering management students to design statistically valid experiments and to analyze the results of those experiments to draw conclusions about a population. Analysis methods covered include hypothesis testing and regression.

- **Design for Reliability:** The objective of this course is to provide graduate students with fundamental knowledge related to reliability and applied statistics, and advanced modeling and computational tools.

- **Information Systems Design:** Design and control of information flow in organizations. Information storage and retrieval by data processing equipment. Students practice design of information systems in laboratory.

- **Environmental Systems Engineering:** Discusses issues of modern world where industrial systems/products provide comfort and convenience that everybody enjoys. However, some of these activities may adversely affect the environment (land, water, air) if we do not address some of potential problems carefully.

- **Seminar Transportation Systems:** Seminar planning, design and management transportation systems. Various aspects of transportation such as transportation modes (land, sea, air, rail) to safety and security issues are also discussed. Different transportation modeling approaches will also be introduced and studied (network modeling, mathematical modeling, and simulation, etc.).

- **Artificial Neural Networks in Manufacturing:** The objective is to help the student develop an overall understanding of neural networks and how they can be used in manufacturing.

- **Seminar in Industrial and Systems Engineering:** Current topics and new developments in industrial and systems engineering. Focus on research methods and resources for conducting thesis research. Required of all ISE graduate students.

- **Seminar on the Control of Inventory and Manufacturing Systems:** Advanced inventory control, scheduling, production planning, materials planning, lot sizing and forecasting techniques. Integration of scheduling and materials planning (Schedule-Based MRP/ERP), integration of inventory control and finite capacity scheduling. Critical review of current literature on inventory and manufacturing control.
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<td>Construction and improvement algorithms for discrete layout problems. Math programming formulations for continuous layout problems; planar and network location models. Design of linear, nonlinear, quadratic, and network programming applications. Analysis of trade-offs between model realism and solvability.</td>
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<td>Quantitative and operational approach to the design of the total receiving, storage, and retrieval system including packaging, palletizing, storage, order picking, shipping, facility design, information systems, and operating policy.</td>
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<td>The objective is to help the student develop an overall understanding of managing engineering and technology. It is designed to teach engineers the management skills they will need to be effective throughout their careers. It introduces the ways in which management principles are applied in the kinds of work they are most likely to encounter.</td>
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<td>Examines networks of manufacturers and distributors. Study of buyer/supplier relationships and the procurement of materials, including product requirements and negotiations.</td>
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<td>An advanced graduate level course in manufacturing applications of geometric modeling. Topics covered will include geometric transformations, solid modeling representations, feature recognition and feature modeling, and generative process planning.</td>
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<td>Defining scheduling function, performance measures and terminology. Topics include scheduling algorithms for single machine, parallel machine, flow shop, job shop, cellular manufacturing systems, flexible manufacturing systems and also solution methodologies such as heuristic procedures, constructive algorithms, branch and bound approaches, dynamic programming, linear programming, integer programming, mixed integer programming, genetic algorithms, tabu search simulated annealing and fuzzy math modeling. Focusing on manufacturing scheduling in practice with relations to capacity, multiple resource requirements and material availability. Also discussing hierarchical scheduling approaches needed to solve nested scheduling problems using case studies.</td>
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<td>REQUEST:</td>
<td>The objective is to enable the students to learn methods and techniques of artificial intelligence and enable them to apply these methods in building knowledge-based engineering systems. Students will learn fundamental AI techniques such as space search and knowledge representation and study several techniques for building knowledge-based systems in various domains. After successfully completing this course, the students will possess enough theoretical knowledge and programming experience for building intelligent systems in their engineering disciplines.</td>
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<td>REQUEST:</td>
<td>Genetic algorithms are search algorithms based on the mechanics of natural selection and natural genetic operators such as crossover and mutation. Genetic algorithms and evolutionary computation concepts will be presented. Their application to engineering problems in manufacturing system design, scheduling, lot sizing, layout, constrained optimization, vehicle routing and other network problems will be emphasized. In addition, their connections to other artificial intelligence paradigms, such as genetic programming, fuzzy logic, and artificial immune system will be introduced.</td>
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<td>The objective is to help the student develop an overall understanding of advanced techniques using neural networks including knowledge extraction such as decision trees, grey box creation along with embedding ANNs into other software applications.</td>
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<td>REQUEST:</td>
<td>WARNING: No credit if taken after ISE 6260 or 7260</td>
<td>The objective of this course is to help the student develop an overall understanding of neural networks and how they can be used in industry.</td>
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<td>REQUEST:</td>
<td>Data integration, including object based structures, relational and hierarchical data. Typical structures will be in Express and XML. Topics will include recent articles on determining consistency and synchronization.</td>
<td>The objective of this course is to help the student develop an overall understanding of neural networks and how they can be used in industry.</td>
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<td>The objective of this course is to help the student develop an overall understanding of intelligent decision making through machine learning techniques.</td>
<td>The objective of this course is to help the student develop an overall understanding of intelligent decision making through machine learning techniques.</td>
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<td>Focus of this seminar is on case studies. It includes presentation of relevant case studies and literature followed by critique of the procedures used and the results obtained. Related research done within department included. Representatives of industry invited to present their control systems for critique.</td>
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<td>The course covers manufacturing system design, supplier selection and evaluation, purchasing, location of warehouses and manufacturing plants, forecasting, distribution networks, logistics, warehouse operations, vehicle routing. It includes math modeling, fuzzy math modeling, stochastic modeling and genetic algorithms as solution techniques. The course looks into competition and collaboration among in supply chains along with world trade relations, tariffs, and world economy as part of designing global supply chains. Basic control issues such as production planning, scheduling and inventory control is briefly covered in the course.</td>
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<td>The course teaches the students system safety techniques and survey methods for identifying hazards using common hazard analysis techniques. This course covers hazard analysis techniques including preliminary hazard analysis, subsystem and system hazard analysis, operating and support Hazard analysis, health hazard assessment, safety requirements/criteria analysis, failure mode and effects analysis (FMEA), software safety assessment (SWSA), and several quantitative methods for hazard assessment.</td>
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<td>Focuses on Combinatorial Optimization. The topics include algorithms and their computational complexity, convex optimization, linear programming, duality theory, solution techniques for integer programming and relaxation methods, transportation and various network problems, and finally stochastic programming methods.</td>
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<td>Focuses on Urban OR applications. The topics include dynamic programming, nonlinear programming, game theory, and various implementations in energy supply, environmental planning, green engineering, health care, public hygiene, urban transportation, regional planning and demographics, financial engineering, project management, energy finance, risk and disruption management, and sustainability analysis.</td>
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**Office of the University Registrar**  
June 1, 2023  
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<td>Focuses on Queueing Theory and its applications. The topics include waiting line vs. probability theory, single-server, multiple-server and infinitely many server models, and variations from these models, queueing network analysis, birth-death process, simulation and stochastic models, and illustrations in manufacturing, service industry, traffic analysis, and capacity planning.</td>
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<td>Focuses on metaheuristics and their applications in engineering problems. The topics include comparison of metaheuristics with classical optimization and heuristics, tabu search, simulated annealing, neighborhood search, scatter search, local search, hybrid search approaches and their application in manufacturing, service industry, and other engineering optimization problems.</td>
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<td>Focuses on ant colony and swarm optimization techniques and their applications in engineering optimization problems. The topics include ant colony optimization, swarm optimization and Bee Algorithms and their application in manufacturing, service industry, and other engineering optimization problems.</td>
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<td>Content and structure will be determined at the discretion of the instructor. Examples include artificial neural networks in manufacturing, artificial intelligence in manufacturing system design, advanced manufacturing database architecture, and evolutionary computation in job shop scheduling.</td>
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<td>Course content is determined at the discretion of the instructor with an emphasis on individual study. It may involve advanced readings, lectures and presentations.</td>
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<td>This gateway course uses projects to introduce students to common problem solving methods in the mechanical and energy engineering professions. Student teams will work cooperatively on engineering design projects while learning about and developing engineering competencies (including ethics and diversity).</td>
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<td>REQUISITE:</td>
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<td>Weekly seminars presented by engineers from industry, faculty researchers, and others focusing on engineering opportunities.</td>
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<td>GEC3: A-F</td>
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<td>ELIGIBLE GRADES:</td>
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<td>Activities and seminars related to the profession of engineering, career opportunities and preparation, and engineering competencies (including diversity and ethics).</td>
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<td>ENT</td>
<td>ME</td>
<td>2900</td>
<td></td>
<td>Special Topics in Mechanical Engineering</td>
<td>Lecture</td>
<td>1 to 15</td>
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<td>Specific course content will vary with offering.</td>
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<td>3011</td>
<td></td>
<td>Kinematics and Dynamics of Machines</td>
<td>Lecture</td>
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<td>Analytical and graphical solutions of kinematic and dynamic motion problems involving mechanical elements: linkages, gears, cams, mechanical trains, etc. Modeling and characteristic phenomena of 1 degree of freedom mechanical vibrations encountered in machines and structures.</td>
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<td>ENT</td>
<td>ME</td>
<td>3012</td>
<td></td>
<td>Linear Systems Analysis and Control</td>
<td>Lecture</td>
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<td>REQUISITE:</td>
<td>ME 3011 and MATH 3400</td>
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<td>Modeling and formulations of physical systems. Transient and steady-state dynamic responses, and other fundamental theory of automatic controls and applications.</td>
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<td>ENT</td>
<td>ME</td>
<td>3022</td>
<td></td>
<td>Heat and Fluid Transport I</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>N</td>
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<td>REQUISITE:</td>
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<td>COURSE DESC:</td>
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<td>First course in the study of heat and fluid transport, focusing on fundamental fluid mechanics topics for mechanical engineers.</td>
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<tr>
<td>ENT</td>
<td>ME</td>
<td>3122</td>
<td></td>
<td>Heat and Fluid Transport II</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>MATH 3400 and (ME 3022 or 3121)</td>
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<td>ENT</td>
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<td>3140</td>
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<td>Introduction to Manufacturing Processes</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>ET 2220 and 2300</td>
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<td>ELIGIBLE GRADES:</td>
<td>COURSE DESC:</td>
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<td>Introduction to applied statistics in manufacturing. Interrelationship between process, design, materials and mechanical properties. Introduction to major metal manufacturing processes: casting, rolling, forging, extrusion, drawing, machining, powder metallurgy and heat treating. Analysis of forces, energy requirements, and temperatures. Polymers and processing.</td>
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<td>ENT</td>
<td>ME</td>
<td>3510</td>
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<td>Computer Aided Design</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>(ENG 1510 or 1610) and ET 1100 and 2220 and MATH 3200 and Soph or higher</td>
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<td>ELIGIBLE GRADES:</td>
<td>COURSE DESC:</td>
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<td>A detailed study of the use of computer-aided design tools in the engineering design process with a focus on solid modeling and finite element analysis. Technical writing instruction regarding design reports. Team design project that emphasizes proper use of CAD tools, documented in a formal design report.</td>
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<td>ENT</td>
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<td>3550</td>
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<td>Mechatronic Components</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>(ET 2100 and ET 3132 and JR)</td>
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<td>ELIGIBLE GRADES:</td>
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<td>This course builds on basic circuits knowledge to develop competence with mechatronic components such as thermistors, thermocouples, strain gauges, Wheatstone bridges, photoresistors, and associated instrumentation amplification. Basic theory is integrated with hands-on implementation to aid students in understanding how mechatronic components function in mechanical systems.</td>
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<td>Mechatronic Components</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
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<td>This course builds on basic circuits knowledge to develop competence with mechatronic components such as thermistors, thermocouples, strain gauges, Wheatstone bridges, photoresistors, and associated instrumentation amplification. Basic theory is integrated with hands-on implementation to aid students in understanding how mechatronic components function in mechanical systems.</td>
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<td>Machine Design</td>
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<td>A detailed study of the design and use of machine elements, including screws and fasteners, shafts and associated parts, bearing, gears, and other power transmission components. Team design project.</td>
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<td>ENT</td>
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<td>3800</td>
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<td>COURSE DESC: Weekly seminars presented by engineers from industry and faculty researchers focusing on engineering opportunities and interactions with career services and seniors in the capstone design project.</td>
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<td>ENT</td>
<td>ME</td>
<td>4060</td>
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<td>Analysis and Design of Mechanisms</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: ME 3012</td>
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<td>COURSE DESC: Analytical and graphical solutions of motion problems involving mechanical elements: linkages, gears, cams, mechanical trains, etc.</td>
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<td>4070</td>
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<td>Fundamentals of Nuclear Engineering</td>
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<td>GEC1: A-F, REQUISITE: ET 3200 and ME 3122</td>
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<td>COURSE DESC: Nuclear engineering, including nuclear reactions, radiation detection and measurement, reactor criticality, principles of reactor control, radiation shielding, effects of radiation of materials, uses of radioactive materials.</td>
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<td>Principles of Heating, Venting, Air</td>
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<td>COURSE DESC: Description and evaluation of heating, air conditioning, refrigeration and total-energy systems employed to provide thermal environments for buildings ranging in scope from residences to integrated commercial, apartment, or industrial complexes. Covers human comfort, psychometrics, load analysis, techniques, equipment, and controls.</td>
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<td>Conduction, Convection, and Radiation</td>
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<td>GEC1: A-F, REQUISITE: ME 3122 and (MATH 4600 or ME 4970)</td>
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<td>Mechanics of Composite Materials</td>
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<td>COURSE DESC: An introductory course on mechanics of composite materials and their applications. Includes micro and macromechanics, design, failure analysis, optimization, and finite element analysis of fiber reinforced polymer composite materials. Experimental techniques for characterizing and testing composite materials, basic manufacturing processes, and repair techniques for damaged composite structures are also covered.</td>
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<td>Combustion</td>
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<td>COURSE DESC: Kinetic theory and properties of gases, chemical reactions in gases, diffusion flames, detonation, combustion of atomized sprays, combustion diagnostic techniques, combustion and air pollution.</td>
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<td>Design of Thermal Systems</td>
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<td>COURSE DESC: Design of systems in which thermodynamics, transport behavior, and optimization techniques are major considerations. Emphasis on total design approach including factors such as cost and reliability. Typical systems include power, propulsion, environmental, and cryogenic. Design project and report required.</td>
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<td>Applied Thermal Systems Design and Analysis</td>
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<td>Stirling Cycle Machine Analysis</td>
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<td>COURSE DESC: Analysis and simulation of Stirling cycle machines, in which the single phase working gas operates in a closed thermal power cycle. Development and use of computer simulation techniques to model the non-steady flow conditions including thermodynamics, heat transfer, and fluid flow friction effects.</td>
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<td>Fuel Cell Analysis, Design, and Development</td>
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<td>COURSE DESC: Design of fuel cells using analytical tools, based on thermodynamic and electrochemistry.</td>
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<td>Energy Geomechanics for Engineers</td>
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<td>COURSE DESC: An introduction to the geomechanics of earth materials with application in energy technology. Includes a review of the behavior of elastic solids with emphasis on rock and soil mechanics, an overview of mechanism of rock fracture, the theory of poroelasticity, and fundamental theories for the transport of fluids including hydrocarbons in geological porous media. Special emphasis will be placed on oil reservoirs and unconventional reservoirs like coal-beds and organic-rich shale.</td>
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<td>COURSE DESC: Fuels, principles of combustion, stationary boilers, grates, stokers, furnaces, coal pulverizers, economizers, preheaters, superheaters, stacks, forced and induced draft, boiler-feed pumps, heat balances, and hydro power.</td>
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<td>Atmospheric Pollution Control</td>
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<td>Sources of air pollution from major industries, internal combustion engines, and other sources. Techniques available for measuring particulate and gaseous pollutants in atmosphere and at their sources. Techniques available for control and future possibilities for control of air pollution.</td>
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<td>Analysis and Simulation of Transport Processes</td>
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<td>Fundamentals of Aerosol Behavior</td>
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<td>Aerosol characterization transport properties, convective and inertial deposition, light scattering and visibility, experimental methods, coagulation, gas to particle conversion, general dynamic equation for aerosols.</td>
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<td>Energy Engineering and Management</td>
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<td>General principles of conventional and unconventional energy conversion. Analysis of multiple energy processes, including but not limited to photovoltaic, wind, electrochemical, thermovoltaic, combustion (Otto, Diesel, Brayton, and Rankine), refrigeration, and nuclear.</td>
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<td>Inviscid flow theory. General equations of fluid dynamics. Study of potential flow.</td>
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<td>Mechanics of fluid resistance, laminar and turbulent flow. Applications to external boundary layer flow, and to flow in ducts.</td>
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<td>Mechatronics I</td>
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<td>Design of intelligent devices. Interfacing of micro- and minicomputers with machines. Microprocessor characteristics, actuator characteristics, visual pattern recognition, design of devices. Theory and laboratory.</td>
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<td>Design of intelligent devices. Interfacing of micro- and minicomputers with machines. Microprocessor characteristics, actuator characteristics, visual pattern recognition, design of devices. Theory and laboratory.</td>
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<td>Mechanics of Metal Forming</td>
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<td>The basic theory of plasticity and its application to manufacturing processes. Classical techniques in metal working analysis, such as Slip Line Field, Upper Bound and Slab analyses. Review and analysis of forging, extrusion, rolling, drawing, sheet metal forming, etc. Concepts of work in metal deformation. Deformation zone geometry and its implications on properties and defects. Friction and lubrication in metal working. Temperature effects.</td>
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<td>Mechanics of Materials</td>
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<td>Introduction to Composite Materials</td>
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<td>Introductory course in composite materials. The course will cover the properties, manufacture, design and applications of composites; and students will be introduced to composite processing methods.</td>
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<td>Mechanics of Biological Solids</td>
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<td>Structure and functional properties of connective tissue. Techniques for determining the mechanical response of biological soft and hard tissues. Includes static, viscoelastic, creep, fatigue and fracture. Simplified models of biological structures. Creation of geometric models from medical imaging and computational modeling. Specific topics may include bone, cartilage, ligaments, tendon, teeth, and skin.</td>
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<td>Engineering Biomechanics of Human Motion</td>
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<td>Vehicle Systems Design</td>
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<td>Missiles guidance systems and rocket design</td>
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<td>COURSE DESC: This course covers the history, analysis, flight mechanics, and design of modern rockets and missiles. A historical perspective of the significance and design practices used to develop rockets and missiles are explored. Each of the five major rocket and missile components are discussed and analyzed separately and then combined to form a flight system. Mechanics of flight and basic aerodynamics are covered in order to develop a six degree of freedom flight simulator. A final project occurs to allow exploration of a design and simulation of a full rocket delivering a payload or a tracking missile.</td>
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<td>Mechanical Engineering Colloquium IV</td>
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<td>COURSE DESC: Last in a series of ME colloquia which engage students in career exploration, physical demonstrations, and research seminars. Activities to develop professional skills and technical communication skills are emphasized. Requires demonstration of satisfactory oral presentation skills.</td>
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<td>COURSE DESC: Learn the use of basic lab equipment while developing and executing experiments. Complete lab experiments using more advanced instrumentation systems, including various transducers, signal conditioning circuits, and data acquisition systems. Instruction provided on error analysis and the creation and editing of formal lab reports. Write multiple lab reports in executive summary style, and one formal lab report.</td>
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<td>COURSE DESC: Learn the use of basic lab equipment while developing and executing experiments. Complete lab experiments using more advanced instrumentation systems, including various transducers, signal conditioning circuits, and data acquisition systems. Instruction provided on error analysis and the creation and editing of formal lab reports. Write multiple lab reports in executive summary style, and one formal lab report.</td>
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<td>Mechanical Engineering Project</td>
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<td>COURSE DESC: Project course to allow students to receive credit for relevant, non-duplicative, credit-worthy work on extracurricular engineering projects under the mentorship of a qualified faculty member. Projects are expected to include construction of a working model, development of a validated simulation, or some equivalent end product.</td>
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<td>COURSE DESC: An opportunity for faculty to offer a one-time special topics course, or for students to select a special topic that is not covered in the current offerings of the University and study that topic under the mentor-ship of a qualified faculty member.</td>
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<td>Introduction to Kinetic Theory and Statistical Thermodynamics</td>
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<td>COURSE DESC: Kinetic theory, classical and quantum statistical mechanics with applications to engineering devices.</td>
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<td>Experimental Methods in Design</td>
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<td>COURSE DESC: Investigation and evaluation of experimental methods that may be used to obtain design and performance data. Probability, statistics, and principles of design of experiments (DOE) with application to thermo-mechanical experiments.</td>
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ALL COURSES ARE SUBJECT TO CHANGE. FOR THE LATEST AND ACCURATE INFORMATION, PLEASE VISIT THE OFFICE OF THE UNIVERSITY REGISTRAR.
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**ENT ME**

**Eligible Grades:** GEC1: A-F, GEC4: A-F, CR, PR

**Course Description:**

- **Solar Design:** Introduction to theoretical principles and practical design aspects of solar energy systems. Topics covered include principles of radiation, heating load computation, air and liquid, flat-plate collectors; concentrating collectors; energy storage; photovoltaic conversion; economic analysis.

- **Automotive Engineering:** Overview of automotive engineering, including modeling, simulation, design, and testing of land vehicle systems with emphasis on performance, safety, fuel economy, and emissions. Broad exposure to all topics through case studies.

- **Vehicle Systems Design:** Introduction to the systems engineering design process for land and air vehicles through case studies and projects. Examines the process for developing a first layout for a new vehicle platform, including setting requirements, generating concepts, and predicting performance. Technical, economic, environmental and social aspects are considered.

- **Missiles guidance systems and rocket design:** This course covers the history, analysis, flight mechanics, and design of modern rockets and missiles. A historical perspective of the significance and design practices used to develop rockets and missiles are explored. Each of the five major rocket and missile components are discussed and analyzed separately and then combined to form a flight system. Mechanics of flight and basic aerodynamics are covered in order to develop a six degree of freedom flight simulator. A final project occurs to allow exploration of a design and simulation of a full rocket delivering a payload or a tracking missile.

- **Graduate Colloquium:** An open graduate colloquium for discussion of research topics, as well as possible future areas of interest. Guest speakers, faculty, and graduate students present results of their research with discussions moderated by the speakers.

- **Special Topics in Mechanical Engineering:** Specific course content will vary with offering.

- **Special Investigation:** An opportunity for graduate faculty to offer a one-time special topics course, or for students to select a special topic that is not covered in the current offerings of the University and study that topic under the mentor-ship of a qualified faculty member.

- **Introduction to Kinetic Theory and Statistical Thermodynamics:** Kinetic theory, classical and quantum statistical mechanics with applications to engineering devices.

- **Experimental Methods in Design:** Investigation and evaluation of experimental methods that may be used to obtain design and performance data. Probability, statistics, and principles of design of experiments (DOE) with application to thermo-mechanical experiments.

- **Advanced System Analysis and Control:** The application of modern control theories to the synthesis of dynamical systems. Topics include the analysis of the behavior of linear systems, controllability and observability. Synthesis in the eigenvalue domain: modal control. Synthesis of stable systems and optimal linear systems in the time domain.

- **Mechanics and Control of Multi-Degree-of-Freedom-Systems:** Techniques of analysis and design of multi-degree-of-freedom planar and spatial mechanical systems: kinematic structure, coordinate transformations, inverse solutions, workspace, path selection, dynamics, and control. Kinematically-redundant, mobile, parallel, and humanoid robots.

- **Intermediate Dynamics:** Review of Newtonian mechanics, fundamental concepts of analytical mechanics, partial differentiation of vector functions in a reference frame, configuration constraints, inertia scalars, vectors, matrices, and principal moments of inertia, Lagrange's equations, and rigid-body dynamics.
### Master Curriculum File

#### Course Listing

##### Sorted By College, Department/School, Prefix

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<td>Short overview of vibrations of a multi-degree-of-freedom lumped-mass system followed by vibrations of continuous systems such as bars, beams, membranes and plates, using exact and approximate methods of solution, such as Rayleigh-Ritz, Galerkin and other variational approaches. Some elements of non-linear vibrations.</td>
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<td>Thermal stresses developed in machine and structural components. Procedures for solving stress problems associated with elevated temperatures in such components as tubes, rods, and plates as encountered in nuclear reactors, engines, and aircraft and missile structures.</td>
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<td>This course will focus on analytical solutions to linear Partial Differential Equations (PDEs), with an emphasis on applications of PDEs in Engineering problems. The goal is to impart to students the excitement and usefulness of mathematics as a tool in solving real-world problems. The approach will be to look at the mathematical modeling &amp; solution of simplified Engineering problems. The course is intended to act as a foundation course for engineering graduate students coming from a range of backgrounds, but with previous exposure to multi-variable calculus and linear constant coefficient ordinary differential equations.</td>
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<td>6570</td>
<td></td>
<td>Introduction to Finite Element Methods</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISTE:</td>
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<td>Examines the theory, derivation, and computer implementation of finite element methods for solution of boundary value problems. Study examples from heat conduction, solid mechanics, and vibration in one-, two-, and three-dimensional geometries. This fundamental approach will give users of finite element packages a deep understanding of both the power and limitations of FE techniques as well as providing a background to accurately use FE models. It will also provide a base for more advanced users to modify existing or write their own FE code. Use a programming language such as C or Matlab.</td>
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<td>ENT</td>
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<td>6630</td>
<td></td>
<td>Advanced Mechanics of Materials</td>
<td>Lecture</td>
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<td>ENT</td>
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<td>6750</td>
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<td>Mechanical Testing of Materials</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISTE:</td>
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<td>Testing and analytical considerations in destructive testing of materials. Interpretation of results and sources of errors in mechanical tests, such as hardness, tensile, compression, torsion, impact, fatigue, and fracture tests. Pressure testing of materials. Elastic and plastic stress/strain relationships in mechanical testing. Instability. Fracture.</td>
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<td>ENT</td>
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<td>6900</td>
<td></td>
<td>Special Topics in Mechanical Engineering</td>
<td>Lecture</td>
<td>1 to 15</td>
<td>999</td>
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<td>GEC4: A-F,</td>
<td>REQUISTE: CR, PR</td>
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<td>Specific course content will vary with offering.</td>
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<td>ENT</td>
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<td>Graduate Internship</td>
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<td>GEC6: CR,</td>
<td>REQUISTE: PR, F</td>
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<td>Supervised work-study experience in an established industrial or government environment.</td>
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<td>ENT</td>
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<td>6940</td>
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<td>Research</td>
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<td>1 to 18</td>
<td>999</td>
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<td>GEC5: CR,</td>
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<td>Independent research project under the direction of a graduate faculty advisor.</td>
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<td>GEC5: CR,</td>
<td>REQUISTE: PR, F</td>
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<td>Independent research toward a thesis, under the direction of a graduate faculty member.</td>
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<td>GEC1: A-F</td>
<td>REQUISTE: ME 6050</td>
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<td>Dynamical equations of motion; linearization, steady motions, and motions resembling state of rest, integrals of equations of motion, exact closed form solutions, numerical integration of differential equations of motion, determination of constraint forces and constraint torques, collisions, and small vibrations.</td>
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<td>ENT</td>
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<td>Viscous Flow and Convection Heat Transfer</td>
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<td>Analysis of hydrodynamic and thermal boundary layers in forced and free convection, turbulence</td>
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<td>7200</td>
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<td>Advanced Non-linear Finite Element Analysis</td>
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<td>Advanced study in finite element analysis of solids and fluids, with emphasis on methodologies for nonlinear problems. Fundamental theory and computer implementations of various techniques.</td>
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<td>ENT</td>
<td>ME</td>
<td>7310</td>
<td></td>
<td>Transport Processes in Atmospheric Pollution</td>
<td>Lecture</td>
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<td>Formation and transport of gaseous and solid pollutants through the atmosphere, dispersion theory using Gaussian models, particle motion in external force field, buoyancy and natural convection, and aerosol mechanics, including terminal settling velocity and particle formation from nucleation, condensation and agglomeration. Control of atmospheric pollutants through application of transport phenomena, including use of electrostatic precipitation, impactors, scrubbers, filtration and inertial separation.</td>
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<td>7330</td>
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<td>Numerical Heat Transfer and Fluid Flow</td>
<td>Lecture</td>
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<td>Advanced Topics in Numerical Methods</td>
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<td>ENT</td>
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<td>7510</td>
<td></td>
<td>Advanced Computer-Aided Design</td>
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<td>Application of advanced CAD techniques to mechanical design problems. Interactive computer programming, mechanical tolerancing. Solid modeling and finite element applications. Pre- and post-processing of FEM data. Automated mesh generation techniques. Cubic splines, B-splines, and sculptured surfaces.</td>
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<td>ENT</td>
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<td>7600</td>
<td></td>
<td>Advanced CAD/CAM/CAE of Dies and Molds</td>
<td>Lecture</td>
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<td>Formulation of the design basis for dies and molds; analysis of material flow through dies; development of criteria for design optimization, heat transfer, and die stress analysis. Theoretical basis for describing 3-D die geometry of complex dies for computer-aided manufacture. Applications in extrusion, forging die casting, and injection molding dies. Development and use of computer software in CAD/CAM/CAE of dies.</td>
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<td>7620</td>
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<td>Topics in Non-Newtonian Fluid Dynamics</td>
<td>Lecture</td>
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<td>Includes constitutive modeling including power law fluids, Maxwell fluids, and models of differential and integral type. Formulation schemes for non-Newtonian fluid dynamics using finite element analysis and its applications.</td>
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<td>7760</td>
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<td>Special Topics in Materials Processing</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: ME 5620</td>
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<td>Advanced topics in selected areas of materials processing technology. Processing by deformation, solidification, powder metallurgy, machining, deposition, and non-traditional methods are possible areas of study.</td>
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<td>Doctoral Colloquium</td>
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<td>Presentation and discussion of research topics.</td>
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<td>ENT</td>
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<td>7840</td>
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<td>Fracture and Fatigue of Engineering Materials</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: CE 6230 or ME 5630 or 6630</td>
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<td>Analysis of crack-tip stress field, energy concepts and crack growth criteria, conservation integrals, crack life prediction, mechanisms of fatigue damage, and high- and low-cycle fatigue damage.</td>
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<td>Plasticity Theory and Application</td>
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<td>Theory of plasticity, stress-strain relations for perfectly plastic and strain hardening materials, yield criteria and constitutive equations of plastic bodies, solving some elementary boundary value problems of plasticity.</td>
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<td>7900</td>
<td>Special Topics in Mechanical Engineering</td>
<td>Lecture</td>
<td>1 to 4</td>
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<td>COURSE DESC: Advanced topics in selected areas in mechanical engineering.</td>
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<td>Painting and sculpture in Western Europe, 1789-1900. The neoclassic, Romantic, Realist, Impressionist, and post-Impressionist movements.</td>
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Office of the University Registrar
June 1, 2023
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<td>The visual art traditions, including sculpture, ceramics, textiles, and architecture, of the forest and savanna zones of West Africa.</td>
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<td>This course is typically partnered with an exhibition and is geared in part toward students preparing material for the exhibition and learning about the objects in the exhibition.</td>
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<td>Art of India, China, and Japan.</td>
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<td>Will cover art, architecture, religio-philosophical beliefs and changing cultural practices within China from the Neolithic period (ca 4000 BCE) to the present. The methodological emphasis is on diversity and globalization.</td>
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<td>Explores the ways in which Chinese artists of the 20th-century have defined modernity and their tradition against the complex background of China's history.</td>
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<td>A survey of the visual arts of Japan, prehistory through the 19th-century, in both chronological and thematic approaches.</td>
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<td>Introduction to styles, theories, and structural principles of architecture.</td>
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<td>Survey of architectural monuments and their historical settings in Near East, Egypt, Greece, and Rome.</td>
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<td>Survey of architectural monuments and their historical settings in early Christian, Byzantine, Romanesque, and Gothic periods.</td>
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<td>This course examines global building practices in Europe, the Americas, and Asia between the 15th and 18th centuries. Our selected themes include: nation building and globalization, landscape architecture and garden design, new technologies, the social history of public and private spaces, and the persistence of classicism as an architectural style and theory.</td>
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<td>This course offers a global perspective of buildings, cities, and landscapes from the nineteenth-century to the present. We approach architecture as an interdisciplinary object of study bridging spatial, material, and technological cultures. Our goal is to identify design theories and methods that exemplify modernity.</td>
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<td>Students learn formal evolution of written language and graphic communication from the origins of writing systems through to the present-day digital world. Course includes a broad overview of the history of graphic design in cultural context, as it contributes to and is affected by, technology, art, and modern culture.</td>
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<td>An overview of the major theoretical and critical positions on the visual arts in modernism, especially from the late 19th-century to the later 1970s. Topics include formalism, expressionism, and the relationship of art to nature and society.</td>
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<td>Approaches photography as a set of problems and concepts rather than as a unified medium with a linear history. Photography is marked by multiple, often contradictory practices at the nexus of differing discursive and contextual parameters. As a result, the main interest is not only with the photograph as an object of study, but as a modality of thinking and a way of producing new models of visibility. We will investigate the criteria used to identify and discuss photographic images and practices over the century and a half since the inception of processes resulting in photographic material. At the same time, we will ask after the ways in which photographic practices elucidate aspects of the historical context from which they are drawn.</td>
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<td>Overview of international art of recent decades. Focus is on the contemporary period starting with pop and minimal art and continuing to the present.</td>
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<td>The Representation and Theorization of Gender in the History of Art</td>
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<td>Looks at how gender and gender relationships are depicted in the history of art. Examines the theories and methodologies of gender construction. Covers a variety of eras in order to explore the nuances of gender construction in history, beginning with the prehistoric period and ending with the contemporary period.</td>
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<td>The subject is the arts of the medieval period in China, from the 5th- to the 14th-century. The objects studied include ceramic and bronze vessels, stone and terracotta sculptures, Buddhist cave art, calligraphy and ink painting, and printed books. The concept “appropriation” will be engaged for the interpretative understanding of especially Buddhist art and of the practices of calligraphy and ink painting.</td>
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<td>The subject is the arts of the early modern period in China, from the 16th- to the 18th-century. The objects studied include calligraphy and ink paintings, lacquer and porcelain, illustrated books, and landscapes architecture. Will introduce two sets of linked concepts, agency and artistic imagination, economic globalization and cultural hybridity, concepts that will frame interpretive understanding of the objects.</td>
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<td>The subject of study includes a range of media -- installations and performance art, photography, anime, and narrative films from the late '90s to the present by artists identified as East Asian. Concerned with major exhibitions, benchmark events, and art movements along with theoretical writings, the course will provide an informed critical understanding of contemporary East Asian art in the global economy.</td>
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<td>Studies painting and prints, commercial advertising and fashion, photographs, and films in China, 1840 to 1940. The visual forms are located in a matrix of changing political and social conditions made more complex by the presence of non-Chinese subjects and cultures. Also introduces the methodological concept, visual culture.</td>
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<td>Examines the architectural, sculptural, and pictorial arts of the Romanesque and Gothic periods (11th- century through the 14th-century). Special attention is given to the physical, cultural, and historical context of the art and the ways in which function, subject matter, and form develop throughout this period.</td>
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<td>Art of Northern Europe in 15th- and 16th-centuries.</td>
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<td>The visual art traditions, including sculpture, ceramics, textiles, and architecture of the forest and savanna zones of Central Africa.</td>
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<td>Major developments in 20th-century art in the mediums of painting and sculpture are covered, with emphasis on modernist masters from Picasso, Matisse, Brancusi to Pollock and Warhol, and avant-garde practices such as Constructivism, Dada, and Surrealism. The class will track their relevance for art up to the present. Each practitioner and movement will be placed in historical and geopolitical context.</td>
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<td>This course explores the relationship between visual art and spatial modes of display, installation, collection, and exhibition. Using historical case studies, we question the white-wall gallery as the primary home of fine art, finding instead a rich history of alternative spaces and presentation techniques. Selected case studies include: cabinets of curiosities, salons, modern galleries, museums (art, science, natural history), department stores, archives, cities, gardens, fairs, and various mediated spaces (pictorial, electronic, virtual). This class considers how spatial conditions factor into the production and reception of art, visual culture, and media.</td>
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<td>REQUISITE: AH 2110 and 2120 and 2130 and (4 courses in AH at 3000 or 4000 level) and Sr only</td>
<td>Investigation of various methodological approaches to study of art.</td>
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<td>Selected problems in the visual arts, such as interdisciplinary topics, cross-cultural studies, thematic treatments, technical investigations, and approaches to material. Content varies with each offering.</td>
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<td>Selected topics related to theoretical and critical positions on the visual arts and contemporary culture. Content varies with each offering.</td>
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<td>Projects, ideas, or explorations that cannot reasonably be made within regular course structures. Credit as elective only.</td>
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<td>Overview of international art of recent decades. Focus is on the contemporary period starting with pop and minimal art and continuing to the present.</td>
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Office of the University Registrar
June 1, 2023
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<td>COURSE DESC: Looks at how gender and gender relationships are depicted in the history of art. Examines the theories and methodologies of gender construction. Covers a variety of eras in order to explore the nuances of gender construction in history, beginning with the prehistoric period and ending with the contemporary period.</td>
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<td>COURSE DESC: The subject is the arts of the medieval period in China, from the 5th- to the 14th- century. The objects studied include ceramic and bronze vessels, stone and terracotta sculptures, Buddhist cave art, calligraphy and ink painting, and printed books. The concept &quot;appropriation&quot; will be engaged for the interpretative understanding of especially Buddhist art and of the practices of calligraphy and ink painting.</td>
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<td>COURSE DESC: The subject is the arts of the early modern period in China, from the 16th- to the 18th- century. The objects studied include calligraphy and ink paintings, lacquer and porcelain, illustrated books, and landscapes architecture. Will introduce two sets of linked concepts, agency and artistic imagination, economic globalization and cultural hybridity, concepts that will frame interpretive understanding of the objects.</td>
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<td>COURSE DESC: The subject of study includes a range of media -- installations and performance art, photography, anime, and narrative films from the late '90s to the present by artists identified as East Asian. Concerned with major exhibitions, benchmark events, and art movements along with theoretical writings, the course will provide an informed critical understanding of contemporary East Asian art in the global economy.</td>
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<td>COURSE DESC: Studies painting and prints, commercial advertising and fashion, photographs, and films in China, 1840 to 1940. The visual forms are located in a matrix of changing political and social conditions made more complex by the presence of non-Chinese subjects and cultures. Also introduces the methodological concept, visual culture.</td>
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<td>COURSE DESC: Examines the architectural, sculptural, and pictorial arts of the Romanesque and Gothic periods (11th- century through the 14th- century). Special attention is given to the physical, cultural, and historical context of the art and the ways in which function, subject matter, and form develop throughout this period.</td>
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<td>COURSE DESC: Art of 15th-century Italy.</td>
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<td>Art of Northern Europe in 15th- and 16th- century.</td>
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<td>Art of Europe in 17th- and 18th- centuries.</td>
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<td>Painting and sculpture in Western Europe, 1789-1900. The neoclassic, Romantic, Realist, Impressionist, and post-Impressionist movements.</td>
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<td>The visual art traditions, including sculpture, ceramics, textiles, and architecture of the forest and savanna zones of West Africa.</td>
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<td>Exhibiting and Theorizing Global Art</td>
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<td>This course is typically partnered with an exhibition and is geared in part toward students preparing material for the exhibition and learning about the objects in the exhibition.</td>
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<td>For readings, the class focuses on global museums, exhibitions, and politics of display through contemporary critical museology. The treatment and recontextualization of international art in the museum world both in the U.S. and abroad are analyzed. Also considered are questions around global design, the quotidian, built form, and exhibitionary practice. The objective of the course is to study artworks in exhibitions within the Western museum, political histories of conflict, cultural specificity, and indigenous world views.</td>
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<td>The visual art traditions, including sculpture, ceramics, textiles, and architecture of the forest and savanna zones of Central Africa.</td>
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<td>Art of India, China, and Japan.</td>
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<td>History of Chinese Art</td>
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<td>Will cover art, architecture, religio-philosophical beliefs and changing cultural practices within China from the Neolithic period (ca 4000 BCE) to the present. The methodological emphasis is on diversity and globalization.</td>
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<td>A survey of the visual arts of Japan, prehistory through the 19th- century, in both chronological and thematic approaches.</td>
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<td>Early Modern Architecture: 15th - 18th Centuries</td>
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<td>This course examines global building practices in Europe, the Americas, and Asia between the 15th and 18th centuries. Our selected themes include: nation building and globalization, landscape architecture and garden design, new technologies, the social history of public and private spaces, and the persistence of classicism as an architectural style and theory.</td>
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<td>GEC1: A-F, REQUISITE: This course offers a global perspective of buildings, cities, and landscapes from the nineteenth-century to the present. We approach architecture as an interdisciplinary object of study bridging spatial, material, and technological cultures. Our goal is to identify design theories and methods that exemplify modernity.</td>
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<td>GEC1: A-F, REQUISITE: Students learn formal evolution of written language and graphic communication from the origins of writing systems through to the present-day digital world. Course includes a broad overview of the history of graphic design in cultural context, as it contributes to and is affected by, technology, art, and modern culture.</td>
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<td>COURSE DESC: An overview of the major theoretical and critical positions on the visual arts in modernism, especially from the late 19th- century to the later 1970s. Topics include formalism, expressionism, and the relationship of art to nature and society.</td>
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<td>COURSE DESC: Approaches photography as a set of problems and concepts rather than as a unified medium with a linear history. Photography is marked by multiple, often contradictory practices at the nexus of differing discursive and contextual parameters. As a result, the main interaction is not only with the photograph as an object of study, but as a modality of thinking and a way of producing new models of visibility. We will investigate the criteria used to identify and discuss photographic images and practices over the century and a half since the inception of processes resulting in photographic material. At the same time, we will ask after the ways in which photographic practices elucidate aspects of the historical context from which they are drawn.</td>
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<td>COURSE DESC: Major developments in 20th-century art in the mediums of painting and sculpture are covered, with emphasis on modernist masters from Picasso, Matisse, Brancusi to Pollock and Warhol, and avant-garde practices such as Constructivism, Dada, and Surrealism. The class will track their relevance for art up to the present. Each practitioner and movement will be placed in historical and geopolitical context.</td>
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<td>Selected Topics in Art History</td>
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<td>COURSE DESC: Selected problems in the visual arts, such as interdisciplinary topics, cross-cultural studies, thematic treatments, technical investigations, and approaches to material. Content varies with each offering.</td>
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<td>COURSE DESC: Selected topics related to theoretical and critical positions on the visual arts and contemporary culture. Content varies with each offering.</td>
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<td>Gives students opportunities to make meaningful connections between art historical research and public service. Students engage in field experiences such as working in museums, collaborative public art projects, and providing art historical instruction in institutional settings such as schools, hospitals, or non-profit organizations. Students are introduced to a range of issues faced by art historians who choose to work in the public realm.</td>
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<td>Introduction to perceiving and understanding meanings and organizational systems in traditional and contemporary visual arts in context of their social and cultural backgrounds.</td>
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<td>Hip Hop culture has profoundly influenced art since the 1970s. Hip hop has given voice to new art forms and new approaches to existing artistic practices. Its underlying concepts have been adapted worldwide into art unique to diverse geographic and cultural locales. Art and Hip Hop will explore this phenomenon within the context of traditional and contemporary art; polyculturalism and multiculturalism; activism and politics; and gender and race.</td>
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

**FAR ART**

**ART 1121 Introduction to Drawing**

**COURSE DESC:** Introduction to Drawing develops fundamental skills and techniques in drawing with emphasis on creative expression, perception, and composition. No previous art experience is required. Designed for the non-art student in the general university seeking an appreciation and heightened understanding of art and art practices. Students will gain experience and direct knowledge from hands-on exploration in a variety of drawing media.

**ELIGIBLE GRADES:** A-F

**REQUISITE:**

- Direct knowledge from hands-on exploration in a variety of approaches to drawing.

**ART 1161 Introduction to Ceramics**

**COURSE DESC:** Introduction to Ceramics develops fundamental skills and techniques in ceramics. Designed for the non-art student in the general university seeking an appreciation and heightened understanding of art and art practices. Students will gain experience and direct knowledge from hands-on exploration in a variety of approaches to ceramics.

**ELIGIBLE GRADES:** A-F

**REQUISITE:**

- Direct knowledge from hands-on exploration in a variety of approaches to ceramics.

**ART 1113 Introduction to Film Photography**

**COURSE DESC:** Introduction to Film Photography develops basic camera and darkroom techniques using light sensitive materials with emphasis on creative expression, composition, lighting, and the art of film-based photography. No previous art experience is required. Designed for the non-art student seeking an appreciation and understanding of art and art practices. Students will gain experience and direct knowledge from hands-on exploration with a single-lens reflex camera, 35mm film, and a traditional wet darkroom.

**ELIGIBLE GRADES:** A-F

**REQUISITE:**

- Direct knowledge from hands-on exploration with a single-lens reflex camera, 35mm film, and a traditional wet darkroom.

**ART 1141 Introduction to Digital Photography**

**COURSE DESC:** Introduction to Digital Photography develops basic camera and digital techniques with emphasis on creative expression, composition, lighting, and the art of digital photography. No previous art, photography, or computer experience is required. Designed for the non-art student seeking an appreciation and understanding of art and art practices. Students will gain experience and direct knowledge from hands-on exploration with a digital camera, scanners, imaging software, and output devices.

**ELIGIBLE GRADES:** A-F

**REQUISITE:**

- Direct knowledge from hands-on exploration with a digital camera, scanners, imaging software, and output devices.

**ART 1151 Introduction to Painting**

**COURSE DESC:** Introduction to Painting develops fundamental skills and techniques in painting with emphasis on creative expression, perception, and composition. No previous art experience is required. Designed for the non-art student in the general university seeking an appreciation and heightened understanding of art and art practices. Students will gain experience and direct knowledge from hands-on exploration in a variety of approaches to painting.

**ELIGIBLE GRADES:** A-F

**REQUISITE:**

- Direct knowledge from hands-on exploration in a variety of approaches to painting.

**ART 1171 Introduction to Printmaking**

**COURSE DESC:** Introduction to Printmaking develops fundamental skills and techniques in printmaking with emphasis on creative expression, perception, and composition. No previous art experience is required. Designed for the non-art student in the general university seeking an appreciation and heightened understanding of art and art practices. Students will gain experience and direct knowledge from hands-on exploration in a variety of approaches to printmaking.

**ELIGIBLE GRADES:** A-F

**REQUISITE:**

- Direct knowledge from hands-on exploration in a variety of approaches to printmaking.
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<td>An introduction to design process and programming as related to the development of interior design and application within the planning and shaping of interior architecture. Students begin with a design problem, and see it through the various phases of research, programming, ideation, implementation and final analysis in design process thinking. For Interior Architecture programming addresses more specifically space planning and analysis of space to meet client needs. Concept statements, project statements, adjacency studies and diagrams are used as tools to help students analyze and develop a program in response to a given problem. Human dimensions, physiological and psychological aspects of the environment are studied as well as issues related to sustainable design, code issues, and ergonomic concerns are addressed.</td>
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<td>Investigation of material selection and application, construction systems, and building codes as related to interior architecture. investigation of interior finishes and materials, fire performance characteristics of materials, and material specifications. Field trips to actual construction sites when available.</td>
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<td>Instruction of computer-aided design applications to support the generation of architectural floor plans, elevations, schedules and details in construction documents.</td>
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<td>Painting: Color, Form, Context</td>
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<td>Introduction to painting on a two-dimensional surface using wet and dry color media. Explore recent developments in realism and abstraction, structure and composition, color, flat pattern, modeling and light, paint handling, and texture. Media may include oil paint, acrylic paint, watercolor, airbrush, pen, ink, paper, canvases, panel, or other surfaces.</td>
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<td>Painting: Alternative, Digital, Temporal Modes</td>
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<td>Introduction to alternative painting and drawing media and modes. Learn an array of flexible and expressive possibilities opening new dynamic, creative directions for the student. Integration of evolving new media platforms and artistic self-expression. Use art-making strategies in a variety of forms which may include mixed media, experimental art materials, installation, creating and manipulating images in digital formats, and time-based media.</td>
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<td>Covers fundamental technical and conceptual issues of traditional analog photography. Skills covered include camera operation, film processing, printing, and principles of composition. In addition, slide lectures address pertinent issues in the history and current practice of photography. Through a combination of lectures, critiques, and workshops students learn the fundamentals of traditional silver printing as well as basic camera controls and other skills essential to future work in photography. Both black and white and color processes are examined.</td>
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<td>Invites students to explore the possibilities of digital processes. Through class, workshops and demonstrations students learn the basics of Photoshop and become familiar with other digital programs. Others skills include scanning and printing as well as digital camera operation. Class lectures address cultural, social and ethical issues involving digital practice and explore the broad cultural shift from analog to digital media. Students are expected to become competent in various areas of digital practice and to test its possibilities.</td>
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<td>Introduces topical/thematic approaches to art-making emphasizing single and multi- (and/or inter-) disciplinarity. Students will research and address topical or media specific concerns through scholarly and studio approaches. Offers experiences in the most current topics/themes in the professional practice of art.</td>
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<td>Social and formal issues of the body and artistic practice are explored through studio production and modeling. Modes of depiction, the wearable, as well as social and cultural constructs are investigated.</td>
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<td>This course utilizes an interactive lecture and experiential approach to build an understanding of the history, theories, principles, and practices of contemporary art therapy. Students explore how psychology and psychotherapy intersect with the creative process. Using both art produced from classwork as well as from other sources, students learn and practice how to explore artwork non-judgmentally in a manner that promotes an increase of self-awareness, health and well-being, and the concrete experience of change. Additionally, students study the range and uses of art therapy in a variety of community as well as clinical settings.</td>
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<td>Honors Tutorial College tutorial on studio art topics.</td>
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<td>Studio Tutorial</td>
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<td>3000J</td>
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<td>Criticism in the Visual Arts</td>
<td>Lecture</td>
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<td>GEC1: A-F REQUIREITE: Two courses in AH 2110 or 2120 or 2130</td>
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<td>Composition class designed to encourage understanding of historical perspectives in critical writings on visual arts. Students read and examine written criticism; develop research, grammar, and editing skills; and write analytical descriptive essays on appropriate visual arts subjects.</td>
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<td>Museum Fundamentals I</td>
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<td>GEC1: A-F REQUIREITE: Permission required and Jr or higher</td>
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<td>This is part one of a two-semester core survey course concentrating on fundamental methods and experiences pertinent to the museum field as preparation for students pursuing graduate degrees in museum studies or careers within museum professions. Provides an overview of the purpose, function, and history of museums and their role in society, and introduces best practices and contemporary issues in museums.</td>
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<td>Digital Art + Technology II</td>
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<td>This is an advanced studio course where students expand the production and integration of digital techniques, technologies, and tools to create sequential, visual compositions and artworks, as well as methods of presenting them in the physical space for a contemporary audience. Students engage in critical analysis and practice through the histories, traditions, and experimental uses of 2D, 3D, 4D, time-based, and art-based computer imaging.</td>
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<td>This is an advanced studio course where students expand and transform their art concepts and practices through digital art explorations, computed creations, physical computing, and technological experimentations. Students expand the discourse of creating art on the computer and its physical, conceptual, cultural expressions, and dissemination tactics to present to, and interact with, audiences in the contemporary art world. Students explore and integrate professional experiences and abilities to utilize creative code and other technologies working in static or interactive 2D, 3D, and time-based mediums (4D).</td>
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<td>Advanced Ceramics</td>
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<td>This course includes the exploration of alternative construction and surface application techniques in ceramics to foster expressive sophistication in the production of art. Mold-making is introduced as a tool for ceramic construction and to discuss contemporary issues in ceramics; such as, the reproduction, the found object, craft and the multiple. Independent artistic production is fostered alongside of technical skill building.</td>
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<td>3220</td>
<td>Glaze Calculation &amp; Materials</td>
<td>Laboratory</td>
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<td>GEC1: A-F REQUISTE: ART 2210 and 2220 and (two 2000-level studio art courses)</td>
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<td>Explores clay and glaze calculation techniques. Students investigate ceramic materials and firing processes relevant to producing ceramic art.</td>
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<td>3230</td>
<td>Ceramics Wheel Throwing II</td>
<td>Laboratory</td>
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<td>GEC1: A-F REQUISTE: ART 1200 and 1210 and 1220 and 1230 and 1240 and 2220</td>
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<td>The class is designed to reinforce basic wheel throwing techniques and to introduce new technical and innovative approaches on the potter's wheel. The alteration of wheel thrown forms and the process of creating forms of greater complexity with multiple parts are emphasized. Utilitarian pottery is explored through the use of the potter's wheel, coupled with hand building and mold making techniques. The class also examines how the alteration of wheel thrown forms can be an effective way of producing sculptural objects. Clay and glaze chemistry are approached through ceramic material testing and kiln firings. Group and individual critiques take place at the end of each kiln firing.</td>
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<td>Ceramics Wheel Throwing II</td>
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<td>3310</td>
<td>Public Spheres &amp; Dissemination Tactics</td>
<td>Lecture</td>
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<td>Explores the use and understanding of Site, public venues, and the implications of methods and modes of dissemination. Social and historic complexities surrounding the source and the use of material and labor resources used in the production of work are investigated.</td>
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<td>Content &amp; Concept in Material &amp; Form</td>
<td>Laboratory</td>
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<td>Through the development of a portfolio of work, students explore how choices and shifts of formal considerations, material, scale, and other physical properties of the art object contribute to and can affect content and interpretation.</td>
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<td>Anatomical Modeling: Traditional Anatomical Sculpting and Casting</td>
<td>Lecture</td>
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<td>GEC1: A-F REQUISTE: (JUNIOR or SENIOR) and (BIOS 1030 or BIOS 1300 or BIOS 1710) and (ART 1161 or ART 1191 or ART 1230 or ART 2210 or ART 2310)</td>
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<td>Anatomical Modeling is an introduction to a three-dimensional understanding of human body composition. Students undertake various anatomical sculpting and body casting processes and learn how these techniques can be applied to artmaking and scientific research.</td>
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<td>Students are introduced to advanced techniques toward the creation of original artwork using print media. Traditional methods in intaglio, relief, lithography and screenprinting are emphasized alongside of additional, contemporary modes of making. There is an expectation that students develop projects that align with personal and conceptual paths of research. Instruction includes demonstrations, lectures, viewing prints, group and individual critiques, discussion of contemporary and historical printmaking, and supervised studio work.</td>
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<td>Exploration of concepts of color and symbolic form, including logos, marks, icons, and logo types, and their use in the creation of meaning in design systems.</td>
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<td>Emphasis on intermediate typography as visual form and communication. Creation of multi-paged formats with consideration of sequence, repetition, flow, graphic and semantic content, and the context of meaning.</td>
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**COURSE DESC:** Investigation and application of business procedures, types of business, insurance, liabilities, contractual agreements, and the support materials needed to operate a professional design practice. Professional presentation skills explored.
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<td>Study and production of construction documents as architectural graphic communications. Construction documents present and communicate specific dimensions and materials required to physically construct interior environments. Students will engage industry standards, learn to critically evaluate design proposals in terms of construction potentials, critically use professional processes, methods and techniques and learn to communicate effectively with these standards.</td>
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<td>This course provides an introduction to view camera operation and the basics of studio lighting. Students build on the fundamental technical skills and conceptual issues of analog black and white photography covered in ART 2810, with a special focus on refining darkroom skills and large scale printing. Through an introduction to its history and contemporary practitioners, students engage in dialogue about the aesthetic and conceptual potentials of film-based photography. In addition to skill building, there is an emphasis on the fundamental questions of why and how artists use these tools within the larger context of contemporary art. Class time is devoted to demonstrations, lab periods, presentations, discussions and critiques.</td>
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<td>The course provides an introduction to view camera operation and the basics of studio lighting. Students build on the fundamental technical skills and conceptual issues of analog black and white photography covered in ART 2810, with a special focus on refining darkroom skills and large scale printing. Through an introduction to its history and contemporary practitioners, students engage in dialogue about the aesthetic and conceptual potentials of film-based photography. In addition to skill building, there is an emphasis on the fundamental questions of why and how artists use these tools within the larger context of contemporary art. Class time is devoted to demonstrations, lab periods, presentations, discussions and critiques.</td>
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<td>REQUIRE: ART 2810 and 2820 and two 2000-level Studio Art courses</td>
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<td>Addresses historical, critical, and theoretical issues common to photography and other mediums with an eye to their development and exploration in the student's work.</td>
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<td>GEC1: A-F</td>
<td>REQUIRE: (Jr or Sr) and two 2000-level Studio Art courses</td>
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<td>Addresses topical/thematic approaches to art-making emphasizing single and multi- (and/or inter-) disciplinarity. Students will research and address topical or media specific concerns via studio and scholarly approaches. Offers experiences in the most current topics/themes in the professional practice of art.</td>
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<td>Student Design Agency: OU Design Collaborative in the Community</td>
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Office of the University Registrar  
June 1, 2023  
Page 699 of 1005
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<td>Intended as a historical reference relating to the discipline. Theory and practice of the graphic design profession (not a studio course).</td>
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<td>A cap-stone studio course, where students select, develop, and present a complete interior design project with direction and consultation of a faculty advisor. The final work selection, development, and overall character will be approved by designated IA Faculty. Requires the application of interdisciplinary knowledge, synthesized with experienced gained in prior studios and coursework. Thesis includes a final exhibition in a public venue. Student must maintain computer workstation in the design studio.</td>
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<td>This is a capstone experience for BA studio art majors and BFA Studio majors with a concentration in Art Therapy. Students explore career possibilities in art and related fields and determine how best to market their skills based on career goals. An individualized capstone project is undertaken which can take the form of a research paper, publication, community project, exhibition or other creative work that synthesizes the interdisciplinary research developed throughout their program.</td>
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Office of the University Registrar
June 1, 2023
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<td>Addresses topical/thematic approaches to art-making emphasizing single and multi- (and/or inter-) disciplinarity in a manner that focuses on advanced explorations and self-directed research. Students will research and address topical or media specific concerns via studio and scholarly approaches. Offers experiences in the most current topics/themes in the professional practice of art.</td>
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<td>Gives students opportunities to make meaningful connections between studio art and design practice and service. Students may engage in field experiences that involve providing art instruction in an institutional environment or working in collaborative art or design settings. Students will be introduced to the range of issues faced by studio artists and designers who choose to work in a service capacity.</td>
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<td>Museum Fundamentals II builds on knowledge acquired in Museum Fundamentals I. Working as a cohort, under the guidance of museum staff, students will collaborate and share responsibilities for researching, planning, designing, interpreting, and installing a cohesive exhibition utilizing various collections located on the Ohio University campus. The course concludes with an exhibition, programming, and opening reception for the public.</td>
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**Course Descriptions:**

**Intro to Modern Dance I**
- **Title:** Intro to Modern Dance
- **Component:** Studio
- **Cred Hours:** 1
- **Repeat Hours:** 2
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

**Intro to Dance Ballet**
- **Title:** Intro to Dance Ballet
- **Component:** Studio
- **Cred Hours:** 1
- **Repeat Hours:** 2
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

**Music for Dance I**
- **Title:** Music for Dance I
- **Component:** Lecture
- **Cred Hours:** 2
- **Repeat Hours:** 4
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

**Modern Dance Technique I**
- **Title:** Modern Dance Technique I
- **Component:** Studio
- **Cred Hours:** 2
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

**Intro to Dance Jazz I**
- **Title:** Intro to Dance Jazz I
- **Component:** Studio
- **Cred Hours:** 1
- **Repeat Hours:** 2
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

**Music for Dance I**
- **Title:** Music for Dance I
- **Component:** Studio
- **Cred Hours:** 2
- **Repeat Hours:** 4
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**

**Modern Dance Technique II**
- **Title:** Modern Dance Technique II
- **Component:** Studio
- **Cred Hours:** 2
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **eLearn Options:**
- **Majors Set Aside:**
### Dance Department Courses

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**Course Descriptions:**
- **Ballet Technique I:** Introduction to ballet and the development of basic technical skills within the classical ballet tradition. Execution of basic ballet vocabulary with an emphasis on classical line.
- **Ballet Technique II:** Continuation of 1220. Introduction to ballet and the development of basic technical skills within the classical ballet tradition. Execution of basic ballet vocabulary with an emphasis on classical line.
- **Beginning Dance Composition I:** Exploration of movement materials through improvisation and short problems dealing with rhythm, space, movement qualities, and dynamics.
- **Beginning Dance Composition II:** Continuation of 1230. Exploration of movement materials through improvisation and short problems dealing with rhythm, space, movement qualities, and dynamics.
- **Jazz Dance Technique I:** Beginning through intermediate level instruction in various styles of jazz dance including the use of proper technique, performance quality, and rhythmic complexity. Development of movement skills from various styles of jazz through using a series of challenging exercises and movement phrases to improve technical skills.
- **African Dance Technique I:** Introduction to traditional dances of Africa. Will focus on developing a balanced practical, and theoretical understanding of the dances and related traditional rhythms and songs. It will explore basic African dance movements coming from secular and social dances, focusing on their quality, timing and spatial organization. Over the course of 14 weeks the students will learn approximately 6 different dance types from 6 different ethnic groups. No prior African dance experience is necessary.
- **Hip Hop Dance Technique I:** This is an intermediate level course that focuses on applying and integrating movement that utilizes a curved spine, bent knees, and complex rhythmic patterns with the whole body. The course emphasizes intermediate level learning of the percussive, improvisational, and communal aspects of Hip Hop and the polyrhythmic and polycentric nature of the form. Students also explore ideas of personal style, musicality, spatial awareness, gesturing and attitude/individuality. Students readily participate in call and respond exercises, playful improvisations, and discussions about the use of Hip Hop in musical theater and contemporary jazz dance.
- **Tap Dance I:** This is an intermediate level tap dance course that focuses on warm-up sequences, across the floor progressions, and center floor combinations that advance students technical proficiencies in tap. Students expand their technical capabilities and aesthetic range with work on complex rhythms, steps, foot articulations, and whole-body alignment. Students expand their expressive potential for tap dance through application of listening skills, personal musicianship, and study of contemporary forms and diverse styles of tap dance. Class work also includes call and respond exercises, improvisation, choreographic study, and discussion.
- **The Dance Experience:** A comprehensive course to introduce the beginning student to contemporary classical and modern dance forms including modern, ballet, and jazz dance styles. Discussions and readings cover historical and aesthetic perspectives. Live performances and studio practice contribute to students' experiential learning.
- **Summer Dance Experience:** This summer intensive course is a college-level introduction to the study of dance. Through experiential learning in dance technique, composition, improvisation, and somatic practices, students develop their skills and knowledge in movement, the creative process, and performance. Students also gain an understanding of community engagement and current professional practices in dance.
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**COURSE DESC:**

Dance Production I: Choreographic studies to enhance the student's understanding and appreciation of the creative process by developing the concepts of rhythm, space, and dynamics into longer, more detailed studies.

Dance Production II: Continuation of materials learned in Dance 1020. Students are expected to be familiar with basic ballet terminology including feet and arm positions, specific ballet steps including adagio and allegro combinations, basic turns and leaps in the classical ballet tradition. Expectations include improved technical movement skills, musical awareness, and introduction to performance qualities of classical ballet.

Dance Technique II Modern: A continuation of Dance 2210. Development of basic technical skills for modern dance. More complex coordinations, which add more spatial and dynamic considerations.

Dance Technique II Ballet: Continuation of Dance 2200. Development of basic technical skills for modern dance. More complex coordinations, which add more spatial and dynamic considerations.

Dance Technique II Jazz: Continuation of Dance 2210. Development of basic technical skills for modern dance. More complex coordinations, which add more spatial and dynamic considerations.

Ballet Technique III: Expanded balletic movement vocabulary with continued emphasis on basic technical skills. Musicality emphasized.

Ballet Technique IV: Continuation of 2220. Expanded balletic movement vocabulary with continued emphasis on basic technical skills. Musicality emphasized.

Intermediate Dance Composition I: Choreographic studies to enhance the student's understanding and appreciation of the creative process by developing the concepts of rhythm, space, and dynamics into longer, more detailed studies.

Intermediate Dance Composition II: Choreographic studies to enhance the student's understanding and appreciation of the creative process by developing the concepts of rhythm, space, and dynamics into longer, more detailed studies.
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<td>Course Description: Will focus on complex religious and ceremonial dances as they are performed in their traditional settings. The student will begin to learn how to perform these dances at a professional level. It will include arranging and performing both traditional and contemporary African dances to be performed on a Western stage. Students will learn approximately 6 different dance types from 6 different ethnic groups as well as be invited to perform in the Ohio University African Ensemble's Annual Concert.</td>
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<td>Course Description: Rehearsal and performance of choreographic works taught by choreographer or reconstructors with aid of videotape, film, and/or dance scores.</td>
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<td>Course Description: Introduces basic concepts of the study of the body through an overview of: the anatomy of breathing; the musculo-skeletal system; basic principles of kinesiology and their relationship to fitness training; the nature of stress and benefits of relaxation training. A somatic (body/mind) approach to the course materials draws on experiential activities to enhance conceptual and factually based materials. Explores skeletal alignment, muscular development and function, and mechanical efficiency in the production of dance movement.</td>
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<td>Course Description: Designed to condition students using resistance training on the Universal Reformer and other Pilates apparatus. Students learn exercise principles and techniques on specialized equipment, focusing on correction of body alignment problems, muscle imbalances, strength, and flexibility.</td>
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<td>Course Description: Pilates Method of Body Conditioning and is appropriate for all levels of movement experience. The precision, control, and focus of the exercises enables students to balance the musculoskeletal system so that they are able to efficiently and safely practice other more rigorous, demanding physical disciplines. Includes laboratory practice of 45 mat exercises that train the muscles to improve body stability and mobility. The Pilates method develops precision coordination and concentration in movement while increasing strength and flexibility. Addresses injury rehabilitation from the perspective of preventive training.</td>
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<td>Course Description: Provides the student with an experiential approach to movement as a somatic (from soma, meaning body) study experience. Addresses Irmgard Bartenieff's (1890-1981) work, Basic Six Fundamentals exercises, their relationship to the Bonnie Bainbridge Cohen's six Developmental Patterns and enhancing one's movement facility through an approach based on these materials.</td>
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<td>Course Description: Introduction to yoga, particularly the practices of asanas (poses), vinyasas (sequences), and pranayama (breathing techniques). Emphasizes developing a personal practice, sequencing poses and counterposes to promote safety, and practicing pranayama and meditation to improve concentration and body awareness. Readings and class discussions will provide an understanding of the history and philosophy of yoga. No yoga experience is required, but some movement background is helpful.</td>
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<td>Course Description: Addresses individual problems related to the production of movement. Means to augment physical function and expand the qualitative range of the mover are explored.</td>
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<td>Course Description: Principles of teaching dance and their practical application for children and adults. Focus is on what “pedagogy” means and how it differs from curriculum and lesson planning. Includes lecture, discussion, and observation of studio dance classes in several different genres.</td>
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Office of the University Registrar
June 1, 2023
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<td>COURSE DESC:</td>
<td>Designed to increase awareness of the possibilities of video in dance, both as a recording tool and a creative tool. The basics of video production and digital editing are introduced in order for dance choreographers to become familiar with video technology applicable to dance.</td>
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<td>Special topics relating to the choreography, technique, production elements, pedagogy of dance, dance science and somatics, or aesthetics of historical or contemporary dance forms. The capstone course for the BA dance degree - topic is selected according to the track/special area of study of each BA degree student and the faculty teaching the course.</td>
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<td>Introduces Laban Movement Analysis (LMA), a research methodology used to identify, describe, and notate movement, based on work of movement theorist Rudolph Laban (1879-1958). Course materials provide a framework for observation and description of movement through identifying its spatial, dynamic and qualitative features. Application of course materials includes use of LMA as a tool in performance coaching, teaching, choreography and as an instrument for recording movement through notation. Includes an introduction to Bartenieff Fundamentals, a movement training approach based on the principles of LMA.</td>
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**Course Descriptions:**

- **Graduate Modern Dance Technique**: This studio-based course provides opportunities for graduate students to deepen and refine their proficiency in modern dance technique. Students participate in studio classes in which they perform advanced-level movement phrases and practice ways of sensing and responding in movement. Particular emphasis is placed on musical phrasing, dynamics, and subtle demands of expressivity in movement. Concepts from improvisational practices and somatic techniques such as Klein/Mahler or Bartenieff Fundamentals bring awareness to physical states.

- **Advanced Dance Composition I**: The synthesis of choreographic elements, devices, and musical or sound choices into studies having a sense of form and content.

- **Dance Kinesiology I**: Introduces basic concepts of the study of the body through an overview of: the anatomy of breathing; the musculo-skeletal system; basic principles of kinesiology and their relationship to fitness training; the nature of stress and benefits of relaxation training. A somatic (body/mind) approach to the course materials draws on experiential activities to enhance conceptual and factually based materials. Explores skeletal alignment, muscular development and function, and mechanical efficiency in the production of dance movement.

- **African Dance Technique III**: Will focus on complex religious and ceremonial dances as they are performed in their traditional settings. The student will begin to learn how to perform these dances at a professional level. It will include arranging and performing both traditional and contemporary African dances to be performed on a Western stage. Students will learn approximately 6 different dance types from 6 different ethnic groups as well as be invited to perform in the The Ohio University African Ensemble's Annual Concert.

- **Pilates Reformer Training**: Designed to condition students using resistance training on the Universal Reformer and other Pilates apparatus. Students learn exercise principles and techniques on specialized equipment, focusing on correction of body alignment problems, muscle imbalances, strength, and flexibility.

- **Pilates Mat Training**: Instructs students in the proper form and execution of beginning through intermediate level non-equipment based exercises performed on an exercise mat. It is the principle segment of training in the comprehensive Pilates Method of Body Conditioning and is appropriate for all levels of movement experience. The precision, control and focus of the exercises enables students to balance the musculoskeletal system so that they are able to efficiently and safely practice other more rigorous, demanding physical disciplines. Includes laboratory practice of 45 mat exercises that train the muscles to improve body stability and mobility. The Pilates method develops precision coordination and concentration in movement while increasing strength and flexibility. Addresses injury rehabilitation from the perspective of preventive training.

- **Bartenieff Fundamentals**: Provides the student with an experiential approach to movement as a somatic (from soma, meaning body) study experience. Addresses Irmgard Bartenieff's (1890-1981) work, Basic Six Fundamentals exercises, their relationship to the Bonnie Bainbridge Cohen's six Developmental Patterns and enhancing ones movement facility through an approach based on these materials.

- **Yoga: Principles and Practice**: Introduction to yoga, particularly the practices of asanas (poses), vinyasas (sequences), and pranayama (breathing techniques). Emphasizes developing a personal practice, sequencing poses and counterposes to promote safety, and practicing pranayama and meditation to improve concentration and body awareness. Readings and class discussions will provide an understanding of the history and philosophy of yoga. No yoga experience is required, but some movement background is helpful.
DANCE 6405 Issues and Methods in Dance Pedagogy

COURSE DESC: This course explores the teaching and learning of dance. Dance pedagogy is considered through artistic, personal, cultural, and interdisciplinary connections as well as how individuals identify, understand, and express themselves. Students evaluate and apply various teaching methods, assessment and evaluation practices, and culturally relevant pedagogy. Best practices in the skills of creating, responding, and connecting are studied in order to meet learners on a continuum of knowledge. Dance education is further considered within community dance contexts.

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Seminar 3 0 N G40 0
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<td>This course offers a clear introduction to community dance practices, its purpose, and core values. The course is designed to provide students with the ability to integrate the theoretical studies of artistry, civic engagement, and dance content knowledge with pedagogical considerations in implementing a community dance project, program, and/or performance. Students gain an understanding of how particular topics or problems within a community dance practice are organized and adapted to the interests and abilities of participants. Students also examine the importance of diversity in community dance and consider issues of representation and inclusion.</td>
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<td>This course provides an introduction to scholarship and research methodologies in dance studies. Students become conversant with key theories and methodologies that have shaped the interdisciplinary field of dance research. Topics include cultural, social, aesthetic, and educational dance contexts; types of primary sources for dance research; and considerations in research design.</td>
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<td>Specific course content will vary with offering.</td>
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<td>Provides credit for internship experience.</td>
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<td>Internship allows individual to gain real experience in field of dance and related areas, e.g., arts administration, apprentice/performing or choreography, and technical production.</td>
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<td>This course offers students an opportunity to put their prior studies of dance artistry, civic engagement, dance content knowledge, and pedagogical theory into practice by implementing a community dance project, performance, and/or research project. Students gain a deeper, experiential understanding of how particular topics or problems within community dance settings and practices are organized and adapted to the interests and abilities of participants. Students hone their communication and advocacy skills through the implementation and presentation of a final capstone project.</td>
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COURSE DESC: The Professional Internship is the required, culminating experience of the Arts Administration MA degree and applies and synthesizes coursework. Advisor must approve all internship placements. During the professional internship, students continue to explore programmatic learning objectives and focus on topics including: organizational culture, structure and governance; marketing and resource allocation; programming and education; mission, vision, law, and ethics; fundraising and grants management; and community engagement. Students enrolled in the Professional Internship meet weekly to focus on various symposium issues of professional practice. The discussion component of this course is designed to be adaptive and responsive to emergent topics and issues that occur during the internship experience. As part of the course, and with instructor guidance and feedback, students develop their final capstone projects or portfolios.
### Arts in Health Professional Internship

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<th>FAR 5911</th>
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<th>Internship</th>
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</table>
**ELIGIBLE GRADES:** GEC2: A-F; PR
**REQUISITE:** CR, PR
**COURSE DESC:** The purpose of the Arts in Health Professional Internship course is to provide students in the Applied Arts in Health Master's Degree an in depth immersive culminating experience where they can synthesize knowledge and skill learned from their program coursework. Students will be given many opportunities to observe, participate, and lead Arts in Health practices on site at an approved Arts in Health facility or program. Students will gain depth of experience as they plan, facilitate, and document health and wellness outcomes during arts experiences. Students will also learn ethical considerations related to Arts in Health practices. Provided with Arts in Health professional on-site supervision, students will also be required to complete a culminating final project approved by the site supervisor and class professor related to Arts in Health practices at the internship.

### Independent Study

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<th>1 to 10</th>
<th>10</th>
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<th>G50</th>
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**ELIGIBLE GRADES:** GEC4: A-F; CR, PR
**REQUISITE:** CR, PR
**COURSE DESC:** The content for this Independent Study will vary. Topics explored might include performance, fundraising, development, grant writing, organizational structure, operational planning and management, communication, audience building, arts advocacy, and the role of the arts in communities.

### Appalachian Culture, Energy and Environment

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<th>U30</th>
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</table>
**ELIGIBLE GRADES:** GEC1: A-F
**REQUISITE:** Sr only
**COURSE DESC:** This course explores the arts and culture of our region as related to energy and the environment both past and present. Topics will include music of coal miners; murals, festivals and performance commemorating the culture of mining towns; historic preservation of local architecture; material culture and memory in local museums and historical societies; engagements and encounters with the environment; and protest cultures related to energy extraction past and present. Throughout, attention will be paid to questions of citizenship and social justice. Students will engage the material firsthand through readings, screenings, guest lectures and performances, and field trips.
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<td>Film Experience</td>
<td>Studio</td>
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<td>GEC1: A-F REQUISITE: This course introduces students to an area of study within the School of Film. Through hands-on project-based learning using digital tools and professional facilities, students develop their ideas and learn the skills needed to produce their own short video pieces.</td>
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<td>Introduction to Film: History of World Cinema</td>
<td>Discussion</td>
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<td>2FA; ACSW; BDP</td>
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<td>GEC1: A-F REQUISITE: Studies in the history of world cinema from 1895 to the present. Weekly screenings of silent and sound, American and international films.</td>
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<td>Introduction to Film: Film Analysis</td>
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<td>2FA; PHA</td>
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<td>GEC1: A-F REQUISITE: Introduction to the terminology, methodology, and core critical issues of film analysis. Emphasizes formal aspects of film such as sound, lighting, editing, and mise-en-scene as well as an overview of different film types and styles including fiction, documentary, and experimental films.</td>
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<td>GEC1: A-F REQUISITE: The course introduces students to the use of various kinds of camera, lighting, and sound equipment. Students develop the beginning technical skills and best practices needed for narrative and documentary filmmaking.</td>
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<td>GEC1: A-F REQUISITE: FILM 2050 The course offers continued instruction in the use of various kinds of camera, lighting, and sound equipment. The course seeks to further develop the technical skills and best practices required to perform various crew assignments on narrative and documentary film sets.</td>
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<td>GEC1: A-F REQUISITE: Film Majors Only (UG) This course offers an introduction to non-linear editing software and narrative editing practices and techniques. Throughout the class, students will use a variety of editing software and discover how different editing strategies can be used in narrative filmmaking.</td>
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Course Descriptions:

**Narrative Screenwriting I**
Introduction to the principles and craft of screenwriting with emphasis on the short narrative film. Class format will include lectures, discussions, readings, screenings, critiques, writing exercises and the 'screenwriter's workshop' approach.

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Introduction to the principles and craft of screenwriting with emphasis on the short narrative film. Class format will include lectures, discussions, readings, screenings, critiques, writing exercises and the 'screenwriter's workshop' approach.

**Special Topics in Film**
Specific course content will vary with offering.

**Film Tutorial**
Tutorial for HTC students addressing specific filmmaking or film studies topics. Subject matter arranged by tutorial student(s) in consultation with School of Film tutorial advisor. A tutorial consists either of one-on-one or a small seminar. Such a setting provides the type of individualized attention and academic challenge capable of stimulating the intellectual growth of talented and creative HTC students. A tutorial is meant to be an ongoing conversation in which the tutor and tutee(s) move through the academic landscape of a particular topic.

**Film Tutorial**
Tutorial for HTC students addressing specific filmmaking or film studies topics. Subject matter arranged by tutorial student(s) in consultation with School of Film tutorial advisor. A tutorial consists either of one-on-one or a small seminar. Such a setting provides the type of individualized attention and academic challenge capable of stimulating the intellectual growth of talented and creative HTC students. A tutorial is meant to be an ongoing conversation in which the tutor and tutee(s) move through the academic landscape of a particular topic.

**Filmmaking I**
This is the first course in a two-course production sequence for the BFA in Film student. Through class exercises and the production of individual 16mm and/or video projects, students engage in the practical, technical, and aesthetic aspects of the filmmaking process.

**Filmmaking I**
This is the first course in a two-course production sequence for the BFA in Film student. Through class exercises and the production of individual 16mm and/or video projects, students engage in the practical, technical, and aesthetic aspects of the filmmaking process.

**Filmmaking II**
This is the second course in a two-course production sequence for the BFA in Film student. The course is designed to continue student development in the technical, aesthetic aspects of the filmmaking process through the production of individual 16mm and/or video projects.

**Filmmaking II**
This is the second course in a two-course production sequence for the BFA in Film student. The course is designed to continue student development in the technical, aesthetic aspects of the filmmaking process through the production of individual 16mm and/or video projects.

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**Film Studies 1**
This course offers an introduction to film studies, focusing on the formal and critical dimensions of film. The course introduces selected key events and movements in film history and selected texts in film theory. Weekly screenings are provided.
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<td>An introduction to key methodologies, central issues, and debates within film studies, focused on a select group of film techniques. This course offers further work in film studies, focusing on the formal and critical dimensions of film.</td>
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<td>This course will provide a survey and analysis of dramatic writing forms and genres across major dramatic media from adaptations, plays, feature-length screenplays, short screenplays, half-hour sitcoms, prime-time one-hour network and pay-cable dramas and &quot;dramedies,&quot; the &quot;limited series&quot; and dramatic series available on internet venues. Central to the course will be a study of comparative dramatic structures, genres, conventions, styles and modes of storytelling.</td>
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<td>Students learn to write publishable film reviews in a workshop setting. Weekly screenings.</td>
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<td>Intermediate study of the principles and craft of writing the short narrative screenplay with emphasis on ideation, concept, genres and audience. Class format will include lectures, discussions, screenings, readings, critiques, writing exercises and a screenwriters workshop.</td>
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<td>Intermediate study of the principles and craft of writing the short narrative screenplay with emphasis on ideation, concept, genres and audience. Class format will include lectures, discussions, screenings, readings, critiques, writing exercises and a screenwriters workshop.</td>
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<td>In this course, students produce films using non-traditional filmmaking techniques. Students will also screen various contemporary and historical experimental films to help them understand the different non-traditional techniques available to them and to place themselves in the history of experimental cinema.</td>
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<td>Students screen and program entries for the Athens International Film and Video Festival.</td>
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<td>An introduction to digital nonlinear editing techniques in Avid Media Composer covering the post-production workflow from logging of footage through capture, editing, and output.</td>
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<td>Analysis of the relationship between film and culture, with emphasis on how cultural meanings influence film aesthetics and the critical assessment of the medium. Particular attention will be given to the narrative films of specific countries or regions. Weekly screenings.</td>
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<td>Participation by seniors in an official or formal program to provide practical experience in different aspects of the film profession.</td>
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ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: An advanced introduction to key methodologies, central issues, and debates within the film studies field. Weekly screenings.

ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: Analysis of the relationship between film and culture, with emphasis on how cultural meanings influence film aesthetics and the critical assessment of the medium. Particular attention will be given to the narrative films of specific countries or regions. Weekly screenings.

ELIGIBLE GRADES: GEC4: A-F, CR, PR

COURSE DESC: Analysis of the relationship between film and culture, with emphasis on how cultural meanings influence film aesthetics and the critical assessment of the medium. Particular attention will be given to the narrative films of specific countries or regions. Weekly screenings.

COURSE DESC: The study of the aesthetics and uses of film and related technologies in the study of Western and non-Western peoples. Particular attention will be given to the documentary and ethnographic films and traditions of specific countries or regions. Weekly screenings.

COURSE DESC: Designed to build a foundation in the practical, technical, and aesthetic aspects of sound for the filmmaking process. Emphasis will be given to sound recording equipment and techniques utilized in narrative and documentary filmmaking. The use of sound technology as it pertains to post-production will also be introduced.

COURSE DESC: Designed to build a foundation in the practical, technical, and aesthetic aspects of sound for the filmmaking process. Emphasis will be given to sound recording equipment and techniques utilized in narrative and documentary filmmaking. The use of sound technology as it pertains to post-production will also be introduced.

COURSE DESC: Advanced practice in production sound recording. Advanced practice in post-production sound techniques and sound design including sound effects, music, dubbing, looping, and post-production mixing.

COURSE DESC: Advanced practice in production sound recording. Advanced practice in post-production sound techniques and sound design including sound effects, music, dubbing, looping, and post-production mixing.
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<td>Introduction to the principles of screenwriting with special emphasis on the short narrative film. Through lectures, readings, discussion, critiques, writing exercises and film screenings, the student will develop an understanding of the craft of screenwriting as well as practical knowledge of screenplay structure, formatting, and writing dialogue necessary to develop their own short screenplay.</td>
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Office of the University Registrar
June 1, 2023
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**COURSE DESC:**
- A workshop in cinematographic techniques. Specific attention will be paid to use of the camera and interior lighting.
- Survey of classical film theory, including semiotics, psychoanalytic, feminist, post-colonial and contemporary film theory. Weekly screenings.
- Survey of post-classical film theory, including semiotics, psychoanalytic, feminist, post-colonial and contemporary film theory. Weekly screenings.
- A sustained study of key debates in film theory selected by instructor. Weekly screenings.
- A sustained study of key debates in film theory selected by instructor. Weekly screenings.
- Students screen and program entries for the Athens International Film and Video Festival.
- An examination of contemporary video, music video, and new media within the context of art.
- An examination of contemporary video, music video, and new media within the context of art.
- Examination of function of producer in financing, organizing, scheduling, budgeting, managing, and securing distribution for a film.
- Examination of function of producer in financing, organizing, scheduling, budgeting, managing, and securing distribution for a film.
- Investigation of selected motion picture topic announced in advance of registration. Focus may be scholarly/critical, industry-related, film festival-related, or some other aspect of motion picture production, post-production, or screenwriting. Topics and credit hours vary.
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Office of the University Registrar
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**FAR FILM**

**FILM 6970 Thesis Seminar**
- **ELIGIBLE GRADES:**
- **COMPONENT:** Seminar
- **CRED HOURS:** 1 to 3
- **REPEAT HOURS:** 9
- **GENERAL EDUCATION:** N
- **PERM:** G40
- **SUBLIY LEVEL:**
- **ELEARN OPTIONS:** 0
- **MAJORS SET ASIDE:**

**FILM 7700 Master Class I**
- **ELIGIBLE GRADES:**
- **COMPONENT:** Seminar
- **CRED HOURS:** 1 to 4
- **REPEAT HOURS:** 4
- **GENERAL EDUCATION:** N
- **PERM:** G40
- **SUBLIY LEVEL:**
- **ELEARN OPTIONS:** 0
- **MAJORS SET ASIDE:**

**FILM 7710 Master Class II**
- **ELIGIBLE GRADES:**
- **COMPONENT:** Seminar
- **CRED HOURS:** 1 to 4
- **REPEAT HOURS:** 4
- **GENERAL EDUCATION:** N
- **PERM:** G40
- **SUBLIY LEVEL:**
- **ELEARN OPTIONS:** 0
- **MAJORS SET ASIDE:**

**FILM 7940 Individual Production Problems**
- **ELIGIBLE GRADES:**
- **COMPONENT:** Discussion
- **CRED HOURS:** 1 to 8
- **REPEAT HOURS:** 40
- **GENERAL EDUCATION:** I
- **PERM:** G40
- **SUBLIY LEVEL:**
- **ELEARN OPTIONS:** 0
- **MAJORS SET ASIDE:**

**FILM 7941 Individual Readings**
- **ELIGIBLE GRADES:**
- **COMPONENT:** Discussion
- **CRED HOURS:** 1 to 8
- **REPEAT HOURS:** 40
- **GENERAL EDUCATION:** I
- **PERM:** G40
- **SUBLIY LEVEL:**
- **ELEARN OPTIONS:** 0
- **MAJORS SET ASIDE:**

**Course Descriptions:**
- **Thesis Seminar:** Presentation and discussion of thesis projects in progress.
- **Master Class I:** This is the first course in a two-course sequence for the MFA student making a second-year or thesis film. Students will confront the basic and the advanced filmmaker's storytelling craft, and be asked to write and workshop a script for a short narrative or documentary thesis film. The class also focuses on the director's craft as the student prepares a project for production.
- **Master Class II:** This is the second course in a two-course sequence for the MFA student making a second-year or thesis film. The focus is on the production and post-production of the film.
- **Individual Production Problems:** Investigations into specific areas of the filmmaking production process. Assignments arranged with professor.
- **Individual Readings:** Readings and reports on works related to motion pictures. Reading list selected in consultation with faculty member.
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<td>Includes foundational texts that define and inform contemporary critical and theoretical discourse. Organized into three major threads that run through the 20th-century: Marxism, psychoanalysis, and post structuralism. The aim is to provide analytical tools for analysis of primary themes of critical theory, including, but not limited to, the social, the subject, the object, and power. Students will become versant in contemporary discourse for the study of the art.</td>
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<td>Familiarizes students with key contemporary theories concerning transnationalism and globalization. Topics are organized through an historical trajectory. No matter where ones focus of interdisciplinary arts is situated, the issues covered prepare the student to be conversant in more than one geographic area of the world. Stress will be on multidirectional flows and influences of ideas, spaces, art, traditions, memories, and economics that reflect realities in our globalized era.</td>
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<td>An introduction to the basic components of ethnographic research methods, focusing on performance. Research methods of fieldwork, participant observation, interviewing and surveying analyzing data; and writing are covered. Performance is conceived of broadly, as both formal events and the performance of everyday life.</td>
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<td>The body is a central concern of performance studies. As a foundation for discussions of the body in performance studies and related disciplines, the focus is on seminal theories of the body, including but not limited to, those of Butler, Foucault, Haraway, Mauss, and Merleau-Ponfly.</td>
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Office of the University Registrar
June 1, 2023
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<td>COURSE DESC: Principal styles of Western art as mirrored in selected masterpieces of architecture, sculpture, painting, music, and literature. Specific works of art examined in relationship to one another and against background of ideas that animated life of their times (Greek, Roman, Medieval).</td>
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<td>COURSE DESC: The relation between artworks and moral values, examined through diverging theories and philosophical perspectives. The work of specific artists from various historical periods, with emphasis on recent and contemporary debates among artists and philosophers. The theme is whether aesthetic and ethical values are mutually reconcilable.</td>
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<td>REQUIRED: Theory Placement Exam and WARNING: Not MUS 1010 or 1011</td>
<td>Intensive introduction to the basic materials of Western music, including pitch elements (scales, intervals, and chords), time elements (meter and rhythm) and notation. The student will become fluent with this material, develop facility in basic aural skills and be introduced to keyboard skills. Note: offered on the World Wide Web. No classroom component. Assignments submitted online and by email. No credit given toward a degree.</td>
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<td>REQUIRED: Non-Music major</td>
<td>Introduction to staff, pitch, and rhythmic notation, chords, pop music notation, etc.</td>
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<td>REQUIRED: Music major and appropriate score on the theory placement exam.</td>
<td>This course will cover clef reading, rhythmic notation, meter, scales, key signatures, intervals, and triads at a level of depth and fluency expected of music majors. Basic functional keyboard skills will be introduced.</td>
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<td>The course examines the formal, melodic, harmonic, and rhythmic structure of tonal music through analysis and composition.</td>
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<td>Melodic, harmonic, and rhythmic principles of music and its notation.</td>
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<td>Continuation of MUS 1010. Formal, melodic, harmonic, and rhythmic principles of tonal music.</td>
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<td>This course covers the fundamentals of aural skills for music majors, including basic vocal technique, range expansion, pitch matching, octave transfer, meter determination, contour, pro-tonotation, introductory dictation, basic conducting patterns, the performance of rhythmic patterns using counting syllables, and the singing of scales and simple diatonic melodies using solfization. This course also introduces basic keyboard skills.</td>
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<td>The course develops the aural perception and reading of melodic, harmonic, and rhythmic musical structure by developing aural skills through performance and transcription. MUS 1030 should be taken concurrently with MUS 1010.</td>
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<td>REQUIRED: C or better in (MUS 1010 and 1030)</td>
<td>Acquisition of skills in the aural perception and reading of melodic, harmonic, and rhythmic musical structure. Should be taken concurrently with MUS 1020.</td>
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<td>Provides a survey of music as it exists in many cultures. As an introduction to the study of world music, students will experience and understand the values and meaning of music in the lives of diverse human communities.</td>
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Office of the University Registrar
June 1, 2023
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Office of the University Registrar
June 1, 2023
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**Description for Far MUS MUS 2240 History of Rock Music II**
This course is a continuation of MUS 1240, History of Rock Music I. MUS 2240 is a historical survey of Rock music from the 1970's through the 1990's and beyond.

**Description for Far MUS MUS 2410 Class Piano III**
Group instruction in piano for music majors.

**Description for Far MUS MUS 2420 Class Piano IV**
Group instruction in piano for music majors; continuation of MUS 2410.

**Description for Far MUS MUS 2440 Communiversity Band**
Wide variety of music literature, including marches, overtures, and musicals is studied and performed both on and off campus under both a permanent and guest conductor.

**Description for Far MUS MUS 2480 African Ensemble I**
Introduction to the practices of drumming ensembles in traditional sub-Saharan African societies presented in a studio and lecture format. Introduction to variety of procedures, concepts, and structures that may be used in the understanding of specific musical ensembles in West Africa. Films and videotapes provide visual examples.

**Description for Far MUS MUS 2481 African Ensemble II**
Advanced study and performance of African music and dance in an ensemble setting from sub-Saharan Africa. Students employ various African performance techniques and to demonstrate their skills using the master drum, supporting instruments, singing and dance. Films and videotapes provide visual examples. Opportunities to perform on campus and also tour with the ensemble.

**Description for Far MUS MUS 2490 Brass Choir**
Performance of literature for large brass ensemble.

**Description for Far MUS MUS 2510 Marching Band**
Marching band for football and other university activities.

**Description for Far MUS MUS 2511 Wind Symphony**
Performance of literature for the wind symphony.

**Description for Far MUS MUS 2512 University Concert Band**
Performance of literature for concert band.

**Description for Far MUS MUS 2513 Varsity Band**
Provide music for various university indoor athletic events.

**Description for Far MUS MUS 2514 Symphonic Band**
Performance of literature for large concert band.

**Description for Far MUS MUS 2520 Symphony Orchestra**
Performance of literature for the symphony orchestra.

**Description for Far MUS MUS 2521 Campus Orchestra**
All-campus orchestra open to all members of the community. Performance of literature for symphony orchestra.

**Description for Far MUS MUS 2530 University Singers**
Performance of music for SATB choir.

**Description for Far MUS MUS 2531 Choral Union**
Performance of music for large chorus, including literature for chorus and instruments.
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<td>Using various MIDI and digital audio applications running on microcomputers to produce a series of small projects in electronic music.</td>
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<td>Creating a major project using MIDI synthesizers and software and/or digital audio.</td>
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<td>Concepts of computer music programming and digital sound synthesis. Topics include software design/realization, FM, additive, and granular synthesis, sampling, and sequencing.</td>
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<td>Survey of the major works for the piano and their composers.</td>
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<td>Survey of principal works for orchestra, 1750 to the present.</td>
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<td>Survey of the principal works for organ, circa 1300 to the present.</td>
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<td>Survey of opera literature from its inception circa 1600 to the present.</td>
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<td>Survey of literature for the wind band.</td>
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<td>Introduction to African music, with particular reference to the organization of music in community life, performance events, performing groups, instrumental resources, and interrelations of music and cognate arts. Aspects of history, sociopolitical organization, religion, customary practices, human mobility, language, and economic activity provide the necessary and wider content for understanding the music, musical instruments, and music makers.</td>
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<td>Explores the interdisciplinary nature of African music. Examines the relationship between music and other cognate arts, such as language, dance, visual and crafted arts, games and other physical activities, pantomime, drama and theater, social/cultural activities, and folk media.</td>
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<td>Introduction to selected types of folk music in United States.</td>
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<td>Applied private instruction dealing with the technical and practical skills involved in collaborative playing with vocalists and instrumentalists.</td>
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<td>4950</td>
<td>Accompanying</td>
<td>Tutorial</td>
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<td>Basic problems in accompanying vocalists and instrumentalists--rehearsal techniques, ensemble, pedaling, balance, etc.</td>
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<td>Basic beat patterns, technique of baton, and use of nonomdominant hand. Experience in conducting choral and small instrumental ensembles in works suitable for school groups.</td>
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Office of the University Registrar
June 1, 2023
Page 756 of 1005
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<td>Students develop advanced conducting skills, including philosophy and leadership, score study and analysis, interpretation and rehearsal skills, and movement and conducting technique. Application includes opportunities for chamber and large ensemble conducting.</td>
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<td>This course is intended to give students an overview of the two contributing cultures and their musics found in this country, from the songs of rural Appalachia and New England to the African music brought by the slaves; to the music that grew out of those traditions, from the popular musics of the cities to the songs of Latin Americans and European minorities. We will trace the way these musics live in the modern city, in the academic world and in contemporary music society. (Nettl, 1976)</td>
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<td>The student will be introduced to the study of music as a manifestation of human need and a representation of culture. The course uses music as an index to understand American culture while it introduces the student to various concepts in the field of ethnomusicology. (Nettl, 1976)</td>
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<td>Scoring for the concert band. Emphasis will be on arranging for band within specific levels of difficulty encountered in school band programs.</td>
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<td>Techniques for preparation of high school and college marching band performance.</td>
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<td>Methods of organizing and implementing jazz ensemble programs in secondary schools. Includes survey of appropriate materials.</td>
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<td>This course traces the history and development of film music through lecture, reading and film viewing/music listening- investigating the process of film scoring and how music and its relationship to film have changed over the last century. The emphasis will be on how different composers, in their unique historical/cultural contexts, contribute to the emotional and psychological subtext of a narrative through music and the musical vocabularies that are part of the scoring for film process.</td>
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<td>Problems of exceptional children and therapist strategies and techniques for remediation; terminology; treatment settings.</td>
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<td>Problems in psychiatry and rehabilitation; therapist strategies and techniques for remediation; terminology; treatment settings; traditional and current psycho-therapeutic and behavioral approaches.</td>
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<td>Students explore the professional associations, structure of music therapy in the United States, ethical practices, advocacy, and the program development process for selected clinical populations.</td>
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<td>Independent project in music studies or performance.</td>
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<td>Public performance of repertoire representative of a variety of musical periods. Tier III equivalent course, but both MUS 4940 and MUS 4941 must be taken to receive Tier III equivalent credit.</td>
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<td>Public performance of repertoire representative of a variety of musical periods. Tier III equivalent course, but both MUS 4940 and MUS 4941 must be taken to receive Tier III equivalent credit.</td>
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<td>Presentation of Honors Recital after completing recital hearing requirements and application, described in the School of Music Undergraduate Handbook.</td>
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<td>Junior or senior recital for non-applied majors.</td>
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<td>Independent research in music theory or music history, or major creative work in music composition, working toward a senior-level thesis or composition final project.</td>
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<td>Review of tonal music theory for entering graduate students. Assignment to class based on results of the Graduate Music Theory Placement Examination. Course seven weeks in duration. No credit given toward the music theory requirement in any graduate program in the School of Music.</td>
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<td>Post-Tonal Theory Review</td>
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<td>Review of theory of post-tonal music (music from circa 1900 on); course seven weeks in length. Assignment to course based on results of the Graduate Music Theory Placement Examination. Will not satisfy the music theory requirement of any graduate program in the School of Music.</td>
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<td>MUS 5002 Review of Tonal Music Theory prepares incoming graduate students for master's level theory courses with a particular focus on preparation for the theory portion of the school's master degree oral examination. Student scores on the Graduate Music Theory Placement Examination determine assignment to the course. The School of Music does not grant credit for taking the course towards the graduate music theory requirement in any degree program.</td>
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<td>Introduction to the analytical technique pioneered by the work of Heinrich Schenker.</td>
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<td>Analysis and composition in sacred style of 16th century.</td>
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<td>Analysis and composition of early 18th-century contrapuntal forms, mostly in the style of Johann Sebastian Bach and his contemporaries.</td>
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<td>Introduction to contemporary compositional techniques. Writing smaller compositions.</td>
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<td>History and Practice of Electronic Music</td>
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<td>History, theories, techniques, and aesthetics of electronic music.</td>
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<td>Problems in scoring original works for modern symphony orchestra. Satisfactory scores performed by Ohio University Symphony Orchestra.</td>
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<td>Using various MIDI and digital audio applications running on microcomputers to produce a series of small projects in electronic music.</td>
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<td>Advanced reading and conducting of large instrumental works.</td>
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<td>Advanced reading and conducting of large choral works. Standard and new works for public school and college groups.</td>
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<td>Select, private instruction at the advanced level. Emphasis placed on refining the individual student’s conducting ability and musicianship. Gestural study, score study, and score reading are part of course. Repertoire for degree recitals provide the primary focus for study.</td>
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<td>Students develop advanced conducting skills, including basic conducting review, advanced conducting technique, score study and interpretation, advanced rehearsal technique, and repertoire and programming.</td>
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<td>Advanced techniques for high school and college instrumental groups. Literature and materials.</td>
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<td>Advanced techniques, literature, and materials for high school and college choral groups.</td>
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<td>Techniques for preparation of high school and college marching band performance.</td>
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<td>Advanced techniques for high school and college vocal groups. Literature and materials.</td>
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<td>Advanced course in techniques and materials for elementary music teaching such as Orff, Kodaly, Gordon theory, and critical thinking.</td>
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<td>Introduction to music, materials, instruments, and pedagogy used in Orff teaching.</td>
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<td>Early Childhood Music Education</td>
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<td>Introduces music majors to the methods and materials for teaching music to preschool children.</td>
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<td>General Music in Junior High School</td>
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<td>Advanced course in techniques and materials for junior high school music teaching such as team teaching, learning stations, and humanities.</td>
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<td>This course traces the history and development of film music through lecture, reading and film viewing/music listening- investigating the process of film scoring and how music and its relationship to film have changed over the last century. The emphasis will be on how different composers, in their unique historical/cultural contexts, contribute to the emotional and psychological subtext of a narrative through music and the musical vocabularies that are part of the scoring for film process.</td>
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<td>This course is about three scholarly approaches to the performance of world music: (1) the musical analysis of world music, (2) the histories of world musical forms, (3) the anthropology (ethnography) of types of world music. Graduate students investigate the performance of contemporary music in particular world regions such as Africa, Asia, the Middle East, Oceania, Europe, and the Americas.</td>
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<td>Music as artistic and theoretical expression of human thought from antiquity into the Renaissance; history of musical styles to 1520.</td>
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<td>Music of the high Renaissance through the age of concertato and basso continuo. Musical styles and genera from the death of Josquin to J. S. Bach (circa 1520-1750).</td>
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<td>Classicism and romanticism in music from the 1740's through 1880.</td>
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<td>Music as artistic expression of the period from 1880 to the present.</td>
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<td>Survey of music notation from monophonic notation systems through the Ars Nova.</td>
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<td>FAR</td>
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<td>6400X</td>
<td>Current Issues in Musicology and Ethnomusicology</td>
<td>Seminar</td>
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<td>This course is about current issues in musicology and ethnomusicology. Students analyze current issues through the lens of recently-published articles in major English peer-reviewed journals that publish scholarship in the fields of musicology and ethnomusicology.</td>
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<td>6410X</td>
<td>Classical Music in Asia</td>
<td>Seminar</td>
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<td>Graduate students in this course analyze melodic modes, rhythmic structures, and histories of types of classical music performed in South, West, East, and Southeast Asia. Graduate students also complete a semester-long project that culminates in a final paper and conference-style presentation.</td>
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<td>6700</td>
<td>Contemporary Trends in Music Education</td>
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<td>Contemporary topics in music education, including national trends and challenges in the field. Involves an investigation of the current practices in music education and the implementation of these in the public schools.</td>
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<td>6710</td>
<td>Advanced Topics in Music Education I</td>
<td>Lecture</td>
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<td>Various topics in music education (including various methods of measuring musical aptitude and achievement) and study of experimental research methodology.</td>
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<td>6720</td>
<td>Advanced Topics in Music Education II</td>
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<td>History and philosophy of American music education.</td>
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<td>6750</td>
<td>Introduction to Graduate Studies in Music Education</td>
<td>Lecture</td>
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<td>Introduction to graduate study and research methods in music education.</td>
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<td>Organization and Administration of School Music</td>
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<td>Administration and supervision of school music programs. Role of supervisor, consultant, director, or coordinator of music in public schools. Personnel, materials and equipment, finance, curriculum, in-service training, and community-school relationships.</td>
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<td>Organization and Administration of School Music Programs</td>
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<td>6900</td>
<td>Special Topics in Music</td>
<td>Lecture</td>
<td>1 to 15</td>
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<td>ELIGIBLE GRADES: GEC4: A-F, REQUISITE: CR, PR</td>
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<td>COURSE DESC: Specific course content will vary with offering.</td>
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<td>6930</td>
<td>Independent Study</td>
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<td>1 to 10</td>
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<td>ELIGIBLE GRADES: GEC4: A-F, REQUISITE: CR, PR</td>
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<td>COURSE DESC: Independent research or creative activity under guidance of faculty member.</td>
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<td>6931</td>
<td>Professional/Clinical Project in Music Education</td>
<td>Ind Study</td>
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<td>COURSE DESC: Original, professional, or clinical demonstration project resulting in a written paper suitable for presentation or publication at a professional meeting or in a professional journal.</td>
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<td>Thesis</td>
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<td>ELIGIBLE GRADES: GEC4: A-F, REQUISITE: CR, PR</td>
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<td>COURSE DESC: Large research or creative project in music history, music theory, composition, music education, or music therapy. Culminating project for the Master of Music degree in these fields.</td>
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<td>6970</td>
<td>Recital</td>
<td>Tutorial</td>
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<td>ELIGIBLE GRADES: GEC5: CR, REQUISITE: PR, F</td>
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<td>COURSE DESC: Full-length public recital. A recording of the degree recital will be filed in the Music/Dance library.</td>
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<td>4630</td>
<td>Women Speaking: Then and Now</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Sr only</td>
<td>Offers a comprehensive study and research of famous women (and men) throughout history, as well as the study of gender differences. Written speeches will be developed and practiced based on the chosen orators. Voice and speech skills will be taught for an effective communication and final speech performance.</td>
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<td>4631</td>
<td>Play and Place</td>
<td>Seminar</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Tier II completed and Sr only</td>
<td>Examines the historical and contemporary interaction of two art forms, theater and architecture, in the design and construction of theaters. Considers the requirements and demands of theater and architecture and analyzes their synthesis in creating actual theater structures.</td>
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<td>1090</td>
<td>Lunchbag Theater Seminar Series</td>
<td>Seminar</td>
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<td>FAR</td>
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<td>1110</td>
<td>Fundamentals of Performance I</td>
<td>Studio</td>
<td>3</td>
<td>0</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Theater major</td>
<td>Development of the student's personal creative resources. Fundamentals of acting, voice and movement are introduced. Emphasis is placed on sensory awareness, breath, energy, presence, spontaneity, imagination, action, and working within an ensemble through exercises and improvisation.</td>
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<td>1111</td>
<td>Fundamentals of Performance II</td>
<td>Studio</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Theater major</td>
<td>A continued implementation of basic acting values. Fundamentals of acting, voice and movement are expanded. Text analysis, the reality of doing, character, action, and objective are explored through exercises, monologues, and scene work.</td>
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<td>1130</td>
<td>Acting Fundamentals I</td>
<td>Laboratory</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: C- or better in ENG 1510 or 1610</td>
<td>An introduction to the theory and practice of acting, as explored through exercises, scenes, and viewing plays. The exercises will explore the uses of imagination, concentration, relaxation, intention, and physical and vocal freedom through improvisation.</td>
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<td>Acting Fundamentals I</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: C- or better in ENG 1510 or 1610</td>
<td>An introduction to the theory and practice of acting, as explored through exercises, scenes, and viewing plays. The exercises will explore the uses of imagination, concentration, relaxation, intention, and physical and vocal freedom through improvisation.</td>
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<td>1390</td>
<td>Design Principles for the Stage</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>An introduction to the skills, techniques, terminology, rationale, and safety practices of creating theatrical scenery and costumes.</td>
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<td>Design Principles for the Stage</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>Principles of design for the stage. Areas may include costume, scenic, lighting, or sound.</td>
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<td></td>
<td>1391</td>
<td>Fundamentals of Scenery, Props, Costumes and Costume Crafts</td>
<td>Laboratory</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>An introduction to the skills, techniques, terminology, rationale, and safety practices of creating theatrical scenery and costumes.</td>
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<td>This course is an introduction to the skills, techniques, terminology, rationale, and safety practices of designing and creating theatrical scenery and costumes.</td>
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<td>This summer intensive introduces students to an area of study within the School of Theater. Through the exploration and study of various theatrical styles and genres, students deepen their appreciation and understanding of theater.</td>
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<td>This class introduces the basics of rhythm, melody, sight-singing, and music notation reading skills. Emphasis is on practical skills for the singing actor, and focus is on skill acquisition through sight-singing of musical theater repertoire. This is the first of a two course sequence.</td>
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<td>Audition and (Soph or Jr or Sr) Preparation, rehearsal, and performance of a role for public performance.</td>
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<td>Beginning of a foundational and sequential course of actor training. Focus will be on the authentic use of self, explored through exercises and scene work. Students will be conditioned to listen and respond, work spontaneously, develop a point of view, and to act by doing.</td>
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**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

- **THEAR 2711 Theater and Performance History II**
  - Component: Lecture
  - Cred Hours: 3
  - General Education: 2FA; FIE; PHA
  - Perm: N
  - Subsidy Level: U30
  - Eligible Grades: A-F

- **THEAR 2810 History and Literature of Musical Theater**
  - Component: Lecture
  - Cred Hours: 3
  - General Education: N
  - Perm: U30
  - Subsidy Level: 75

- **THEAR 2870 Voice and Movement for Musical Theater I**
  - Component: Studio
  - Cred Hours: 2
  - General Education: N
  - Perm: U30
  - Subsidy Level: 0

- **THEAR 2871 Voice and Movement for Musical Theater II**
  - Component: Studio
  - Cred Hours: 2
  - General Education: N
  - Perm: U30
  - Subsidy Level: 0

- **THEAR 2900 Special Topics in Theater Arts**
  - Component: Lecture
  - Cred Hours: 1 to 15
  - General Education: N
  - Perm: U30
  - Subsidy Level: 0

- **THEAR 2970T Theater Tutorial**
  - Component: Tutorial
  - Cred Hours: 1 to 15
  - General Education: N
  - Perm: U30
  - Subsidy Level: 0

- **THEAR 2980T Theater Tutorial**
  - Component: Tutorial
  - Cred Hours: 1 to 15
  - General Education: N
  - Perm: U30
  - Subsidy Level: 0

- **THEAR 3100 Practicum in Acting**
  - Component: Laboratory
  - Cred Hours: 1 to 4
  - General Education: 12
  - Perm: BLD
  - Subsidy Level: U30

- **THEAR 3110 Acting III**
  - Component: Studio
  - Cred Hours: 3 to 4
  - General Education: N
  - Perm: U30
  - Subsidy Level: 0

- **THEAR 3111 Acting IV**
  - Component: Studio
  - Cred Hours: 3 to 4
  - General Education: N
  - Perm: U30
  - Subsidy Level: 0

- **THEAR 3130 Scene Study**
  - Component: Laboratory
  - Cred Hours: 3
  - General Education: N
  - Perm: U30
  - Subsidy Level: 0

- **THEAR 3160 Physical Theater I**
  - Component: Studio
  - Cred Hours: 3
  - General Education: N
  - Perm: U30
  - Subsidy Level: 0
FAR  THAR  THAR 3161  ELIGIBLE GRADES:  
COURSE DESC: Advanced technique and integrated movement vocabulary into advanced study including creation of scenes, heightened language/verse, and character. The research may include study of specialized and advanced practices in stage combat, advanced scenic work with special movement challenges or heightened language as well as advanced composition devising original ensemble, physically-based work.

FAR  THAR  THAR 3162  ELIGIBLE GRADES:  
COURSE DESC: Students will learn skill sets specific to stage combat. Of primary importance will be the skills necessary to execute a fight without the risk of injury to the performers involved. Through the preparation and performance of dramatic and comedic scenes involving stage combat, the student will experience the process of stage combat as it applies to the actor.

FAR  THAR  THAR 3170  ELIGIBLE GRADES:  
COURSE DESC: Designed as an introduction to the process of directing for the stage. The focus will be on basic concepts of script analysis, table work, staging, and the rehearsal process, with a special emphasis on clarity in storytelling.

FAR  THAR  THAR 3210  ELIGIBLE GRADES:  
COURSE DESC: Supervised lab practice in design and execution of scenery, lighting, costumes, properties, and sound.

FAR  THAR  THAR 3300  ELIGIBLE GRADES:  
COURSE DESC: Focuses on figure drawing, collage, and illustration techniques that can be used to express character and costume using dry and wet media, and digital techniques.

FAR  THAR  THAR 3361  ELIGIBLE GRADES:  
COURSE DESC: Introduction to pattern draping and drafting using modern and historical methods. Advanced sewing ability is required.

FAR  THAR  THAR 3380  ELIGIBLE GRADES:  
COURSE DESC: Introduction to costume craft and prop techniques. Areas of study may include millinery, metalworking, maskmaking, fabric dyeing and printing, soft and hard sculptural techniques, and painting and decorative techniques.

FAR  THAR  THAR 3380  ELIGIBLE GRADES:  
COURSE DESC: Introduction to figure drawing, collage, and illustration techniques that can be used to express character and costume using dry and wet media, and digital techniques.

FAR  THAR  THAR 3390  ELIGIBLE GRADES:  
COURSE DESC: Application of principles of design for the theatrical space, with emphasis on drawing, model-making, conceptualization and script analysis.
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**FAR THAR THAR 3392 Drafting for the Theater**
- Component: Tutorial
- Cred Hours: 3
- Repeat Hours: 6
- General Education: I
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: Permission required

Fundamental and advanced problems of drafting for the stage. Digital and hand drafting methods will be utilized to create ground plans, sections, front elevations, rear elevations, and details.

**FAR THAR THAR 3393 Vectorworks for the Theater**
- Component: Tutorial
- Cred Hours: 3
- Repeat Hours: 6
- General Education: I
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: Permission required

A specialized study of skills utilized in theatrical lighting design software including Vectorworks and Lightwright. Application and development of solutions to lighting design problems.

**FAR THAR THAR 3395 Digital Portfolio and Performance Photography**
- Component: Laboratory
- Cred Hours: 3
- Repeat Hours: 6
- General Education: I
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: Permission required

Introduction to the development of digital portfolio presentations from performance photography. Students will take production process and theater performance photos and manipulate them using digital and website development programs to create different digital portfolios.

**FAR THAR THAR 3396 Design History I: Period Styles**
- Component: Lecture
- Cred Hours: 3
- Repeat Hours: 0
- General Education: N
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: 

Survey of research techniques in history, the arts, and period "style" from Antiquity to the present in Western Civilizations for the purpose of theatrical production.

**FAR THAR THAR 3397 Design History II: Costume Survey**
- Component: Lecture
- Cred Hours: 3
- Repeat Hours: 0
- General Education: N
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: 

Development of dress and influence of technical and cultural factors from Antiquity to 1900.

**FAR THAR THAR 3398 Design History III: 20th- Century Clothing and Culture**
- Component: Lecture
- Cred Hours: 3
- Repeat Hours: 0
- General Education: N
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: Soph or Jr or Sr

The study of the development of Western European and American dress and culture from 1900 to the present. Classwork revolves around using primary and secondary research to explore how fashion changes as a result of shifts in cultural and political developments.

**FAR THAR THAR 3399 Scenography: Exploring the Creative Vision**
- Component: Tutorial
- Cred Hours: 3
- Repeat Hours: 0
- General Education: N
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: THAR 2390

Application of principles of design to stage costuming and scenery, with emphasis on figure drawing, characterization, conceptualization, and scenic sketching and models.

**FAR THAR THAR 3510 Playwriting Revision Technique**
- Component: Seminar
- Cred Hours: 3
- Repeat Hours: 0
- General Education: N
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: THAR 2510 or 250

Theory and practice of dramatic writing with an emphasis on craft and control through revision.

**FAR THAR THAR 3511 Playwriting Style and Voice**
- Component: Seminar
- Cred Hours: 3
- Repeat Hours: 0
- General Education: N
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: THAR 3510

Theory and practice of dramatic writing with an emphasis on varying style and defining voice.

**FAR THAR THAR 3600 Practicum in Production Stage Management**
- Component: Laboratory
- Cred Hours: 1 to 6
- Repeat Hours: 18
- General Education: BLD
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: THAR 1392 and (3610 concurrent)

Supervised lab practice as a member of the stage management team for a School of Theater production.

**FAR THAR THAR 3605 Stage Management 1: Fundamentals of Stage Management**
- Component: Lecture
- Cred Hours: 3
- Repeat Hours: 0
- General Education: N
- Perm: U30
- Subsidy Level: 0
- eLearn Options: 
- Majors Set Aside: 0

ELIGIBLE GRADES: A-F

REQUISITE: Admitted to Stage Management BF5168

This course is an introduction to the theory and practice of stage management in American theater. The purpose of this course is to introduce and discuss techniques of efficiently managing the preparation, rehearsal, and performance of theatrical productions. Information in this class will be presented through readings, class discussions, assignments and in-class exercises.
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<td>GEC1: A-F</td>
<td>REQUISITE: THAR 1392 and 3605</td>
<td>This course is designed to explore the artistic and organizational techniques and practices of stage management. Specific stage management methods and techniques within the collaborative process of rehearsal and tech are closely considered.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: THAR 1392</td>
<td>Seminar course topics may include techniques and methods of professional stage management for theater, dance, opera, or industrials; contracts, unions, time management, internships, personnel management, resumes, or cover letters.</td>
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<td>REQUISITE: THAR 2110 and BFA In Performance major - Musical Theatre track</td>
<td>Students develop tools to apply acting techniques for spoken text to musical theater solo performance. Students continue to explore the process of transforming to a character; working with a stronger sense of craft and greater specificity.</td>
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<td>REQUISITE: THAR 2110 and BFA In Performance major - Musical Theatre track</td>
<td>Students develop tools to apply acting techniques for spoken text to musical theater solo performance. Students continue to explore the process of transforming to a character; working with a stronger sense of craft and greater specificity.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: THAR 3810 and BFA In Performance major - Musical Theatre track</td>
<td>Students develop tools to apply acting techniques for spoken text to musical theater performance, in scenework and solo performance. Students continue to explore the process of transforming to a character; working with a stronger sense of craft and greater specificity.</td>
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<td>REQUISITE: THAR 3810 and BFA In Performance major - Musical Theatre track</td>
<td>Students develop tools to apply acting techniques for spoken text to musical theater performance, in scenework and solo performance. Students continue to explore the process of transforming to a character; working with a stronger sense of craft and greater specificity.</td>
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<td>REQUISITE:</td>
<td>Supervised practice in the operation of a professional theater company.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: Sr only and Audition</td>
<td>Preparation, rehearsal, and performance of a role for public performance.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: BFA Acting major and Sr only</td>
<td>A workshop and performance project exploring the works of William Shakespeare for performance. Integrating acting, movement, and voice, the students will apply the concepts from earlier course work to the analysis, study, and performance of Shakespearean text and characters.</td>
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<td>REQUISITE: BFA Acting major and Sr only</td>
<td>Divided into two sections; the first section will involve a workshop and performance project similar to that of THAR 4110, this time employing material from a different theatrical style or genre. Genres might include social realism, absurdist, or restoration comedy. The second section will focus on branching into the industry and will include audition and interview techniques.</td>
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<td>Acting for Film, Television and New Media</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: THAR 3111 and Sr only</td>
<td>Study and application of studio acting techniques specific to film, television and new media.</td>
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<td>Advanced acting skills. The acting vocabulary will be expanded to include the understanding and application of additional acting methods and approaches. Physical approaches and heightened language text may be integrated. The class may result in an ensemble driven project.</td>
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<td>Undergraduate directing practicum credits reflect work done on School of Theater productions as a director or assistant director, including mainstage shows, lab shows, realism projects, style projects, and playwrights festival productions. Ideally, the faculty advisor will make periodic visits to rehearsals for these projects, assessing rehearsal strategies and overall progress of the production. (In the case of an assistant directing practicum, the faculty advisor will make periodic contact with the student’s participation in the process.)</td>
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<td>Designed as an intermediate course examining the process of directing for the stage. The focus will be on some of the same concepts studied in THAR 3210 (script analysis, table work, staging, and the rehearsal process), with a stronger emphasis on preproduction concept and collaboration with designers.</td>
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<td>Designed as an intermediate course examining the process of directing for the stage. The focus will be on some of the same concepts studied in THAR 3210 (script analysis, table work, staging, and the rehearsal process), with a stronger emphasis on preproduction concept and collaboration with designers.</td>
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<td>Supervised lab practice in design and execution of scenery, lighting, costumes, properties, and sound.</td>
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<td>The creation of designs for fictional and realized productions within the context of collaborations with directors, choreographers, set, costume, lighting, and sound designers.</td>
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<td>Scenography Seminar</td>
<td>Studio</td>
<td>1 to 3</td>
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<td>The creation of designs for fictional and realized productions within the context of collaborations with directors, choreographers, set, costume, lighting, and sound designers.</td>
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<td>Provides the student opportunities for preparation and critique of lighting design projects in a variety of theatrical contexts.</td>
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<td>A specialized study of skills utilized in theatrical lighting design for creating mood, atmosphere and storytelling.</td>
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<td>A specialized study of skills utilized in automated theatrical lighting design.</td>
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<td>Problems and projects in theatrical costume design focused on the delineation of character and story; the relationship of script analysis, research and conceptualization; and preparation for professional design collaborations.</td>
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<td>Provides student with a series of design projects with an emphasis on portfolio preparation.</td>
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<td>Advanced problems of scenery construction, handling, and technical design.</td>
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<td>Welding for the Theater</td>
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<td>Costume Technology II: Advanced Pattern Development and Construction</td>
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<td>Costume Technology V: Rendering Interpretation</td>
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<td>Theatrical Sound Design</td>
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<td>Theatrical Sound Production</td>
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<td>Advanced Properties Construction and Organization for the Stage</td>
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COURSE LISTING
SORTED BY College, Department/School, Prefix

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 4350
Focuses on safe and acceptable standards for stage rigging practices within the entertainment industry.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 2350
An introduction to the materials and techniques of welding and metal fabrication for the scenic technician.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Permission required
Within the entertainment industry multiple methods of automation technology are being utilized for the purpose of moving onstage design components including scenery, stage properties, lighting, sound and projection surfaces for the purpose of changing the visual landscape of the stage throughout the production. For these multiple systems used in the area of stage automation to be useful, they must be reliable, repeatable, and often programmable to enable changing travel distances/length of time to travel scenarios. Automation is enabling large scale scene changes to occur within the natural rhythm of performance; eliminating the need to endure long interruptive transitions between scenes that negatively impacts the production.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 3361 or 436D
Advanced pattern development and construction utilizing drafting, bias draping and flat pattern techniques.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 3361 or 436D
A specialized study of skills, formulas, and techniques used in theatrical tailoring.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 3361 or 436D
A specialized study of skills, formulas, and techniques used in researching and solving costume technology problems.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 3361 or 436D
Consists of a study of the skills and techniques needed for rendering interpretation. Students will focus on researching the images for details of seam placement, fabric hang, cut, and mechanics and apply their findings to creating 3-D models.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 1390 or 2390
Principles and functions of sound design for the theater.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 1392
Principles, characteristics, and techniques in the use of sound equipment for the theater.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 1392
Principles, characteristics, and techniques in the use of sound equipment for the theater.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 3380
A specialized study of skills, formulas, and techniques used in solving costume crafts and technology problems.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: THAR 3380
Introduction and application of organizational skills and specialized properties techniques to theatrical design problems.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Permission required
Advanced studies in furniture construction for the props artisan covering woodworking, upholstery, carving, finishing, and furniture repair.

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Permission required
Advanced studies in metalworking for the props artisan covering armor research and construction techniques and stage weapon research and construction techniques.
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<td>Creating the Realized Design/Main Stage Process</td>
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<td>COURSE DESC: A detailed experiential examination of the process of participating in the creation of designs for the main stage and major commercial theater venues including Broadway, off Broadway and regional theaters.</td>
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<td>COURSE DESC: A specialized study of skills utilized in theatrical design and production as a business.</td>
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<td>COURSE DESC: Theory and practice of dramatic writing with an emphasis on the full-length play.</td>
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<td>COURSE DESC: A capstone culminating in a public presentation of polished dramatic work(s).</td>
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<td>THAR</td>
<td>4600</td>
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<td>Practicum in Stage Management: Senior Project</td>
<td>Laboratory</td>
<td>3 to 6</td>
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<td>BLD; CAP</td>
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<td>Laboratory</td>
<td>1 to 6</td>
<td>18</td>
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<td>Seminar in Theater History and Drama: Selected Topics</td>
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<td>COURSE DESC: Study of genres through examination of plays and critical and theoretical documents.</td>
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<td>COURSE DESC: Advanced acting and performance skills. The acting vocabulary is expanded to include the understanding and application of interdisciplinary methods and approaches to actor-musician- ship. Physical approaches and techniques are integrated.</td>
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<td>COURSE DESC: Supervised internship experience with a professional production company. Areas of study may include performance, management, design, production, playwriting, dramaturgy, or scholarship.</td>
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<td>Advanced study projects in aspects and issues of acting beyond normal course offerings.</td>
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<td>As an orientation to graduate theater study and professional theater, the student will review a fundamental knowledge base of theater that will involve readings, discussion, and conversation about the past, present, and future of the profession. Preparation for the responsibilities and expectations of serving as a graduate assistant including teaching at the University will also be covered.</td>
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<td>Preparation, rehearsal, and performance of a role for public performance.</td>
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<td>The introduction of an intensive foundational and sequential course of actor training. Rigorous emphasis will be placed on the authentic use of self, the awakening of the emotional life and the collaborative process as explored through exercises and scene work. Students will be conditioned to listen and respond, work spontaneously, develop a point of view, and act by doing.</td>
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<td>Advanced foundation work will be explored though exercises and scene work. Authentic use of self will continue to be stressed. Upon completion of the class, students will have acquired the fundamental principles and tools necessary to consistently craft and deliver work with strong acting values. The work will be able to serve an actor in all mediums of performance, and in all styles of writing.</td>
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<td>Supervised clinical teaching experiences in the public schools and/or public theaters are required.</td>
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<td>Movement for Actors I</td>
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<td>Introduces the student to fundamental concepts and principles of movement for actors. Emphasis is placed on the human body as an instrument of expression and on developing strength, alignment, and availability. Exercises and movement improvisations are designed to build individual skill, introduce basic movement vocabulary, and develop ensemble work in which particular attention will be given to listening and responding to spatial and temporal elements on stage.</td>
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Office of the University Registrar
June 1, 2023
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<td>Continues the focus on concepts and principles of movement for actors including a more advanced study of alignment, physical strength, and spontaneity. Additional emphasis will be placed on the embodiment of images and physical actions. Exercises are designed to develop expressiveness and heightened consciousness.</td>
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<td>Freeing and developing the speaking voice to include the release of physical tension, breath and sound perception, freeing and developing the articulators and resonators. Speech work to include IPA vowel phonetics and transcription.</td>
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<td>Voice work to develop range and vocal power through repeated and practiced exercises and sound and movement. Speech work covers the International Phonetic Alphabet consonants and proper linking techniques along with the study of speech patterns and rhythms.</td>
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<td>Directing practicum credits reflect work done on School of Theater productions, lab shows, realism projects, style projects, and playwrights festival productions. The directing mentor makes weekly visits to rehearsals for these projects, assessing rehearsal strategies and overall progress of the production.</td>
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<td>Designed to help the student director understand the logical progression of organic components which constitute the process of stage directing. It is programatically structured to coincide with the student's first fully-realized directing project (the Realism Projects), thereby allowing the student to apply principles and strategies learned in the classroom to concurrent rehearsals, analyze problems experienced in those rehearsals, and formulate solutions based on their own evaluation of potential solutions as well as feedback from the instructor.</td>
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<td>Focusses on two important aspects of directing: the development of new scripts and sound design. It is programatically structured to coincide with the student's involvement as a director with the annual Seabury Quinn, Jr. Playwrights Festival. The first half emphasizes theatrical sound design and how the director interfaces with this important aspect of theater production. The second half shifts its focus to script development, including the director's role in collaborating with a playwright on new work.</td>
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<td>COURSE DESC:</td>
<td>Provides an opportunity for directors and designers to cast a critical and practical eye towards the various aspects of conceiving, designing, casting, rehearsing, and teching a major classic (i.e. Love's Labour's Lost, The Taming of the Shrew, The Adding Machine, Tartuffe, etc.). The goal is to look at the directing process from every angle and, working in collaboration with selected actors and designers, come up with a variety of solutions for each challenge. Each student will play various roles such as, director, designer, actor, casting director, etc.</td>
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<td>Practical application of design and technical theory.</td>
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**Office of the University Registrar**
June 1, 2023
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<td>Introduction to the development of digital portfolio presentations from performance photography. Students will take production process and theater performance photos and manipulate them using digital programs such as Photoshop, Powerpoint and other website development programs to create different digital portfolios.</td>
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<td>Research techniques and resources in history, the arts, and period “style” from antiquity to the present in Western Civilizations for theatrical production.</td>
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<td>The study of the development of Western European and American dress and culture from 1900 to the present. Classwork revolves around using primary and secondary research to explore how fashion changes as a result of shifts in cultural and political developments.</td>
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<td>Development of dress and influence of technical and cultural factors from Antiquity to 1900.</td>
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<td>A specialized study of skills utilized in theatrical design and production as a business.</td>
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<td>Supervised practice and experimentation in the company operation of a community theater performance project.</td>
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<td>This course examines the business side of theater through specific discussions of theater management techniques. The course includes dialogue and study of arts administration, box office and front-of-house procedures, accounting practices, marketing and publicity approaches and personnel issues. The differences and similarities between commercial theaters versus not-for-profit theaters are explored.</td>
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<td>Graduate theater major Introduction to the theories of dramatic narrative structure. Study of techniques used for the development of idea into narrative. Study of extant narratives to understand how narrative generates meaning.</td>
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<td>THAR 5510 and Playwriting MFA student Introduction to the theories of dramatic narrative structure. Study of techniques used for the development of idea into narrative. Study of extant narratives to understand how narrative generates meaning.</td>
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<td>MFA playwriting major Focuses upon the weekly writing, casting, staging, and production of a series of short plays based upon an assigned theme. The first course in this series is designed to give the students the basic skills needed to produce production ready work, with actors, on stage, before an audience on a weekly basis.</td>
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<td>A continuation of focusing upon the weekly writing, casting, staging, and production of a series of short plays based upon an assigned theme. The second course in the series is designed to enable students to develop the advanced skills necessary to produce producing ready work, with actors, on stage, before an audience on a weekly basis.</td>
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<td>Developmental workshop of the first-year full-length play in preparation for a rehearsed public reading. Students will also develop an artistic statement in support of the artistic goals, themes, and techniques of that play.</td>
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<td>Seminar course topics may include techniques and methods of professional stage management for theater, dance, opera, or industrials; contracts, unions, time management, internships, personnel management, resumes, or cover letters.</td>
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<td>Students will develop their skills and methods as scholars by reading and discussing examples of theater scholarship and workshop their own scholarly works in-progress. Students may develop critical reviews, conference presentations, and/or journal articles. May also include an examination of scholarly organizations, journals, and conferences.</td>
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<td>Students will develop research methods and skills through the pursuit of an original research project. This research will then serve as the basis for developing a piece of scholarship, such as a critical review, conference presentation, journal article, or graduate thesis. In addition to serving as a workshop for students’ scholarly works-in-progress, will also include an examination of scholarly organizations, journals, and conferences.</td>
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Office of the University Registrar
June 1, 2023
Page 789 of 1005
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**Course Descriptions:**
- **THAR 6200 Practicum in Directing**
  - Directing practicum credits reflect work done on School of Theater productions, lab shows, realism projects, style projects, and playwrights festival productions. The directing mentor makes weekly visits to rehearsals for these projects, assessing rehearsal strategies and overall progress of the production.
- **THAR 6210 Period Style and the Director I**
  - Addresses the questions "What is period style", and "How does a director change his or her approach to preproduction and rehearsal when dealing with a period play or a contemporary play with period style elements?” Through a careful examination of the distinguishing characteristics of period style, and in-class application of strategies and tools honed through scene work, the student will develop the tools to direct productions that have a variety of stylistic challenges. The primary focus will be Greek drama and other non-Shakespearean theater.
- **THAR 6211 Period Style and the Director II: Shakespeare**
  - The second semester of Period Style and the Director shifts focus to the poetry and plays of William Shakespeare and how directors adapt their preproduction and rehearsal work to his world. To that end, class work will revolve around careful examination of the Sonnets (both as poetry and as a method of storytelling) and in-class analysis and rehearsal of scenes from Shakespeare's dramatic works.
- **THAR 6300 Practicum in Design and/or Technical Production**
  - Practical application of design or technical theory in planning and execution of university production.
- **THAR 6320 Advanced Costume Design Techniques**
  - Advanced problems and projects that explore style and process challenges for film, opera, dance, and high theatricality productions. Assignments emphasize advanced conceptualization.
- **THAR 6340 Advanced Scenic Design Techniques**
  - Advanced problems and projects in scenic design emphasizing style, conceptualization, and collaboration.
- **THAR 6350 Advanced Technical Direction**
  - Advanced problems and projects in technical direction emphasizing problem solving, research and development, management, and collaboration.
- **THAR 6390 Creating the Realized Design/Main Stage Process**
  - A detailed experiential examination of the process of participating in the creation of designs for the main stage and major commercial theater venues including Broadway, off-Broadway, and regional theaters.
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<td>Scene study using a range of texts from the classical repertoire. A minimum of three different period styles will be explored through script analysis, historical context, research, and rehearsal and performance. Emphasis will be placed on making vivid, active and appropriate choices for each piece of material. Sensory connection to the material will be explored.</td>
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<td>Designed to bridge the gap between university actor training and the professional world. Students will be exposed to industry professionals and hone their audition technique and business acumen in classroom and professional settings. Material addressed will include theatrical and on camera auditions, photos and resumes, marketing and self-promotion, meeting and working with agents and casting directors, making a living, and union affiliation.</td>
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<td>Full integration of voice and movement skills in the ensemble process and performance of heightened text.</td>
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<td>COURSE DESC: A continuation focusing upon the weekly writing, casting, staging, and production of a series of short plays based upon an assigned theme. The fifth course in the series is designed to introduce students to the skills necessary to serve as producer.</td>
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<td>COURSE DESC: Developmental workshop of the thesis in preparation for a studio thesis production. Students will also develop an artistic statement in support of the artistic goals, themes, and techniques manifested in the body of work developed during their time in the program.</td>
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Office of the University Registrar
June 1, 2023
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**Course Descriptions:**

- **ES 2900 Special Topics in Environmental Studies**: Lecture 1 to 15 999 N U30 0
  - ELIGIBLE GRADES: CR
  - Specific course content will vary with offering.

- **ES 2970T Environmental Studies Tutorial**: Tutorial 1 to 12 12 N U30 0
  - ELIGIBLE GRADES: CR, PR
  - Course description: Special environmental studies course offered for students in the Honors Tutorial College.

- **ES 2971T Environmental Studies Tutorial**: Tutorial 1 to 12 12 N U30 0
  - ELIGIBLE GRADES: CR, PR
  - Course description: Tutorial for second year HTC students in Environmental Studies.

- **ES 2980T Environmental Studies Tutorial**: Tutorial 1 to 12 12 N U30 0
  - ELIGIBLE GRADES: CR, PR
  - Course description: Honors tutorial for students in environmental studies.

- **ES 2981T Environmental Studies Tutorial**: Tutorial 1 to 12 12 N U30 0
  - ELIGIBLE GRADES: CR, PR
  - Course description: Tutorial for 3rd year HTC students in Environmental Studies.

- **ES 3620 Environmental Science and Public Policy**: Lecture 3 0 N U30 0
  - ELIGIBLE GRADES: CR
  - Course description: Public administrators face a wide range of environmental science and policy challenges. This course develops skills in science literacy and environmental policy management. Students are empowered with tools for addressing environmental issues integral to economic development, infrastructure, and broader regulatory frameworks. This class explores the interaction between scientific analysis and policymaking through case studies at multiple levels of government.

- **ES 3970T Environmental Studies Tutorial**: Tutorial 1 to 12 12 N U30 0
  - ELIGIBLE GRADES: CR, PR
  - Course description: Tutorial for 3rd year HTC students in Environmental Studies.

- **ES 3980T Environmental Studies Tutorial**: Tutorial 1 to 12 12 N U30 0
  - ELIGIBLE GRADES: CR, PR
  - Course description: Tutorial course for 3rd year HTC students in Environmental Studies.

- **ES 4250 Watershed Management**: Lecture 3 0 N U30 0
  - ELIGIBLE GRADES: CR
  - Course description: Examine the major chemical and biological factors that affect watershed health and how to incorporate them into a watershed management plan in consultation with stakeholders. Discuss the importance of stakeholder engagement and identify key stakeholders and the key social, legal and economic issues that will affect management decisions.

- **ES 4250A Honors Experience in Watershed Management**: Ind Study 0 0 N U30 0
  - ELIGIBLE GRADES: CR
  - Course description: OHIO Honors curricular experience in Watershed Management.

- **ES 4300 Field Methods in Environmental Studies**: Field 3 0 N U30 0
  - ELIGIBLE GRADES: CR
  - Course description: Primarily field based class covering field methods in surface water, groundwater, aquatic biology (including headwaters), terrestrial ecology, soil and air quality sampling, evaluation and analysis. Focus is on how these methods apply to interdisciplinary environmental studies.

- **ES 4300A Field Methods in Environmental Studies**: Seminar 3 0 N U30 0
  - ELIGIBLE GRADES: CR
  - Course description: Primarily field based class covering field methods in surface water, groundwater, aquatic biology (including headwaters), terrestrial ecology, soil and air quality sampling, evaluation and analysis. Focus is on how these methods apply to interdisciplinary environmental studies.
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<td>COURSE DESC:</td>
<td>This is an interdisciplinary seminar that incorporates problem-solving, critical thinking, and leadership skills in the context of a contemporary environmental issue. The course is taught by faculty in several disciplines and will offer students perspectives from the sciences and humanities.</td>
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<td>COURSE DESC:</td>
<td>Resilience has emerged as a central concept across a wide variety of fields including: city planning, policy analysis, human security, economics, natural resource and environmental management, public services, infrastructure planning, engineering, technology innovation, and indeed any field dealing with rapidly changing systems. Students unpack and apply ideas in resiliency theory to a broad range of fields of practice, link new theory with application, and gain real world experience in applying these concepts. Students examine resiliency as a general concept, critique the concept as a management approach, and focus on concrete applications.</td>
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<td>COURSE DESC:</td>
<td>This course introduces students to the study of climate policy and planning. Students examine the range of mitigation, adaptation and resilience approaches for managing greenhouse gas emissions and the impacts of climate change to improve human and environmental security. Students gain an understanding of the implications of climate change science for public policy making and hands-on experience in using climate information for preparing a climate change plan. Students explore a basic overview of public policy theory, discuss various policy options for mitigation and adaptation policy, and gain the skills necessary for incorporating climate into a diverse area of public policy issues. Students are presented with the general theory, analytic frameworks, and specific techniques necessary to analyze climate change policy alternatives within a larger human security framework. The skills learned in this class are applicable to a variety of levels of government planning (local, state and national) as well as across the private, nonprofit and public sectors.</td>
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<td>COURSE DESC:</td>
<td>Climate change and other rapid environmental changes create risk to communities, infrastructure, and human security; managing these climate-related risks requires understanding of the community, its risk perception, and collaborative communication and management planning. Students characterize risk to communities from climate change and explore risk perception theory and methods to manage threats to human security. Students discuss concepts of justice and equity in risks to human security, risk management, and communication. Students explore these particular climate change and environmental challenges through the multidimensional and interdisciplinary lens of human security.</td>
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<td>Students gain an understanding of the historical uses, current trends, and potential future production of bioenergy. Students learn how to describe and interpret life-cycle impacts of bioenergy production systems. The course reviews national (U.S.) and international policies that regulate bioenergy production; and analyzes the crop species, agro-ecosystems, land management, conversion technologies, co-products, transportation infrastructure, and end uses of bioenergy production pathways for both solid and liquid fuels. Students also evaluate the ecological impacts, land and water requirements, economic efficiencies, and energetic efficiencies of bioenergy systems relative to other energy systems.</td>
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<td>Energy systems are undergoing rapid change due to resource constraints, market forces, local, state, national, and international policy, and environmental impacts. Public administrators have a need to understand the implications of energy systems and the policies that govern them. This course presents traditional and emerging energy systems and how policy affects these systems.</td>
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<td>GEC1: A-F, REQUISITE: Students gain an understanding of key problems, root causes, and potential entrepreneurial solutions relevant to selected contemporary environmental challenges. Students apply interdisciplinary perspectives to identify, analyze, and evaluate environmental issues, measure impacts, and establish criteria for effective remedies. The course reviews key environmental challenges within selected areas (with topical themes chosen from contemporary issues in environment, health &amp; well being, education, economic development, and other timely topics,) as well as fundamentals of social entrepreneurship to enable students to design and present enterprise development models for market-based social ventures seeking to deliver such remedies. Students learn how to pitch venture proposals to address criteria evaluating efficacy, feasibility, sustainability, and potential &quot;return on investment&quot; for both financial and social/environmental impacts.</td>
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<td>GEC1: A-F, REQUISITE: Agricultural production systems comprise a fundamental sector of the economy, of which many policy makers have only specialized knowledge based on single commodities. Students gain an overview of the diverse portfolio of agricultural products that drive essential systems in the United States, and the major challenges that exist for achieving resiliency in the agricultural sector. Students explore food, livestock, fiber, and fuel crop management and associate supply chains that are complex systems influencing social, environmental, and economic resilience.</td>
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<td>GEC1: A-F, REQUISITE: An introduction to sustainability assessment theory with special reference to application. Students analyze sustainability planning efforts, contextualize and write up results, measure impacts, and learn the process to complete an assessment.</td>
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<td>GEC1: A-F, REQUISITE: This course involves students in a critical analysis of the Ohio University Sustainability Plan and community-based projects that support the Office of Sustainability's mission. Students are engaged in the exploration of contemporary environmental initiatives, leadership, professionalism and local issues. Implementation of effective projects and feasibility studies to advance institutional sustainability efforts provides students the opportunity to make meaningful changes within their campus and community. This course's focus allows students the opportunity to better define sustainability and the role it plays in their lives, enhance skills that encourage sustainable behaviors and make positive contributions to their health, the natural environment and the local community.</td>
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<td>Science, Technology and Innovation Policy</td>
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<td>GEC1: A-F, REQUISITE: Innovation and entrepreneurship have evolved from unstructured societal process to what is today a core principle of many private sector companies, a public policy goal of governments at all levels, and the primary mission of research organizations. Students examine both the theory and practice of how societies discover and create something new. Students examine the variety of processes through which ideas are generated, implemented and result in change to products, technologies, techniques, organizations, and policies. Students explore the concepts of environmental innovation and entrepreneurship.</td>
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<td>Experiential learning for students pursuing leadership emphasis in the undergraduate Environmental Studies Certificate Program. Work with external organization(s) to solve environmental problems.</td>
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<td>Offers opportunity to obtain credits for service-learning or special projects related to environmental issues.</td>
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<td>Individual or small-group study of specialized topics in environmental studies under supervision of instructor.</td>
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### Watershed Management

- **Title:** Watershed Management
- **Component:** Lecture
- **Cred Hours:** 3
- **Perm:** G40
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:**
- **COURSE DESC:** Examine the major chemical and biological factors that affect watershed health and how to incorporate them into a watershed management plan in consultation with stakeholders. Discuss the importance of stakeholder engagement and identify key stakeholders and the key social, legal, and economic issues that will affect management decisions.

### Field Methods in Environmental Studies

- **Title:** Field Methods in Environmental Studies
- **Component:** Field Seminar
- **Cred Hours:** 3
- **Perm:** G40
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:**
- **COURSE DESC:** Primarily field based class covering field methods in surface water, groundwater, aquatic biology (including headwaters), terrestrial ecology, soil and air quality sampling, evaluation and analysis. Focus is on how these methods apply to interdisciplinary environmental studies.

### Environmental Science and Public Policy

- **Title:** Environmental Science and Public Policy
- **Component:** Lecture
- **Cred Hours:** 3
- **Perm:** G40
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:**
- **COURSE DESC:** Primarily field based class covering field methods in surface water, groundwater, aquatic biology (including headwaters), terrestrial ecology, soil and air quality sampling, evaluation and analysis. Focus is on how these methods apply to interdisciplinary environmental studies.

### Global Water Resources

- **Title:** Global Water Resources
- **Component:** Lecture
- **Cred Hours:** 3
- **Perm:** G40
- **ELIGIBLE GRADES:** GEC4: A-F
- **REQUISITE:**
- **COURSE DESC:** Explores global water use, scarcity, quality, and supply in the context of international development, climate change and land use.

### Resilience Theory and Practice

- **Title:** Resilience Theory and Practice
- **Component:** Lecture
- **Cred Hours:** 3
- **Perm:** G40
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:**
- **COURSE DESC:** Resilience has emerged as a central concept across a wide variety of fields including: city planning, policy analysis, human security, economics, natural resource and environmental management, public services, infrastructure planning, engineering, technology innovation, and indeed any field dealing with rapidly changing systems. Students unpack and apply ideas in resiliency theory to a broad range of fields of practice, link new theory with application, and gain real world experience in applying these concepts. Students examine resiliency as a general concept, critique the concept as a management approach, and focus on concrete applications.

### Climate Change Mitigation, Adaptation and Resilience Policy

- **Title:** Climate Change Mitigation, Adaptation and Resilience Policy
- **Component:** Lecture
- **Cred Hours:** 3
- **Perm:** G40
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:**
- **COURSE DESC:** This course introduces students to study climate policy and planning. Students examine the range of mitigation, adaptation and resilience approaches for managing greenhouse gases emissions and the impacts of climate change to improve human and environmental security. Students gain an understanding of the implications of climate change science for public policy making and hands-on experience in using climate information for preparing a climate change plan. Students explore a basic overview of public policy theory, discuss various policy options for mitigation and adaptation policy, and gain the skills necessary for incorporating climate into a diverse area of public policy issues. Students are presented with the general theory, analytic frameworks, and specific techniques necessary to analyze climate change policy alternatives within a larger human security framework. The skills learned in this class are applicable to a variety of levels of government planning (local, state and national) as well as across the private, nonprofit and public sectors.

### Risk, Climate Security, and Community Engagement

- **Title:** Risk, Climate Security, and Community Engagement
- **Component:** Lecture
- **Cred Hours:** 3
- **Perm:** G40
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:**
- **COURSE DESC:** Climate change and other rapid environmental changes create risk to communities, infrastructure, and human security; managing these climate-related risks requires understanding of the community, its risk perception, and collaborative communication and management planning. Students characterize risk to communities from climate change and explore risk perception theory and methods to manage threats to human security. Students discuss concepts of justice and equity in risks to human security, risk management, and communication. Students explore these particular climate change and environmental challenges through the multidimensional and interdisciplinary lens of human security.

### Bioenergy: Science, Policy, and Business

- **Title:** Bioenergy: Science, Policy, and Business
- **Component:** Lecture
- **Cred Hours:** 3
- **Perm:** G40
- **ELIGIBLE GRADES:** GEC1: A-F
- **REQUISITE:**
- **COURSE DESC:** Students gain an understanding of the historical uses, current trends, and potential future production of bioenergy. Students learn how to describe and interpret life-cycle impacts of bioenergy production systems. The course reviews national (U.S.) and international policies that regulate bioenergy production; and analyzes the crop species, agro-ecosystems, land management, conversion technologies, co-products, transportation infrastructure, and end uses of bioenergy production pathways for both solid and liquid fuels. Students also evaluate the ecological impacts, land and water requirements, economic efficiencies, and energetic efficiencies of bioenergy systems relative to other energy systems.
Energy Systems and Policy
GEC1: A-F
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Energy systems are undergoing rapid change due to resource constraints, market forces, local, state, national, and international policy, and environmental impacts. Public administrators have a need to understand the implications of energy systems and the policies that govern them. This course presents traditional and emerging energy systems and how policy affects these systems.

Environmental Entrepreneurship
GEC1: A-F
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Students gain an understanding of key problems, root causes, and potential entrepreneurial solutions relevant to selected contemporary environmental challenges. Students apply interdisciplinary perspectives to identify, analyze, and evaluate environmental issues, measure impacts, and establish criteria for effective remedies. The course reviews key environmental challenges within selected areas (with topical themes chosen from contemporary issues in environment, health & well being, education, economic development, and other timely topics,) as well as fundamentals of social entrepreneurship to enable students to design and present enterprise development models for market-based social ventures seeking to deliver such remedies. Students learn how to pitch venture proposals to address criteria evaluating efficacy, feasibility, sustainability, and potential "return on investment" for both financial and social/environmental impacts.

Strategies for Resilient Agriculture
GEC1: A-F
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Agricultural production systems comprise a fundamental sector of the economy, of which many policy makers have only specialized knowledge based on single commodities. Students gain an overview of the diverse portfolio of agricultural products that drive essential systems in the United States, and the major challenges that exist for achieving resiliency in the agricultural sector. Students explore food, livestock, fiber, and fuel crop management and associate supply chains that are complex systems influencing social, environmental, and economic resilience.

Environmental Sustainability Assessment
GEC1: A-F
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: An introduction to sustainability assessment theory with special reference to application. Students analyze sustainability planning efforts, contextualize and write up results, measure impacts, and learn the process to complete an assessment.

Sustainability Implementation Practicum
GEC1: A-F
Component: Seminar
Cred Hours: 3
Repeat Hours: 0
General Education: N
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: This course involves students in a critical analysis of the Ohio University Sustainability Plan and community-based projects that support the Office of Sustainability’s mission. Students are engaged in the exploration of contemporary environmental initiatives, leadership, professionalism and local issues. Implementation of effective projects and feasibility studies to advance institutional sustainability efforts provides students the opportunity to make meaningful changes within their campus and community. This course’s focus allows students the opportunity to better define sustainability and the role it plays in their lives, enhance skills that encourage sustainable behaviors and make positive contributions to their health, the natural environment and the local community.

Science, Technology and Innovation Policy
GEC1: A-F
Component: Lecture
Cred Hours: 3
Repeat Hours: 0
General Education: N
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Innovation and entrepreneurship have evolved from unstructured societal process to what is today a core principle of many private sector companies, a public policy goal of governments at all levels, and the primary mission of research organizations. Students examine both the theory and practice of how societies discover and create something new. Students examine the variety of processes through which ideas are generated, implemented and result in change to products, technologies, techniques, organizations, and policies. Students explore the concepts of environmental innovation and entrepreneurship.

Special Topics in Environmental Studies
GEC4: A-F, CR, PR
Component: Lecture
Cred Hours: 1 to 15
Repeat Hours: 999
General Education: N
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC4: A-F, CR, PR
COURSE DESC: Designed as an undergraduate seminar on contemporary environmental issues.

Environmental Studies Colloquium
GEC6: CR, PR, F
Component: Seminar
Cred Hours: 1
Repeat Hours: 2
General Education: N
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC6: CR, PR, F
COURSE DESC: Forum for presentation of original research, literature reviews, and discussions of contemporary environmental issues. Presentation by students, faculty, and guests.

Seminar in Community-Based Environmental Studies
GEC4: A-F
Component: Seminar
Cred Hours: 2
Repeat Hours: 0
General Education: N
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC4: A-F
COURSE DESC: Provides forum for discussion and analysis of contemporary environmental problems. Class includes orientation to the Appalachian region in the context of environmental issues.

Preparing for Environmental Leadership Practicum
GEC1: A-F
Component: Seminar
Cred Hours: 2
Repeat Hours: 4
General Education: I
Permanence: G40
Prerequisite: 
ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: For Environmental Studies students who will be completing a practicum. Students are oriented to a range of organizations and materials for a successful practicum experience.
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ELIGIBLE GRADES: GEC5: CR, PR, F

REQUISITE: Permission required

COURSE DESC: Thesis hours for MSES students. At most 8 hours will count toward the ES degree.
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<td>Purpose of this course is to introduce students to the basic principles underlying social science research in the context of public affairs.</td>
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<td>Builds upon LPA 4010 by providing students with a firm grasp of the basic statistical tools and techniques necessary for program evaluation and policy analysis.</td>
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<td>Philosophy, problems, and procedures of public personnel management: recruitment, training, promotion policies, position classification, and employer-employee relations.</td>
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<td>Examines how organizations have been described and theorized in public administration.</td>
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<td>This course focuses on the skills needed to develop and implement an outcome system within a public or nonprofit organization. Methods for determining information needs for monitoring of service delivery and program outcomes will be explored. Evaluation issues will be considered in the context of ethical standards, program effectiveness and efficiency.</td>
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<td>An introduction to the tradition of philanthropy and fundraising in the United States. Examines practical, moral, and legal issues involving fund development and the fundraising profession. Provides students with an opportunity to apply fundraising techniques and practices to enhance the financial commitment of individuals, corporations, foundations, and government to &quot;real-life&quot; development projects.</td>
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<td>Social entrepreneurship, a rapidly growing sector locally, nationally, and globally, entails the pursuit of innovative approaches to creating and delivering public value by solving persistent social problems. This course is designed to expose students to the theoretical and practical fundamentals of social entrepreneurship in institutional, organizational, and social domains.</td>
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<td>In much of the country, public and private actions develop business and physical infrastructure, provide needed services and contribute to other physical and intellectual attributes that constitute communities. This course examines the intermingling of public and private roles and responsibilities and the potential consequences for the business, social, economic and physical development of communities that reflect the inevitable negotiation of public interest oversight and entrepreneurial risk in cross-sectoral partnerships. This course will function as a public private partnership with faculty and students engaging business and public leaders to build and analyze partnerships for the future.</td>
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<td>Applies public choice theory and rational choice theory to understand individual and collective decision-making and outcomes in the political and policy arenas.</td>
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<td>The set of skills required for today's successful public and nonprofit managers includes competencies in managing complex data systems and using that data to inform decision making and strategy development. This course will focus on the critical elements of data informatics for public and nonprofit fields such as education, the environment, governance, and health care.</td>
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<td>Designed to introduce students to management and leadership skills needed for success in public administration.</td>
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<td>Focused upon key aspects of public policymaking and analysis, and designed to introduce you to ways of systematically thinking about public policies. Because one cannot analyze a policy without understanding the roots of the policy in question, in this course we spend some time understanding the key actors and forces in the policy arena, understanding how to develop an appropriate framework for analysis, and the limitations of each analytical framework.</td>
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GVS GVS LPA 4860 Public Budgeting Lecture 3 0 N U30 0
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: POLS 2000
COURSE DESC:
This class examines principles of sound tax policy and politics surrounding revenue decisions. It also examines processes and techniques of governmental spending decisions. The practices and fundamental concepts of government accounting, budgeting, financial management and public finance will also be introduced. Contemporary cases of budget decision-making processes at the national, state and local budget systems will be considered.

GVS GVS LPA 4870 Financial Management in Government Lecture 3 0 N U30 0
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: POLS 2000
COURSE DESC:
Students will survey the principles, issues and skills of financial management in the public sector. The focus is upon applications in the public sector and not-for-profit environment. The objectives of the course are to provide students with both theoretical understanding of the topic and to develop some of the fundamental skills necessary to work competently in the field. The focus will be on preparing students to be skilled consumers of financial information who possess the ability to analyze it and make sound decisions based on their analysis.

GVS GVS LPA 4890 Nonprofit Management Lecture 3 0 N U30 0
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Jr or Sr
COURSE DESC:
An introduction to the nonprofit sector and its role in society, the economy, and the delivery of human services. Includes an overview of principle management functions as each applies to nonprofit organizations.

GVS GVS LPA 4900 Special Topics in Leadership and Public Affairs Lecture 1 to 15 999 N U30 0
ELIGIBLE GRADES: GEC3: A-F,
REQUISITE:
COURSE DESC:
Specific course content will vary with offering.

GVS GVS LPA 4910 Strategy and Organization Consulting Internship 3 0 I U30 0
ELIGIBLE GRADES: GEC1: A-F
REQUISITE: Permission required
COURSE DESC:
Will provide students with real-world learning experiences in working as a consultant with public sector organizations and non-profit ventures. Students will work in teams using analysis-based decision-making to solve these clients’ key organizational/programmatic problems. Students will also acquire the soft skills necessary for effective oral/written communication, persuasion, and conflict resolution.

GVS GVS LPA 4920 Applied Learning in Leadership and Public Affairs Practicum 1 to 9 999 I U30 0
ELIGIBLE GRADES: GEC6: CR,
REQUISITE: PR, F
COURSE DESC:
Provides students with credit for applied practical experiences in various projects in the public sector. Students participate in a combination of seminars, lectures and project-based learning under the guidance and mentoring of Voinovich School Faculty and staff.

GVS GVS LPA 4930 Independent Study in Leadership and Public Affairs Ind Study 1 to 3 6 I U30 0
ELIGIBLE GRADES: GEC4: A-F,
REQUISITE: CR, PR
COURSE DESC:
Independent study is a one-on-one course with a topic and scope of work approved by the supervising faculty.

GVS GVS LPA 5640 Conflict Management and Dispute Resolution in Public and Nonprofit Organizations Lecture 3 6 N G40 0
ELIGIBLE GRADES: GEC4: A-F,
REQUISITE: CR, PR
COURSE DESC:
Will introduce you to the concepts of conflict management and the field of Dispute Resolution in general and interpersonal dispute mediation in particular. We will examine how non-adversarial, collaborative dispute resolution approaches can be used to address complex issues. You will learn new perspectives on conflict, evaluate conflict resolution approaches, and practice mediation skills.

GVS GVS LPA 5660 Theories and Practices in Collaboration Seminar 3 0 N G40 0
ELIGIBLE GRADES: GEC4: A-F,
REQUISITE: CR, PR
COURSE DESC:
This seminar focuses on theories and practices in collaboration.

GVS GVS LPA 5840 Entrepreneurial Consulting for Public and Non-Profit Organizations Seminar 3 0 N G40 0
ELIGIBLE GRADES: GEC4: A-F,
REQUISITE: CR, PR
COURSE DESC:
Designed to initially overview the consulting profession with a subsequent emphasis on entrepreneurial consulting issues as well as to introduce students to the entrepreneurial business enterprise in the public and non-profit sectors, its functional areas, challenges and success factors. Effort will be placed on developing proficiencies in a range of skills required to practice consulting as well as start, scale and run a successful organization. The course is relevant to those 1) who are specifically interested in consulting careers and / or 2) whose area of interest involves entrepreneurship, starting, scaling, managing and leading organizations in the public/non-profit sectors.
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<td>COURSE DESC: Entrepreneurship education, in the sense of focusing on the creation of new economic entities centered on a novel product/service, has been, until recently, relatively rare. At Ohio University, a pedagogy has been developed focused on inter-disciplinary team-based projects that result in new venture formation and long-term success for the newly-founded companies and the University that developed the research and technologies which are the basis for many of the companies. The curriculum is structured such that students from the disciplines of science, medicine, engineering, communication, and business can be engaged and participate.</td>
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<td>COURSE DESC: Examines the role that values play in the design and implementation of public policy. The course begins with a brief introduction to some of the most influential traditions in ethics: deontology, utilitarianism, virtue theory and care ethics. This introduction aids us in establishing a common vocabulary for the analysis of policy questions and engagement with the broader debates in which such questions are embedded. We move from this introduction into a closer consideration of ethics in the context of several concrete institutional settings.</td>
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<td>COURSE DESC: Provides an overview and develops skills in the basic concepts and methods in program evaluation.</td>
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<td>COURSE DESC: Focuses on the skills needed to develop and implement an outcome system within a public or nonprofit organization. Methods for determining information needs for monitoring of service delivery and program outcomes will be explored. Evaluation issues will be considered in the context of ethical standards, program effectiveness and efficiency.</td>
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<td>COURSE DESC: Establish the complex components necessary to achieve high-quality, long-term outcomes for recipients of human services. This course looks at the science of implementation and what is required to implement evidence-based practices. An overview of the relevant implementation factors and processes necessary to transmit innovative programs and practices to mental health, social services, juvenile justice, education, early childhood education, employment services, and substance abuse prevention and treatment.</td>
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<td>COURSE DESC: A communications plan is an important part of an organization’s daily operation. Additionally, for public and nonprofit organizations in particular, the activities in the plan should support overall communications goals in ways that help raise money, create change, recruit talent, and promote mission-related goals and objectives. As a living document, it frames the way both internal and external audiences perceive the organization; and since many nonprofits have limited staff and financial resources available for communications activities, it is even more important that these resources be deployed as strategically as possible. This course offers an overview of communications concepts and media activities in ways that will help students develop a strategic communication plan focused on emphasizing a commitment to organizational mission; building trust among internal and external audiences; clarifying organizational priorities; and generating public value.</td>
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<td>An introduction to the tradition of philanthropy and fundraising in the United States. Examines practical, moral, and legal issues involving fund development and the fundraising profession. Provides students with an opportunity to apply fundraising techniques and practices to enhance the financial commitment of individuals, corporations, foundations, and government to “real-life” development projects.</td>
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<td>Social entrepreneurship, a rapidly growing sector locally, nationally, and globally, entails the pursuit of innovative approaches to creating and delivering public value by solving persistent social problems. This course is designed to expose students to the theoretical and practical fundamentals of social entrepreneurship in institutional, organizational, and social domains.</td>
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<td>Will provide students with real-world learning experiences in working as a consultant with public sector organizations and non-profit ventures. Students will work in teams using analysis-based decision-making to solve these clients key organizational/programmatic problems. Students will also acquire the soft skills necessary for effective oral/written communication, persuasion, and conflict resolution.</td>
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<td>Public and private actions, business and physical infrastructure, provide needed services and contribute to other physical and intellectual attributes that constitute communities. This course examines the intermingling of public and private roles and responsibilities and the potential consequences for the business, economic and physical development of communities that reflect the inevitable negotiation of public interest oversight and entrepreneurial risk in cross-sectoral partnerships. This course will function as a public private partnership with faculty and students engaging business and public leaders to build and analyze partnerships for the future.</td>
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<td>Applies public choice theory and rational choice theory to understand individual and collective decision-making and outcomes in the political and policy arenas.</td>
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<td>The set of skills required for today’s successful public and non-profit managers includes competencies in managing complex data systems and using that data to inform decision making and strategy development. This course will focus on the critical elements of data informatics for public and non-profit fields such as education, the environment, governance, and health care.</td>
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<td>Designed to introduce students to management and leadership skills needed for success in public administration.</td>
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<td>Focused upon key aspects of public policymaking and analysis, and designed to introduce you to ways of systematically thinking about public policies. Because one cannot analyze a policy without understanding the roots of the policy in question, in this course we spend some time understanding the key actors and forces in the policy arena, understanding how to develop an appropriate framework for analysis, and the limitations of each analytical framework.</td>
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<td>This class examines principles of sound tax policy and politics surrounding revenue decisions. It also examines processes and techniques of governmental spending decisions. The practices and fundamental concepts of government accounting, budgeting, financial management and public finance will also be introduced. Contemporary cases of budget decision-making processes at the national, state and local budget systems will be considered.</td>
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<td>The purpose of this course is to survey the principles, issues and skills of financial management in the public sector. The focus is upon applications in the public sector and not-for-profit environment. The objectives of the course are to provide students with both theoretical understanding of the topic and to develop some of the fundamental skills necessary to work competently in the field. The focus will be on preparing students to be skilled consumers of financial information who possess the ability to analyze it and make sound decisions based on their analysis.</td>
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<td>An introduction to the non-profit sector and its role in society, the economy, and the delivery of human services. Includes an overview of principle management junctions as each applies to non-profit organizations.</td>
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<td>In this course, students analyze cases involving leaders in education policy using a framework for strategic leadership/management in the public sector.</td>
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<td>This course focuses on key aspects of education policymaking and analysis, and is designed to introduce students to think systematically about public policy. Because one cannot analyze public policy without understanding the roots of the policy in question, in this course, we focus on understanding the history of education policy, the key forces in the policy arena, how to use an appropriate framework for analysis, and the limitations of policy frameworks.</td>
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<td>Introduce students to the basic principles underlying social science research in the context of public affairs.</td>
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<td>Builds upon MPA 6010 by providing students with a firm grasp of the basic statistical tools and techniques necessary for program evaluation and policy analysis.</td>
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<td>An introduction to the principles, methodologies, and methods of qualitative research. The course will examine the role of qualitative research in the field of public administration (and allied fields) as well as the relationship between qualitative and quantitative methodologies. The course will provide students the opportunity to examine and practice approaches and methodologies utilized by qualitative researchers such as: interviewing, ethnography, participant observation, case studies, discourse analysis, and content analysis. Through readings, discussions, and practice, students will be able analyze the comparative strengths and liabilities of each method. The course will provide students with the knowledge and skills needed to select qualitative methodologies and methods that are appropriate given the research question at hand.</td>
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<td>Provides graduate students with credit for internships related to public affairs.</td>
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<td>Independent study is a one-on-one course with a topic and scope of work approved by the supervising faculty</td>
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<td>Students completing a thesis as part of their graduate MPA degree can register for thesis hours.</td>
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<td>Special course offered to students in the Honors Tutorial Program covering topics in Applied Health Sciences and Wellness. Non-thesis.</td>
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<td>Research and recent developments in food and nutrition sciences for honors students.</td>
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<td>Independent reading in preparation for honors thesis in food and nutrition sciences. Exploration of reading topics in consultation with faculty.</td>
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<td>Implementation of honors project or research in advancement of honors thesis in food and nutrition sciences.</td>
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<td>Completion, oral defense, and presentation of honors thesis in food and nutrition sciences.</td>
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<td>Special course offered to students in the Honors Tutorial program covering topics in Applied Health Sciences and Wellness.</td>
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<td>Provides an introduction to sports medicine by describing scope of practice, employment settings, and professional regulations of various sports medicine professionals. This course also introduces basic topics related to sports medicine and scientific principles related to illness and injury.</td>
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<td>Introduction to patient-based skills including but not limited to: the physical examination process, palpation, joint range of motion measurement, and ambulatory devices.</td>
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<td>Explores health, wellness, injuries, and conditions pertinent to performing artists. Scientific principles of health maintenance and injury management will be augmented by analysis and application of current research. Students will gain an appreciation for the high physical demands on performing artists and the similarities between artistic performance and sports.</td>
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<td>Under the direct supervision of a clinical instructor, students apply the knowledge and skills obtained in the classroom on actual patients. Emphasis is placed on clinical decision-making.</td>
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<td>Introduction to patient care skills for students pursuing a career in sports medicine, including, but not limited to: physical examination process, emergency care, use of prophylactic taping and bracing techniques, palpation, and range of motion testing.</td>
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<td>Provides students with information on applications and techniques utilized by sports medicine professionals in orthopedic settings and the athletic training room.</td>
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<td>Dispositions of Medical Conditions</td>
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<td>Students examine the pathophysiology of general medical conditions and the pharmacological interventions used in the management of disease and disability. The management and administration of over the counter and prescription medications, performance enhancing substances, their pharmacokinetics and pharmacodynamics, and how physical activity is altered by their use and abuse.</td>
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<td>Evidence-Based Practice in Athletic Training</td>
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<td>This course allows students to become better consumers of research-based information, this course will introduce research topics and the data collection and application of statistical methods used in athletic training and related research. This course also assists athletic training students in preparing for graduate study by guiding them through the development of a research proposal.</td>
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<td>Musculoskeletal Movement in Performing Arts</td>
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<td>A study of the demands placed on the human body in dance, music, and theater from musculoskeletal perspectives that include anatomy, kinesiology, biomechanics, and healthcare. Scientific research and case studies highlight the musculoskeletal system and performing arts injuries. Creation and delivery of oral presentations are significant media for gaining mastery of the scientific concepts.</td>
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<td>Under the direct supervision of a clinical instructor, students apply the knowledge and skills obtained in the classroom on an actual patient population. Emphasis is placed on clinical decision-making.</td>
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<td>Examine the various issues, policies, and procedures involved with implementation, management, and administration in athletic training. Intensive evaluation of facility design, emergency action plans, legal issues, budgeting, health care services, drug testing procedures, professional and governing organizations, and documents that affect the profession of athletic training are investigated. Students will also be provided with an overall review of athletic training education curriculum to assist in preparation for the Board of Certification (BOC) Examination.</td>
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<td>4600</td>
<td>Manual Therapy in Rehabilitation</td>
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<td>3</td>
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<td>REQUISITE: AT 2200 and 2300</td>
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<td>This course focuses on the identification, treatment, and improvement of musculoskeletal conditions through the use of manual therapy and other manual rehabilitative techniques.</td>
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<td>HSP AHSW</td>
<td>AT</td>
<td>4900</td>
<td>Special Topics in Athletic Training</td>
<td>Lecture</td>
<td>1 to 15</td>
<td>999</td>
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<td>Specific course content will vary with offering.</td>
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<td>HSP AHSW</td>
<td>AT</td>
<td>4910</td>
<td>Clinical Internship in Athletic Training</td>
<td>Internship</td>
<td>9 to 18</td>
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<td>REQUISITE: AT 3300 and (3922 or 380C)</td>
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<td>Under the direct supervision of a preceptor, students apply the knowledge and skills obtained in the classroom on an actual patient population. Emphasis is placed on clinical decision-making and professional practice.</td>
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<td>HSP AHSW</td>
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<td>4921</td>
<td>Senior Practicum</td>
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<td>A capstone experience that integrates the knowledge and skills from classroom and clinical education in a setting of particular interest to the student. This experience assists the student in developing autonomy, refining professional behaviors, and gaining confidence that will enable the student to work independently.</td>
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<td>HSP AHSW</td>
<td>AT</td>
<td>4930</td>
<td>Independent Study</td>
<td>Ind Study</td>
<td>1 to 3</td>
<td>18</td>
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<td>Independent study related to the science and practice of athletic training.</td>
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<td>HSP AHSW</td>
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<td>4935</td>
<td>Special Problems in Athletic Training</td>
<td>Ind Study</td>
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<td>Individual research and experimentation of professional issues. Identifies pertinent problems and effective plans toward potential solution. (Note: This is an expedited RSAT418 conversion [function was not working in OCEAN]).</td>
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<td>Therapeutic Interventions</td>
<td>Laboratory</td>
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<td>Describes the basic principles of therapeutic modalities, therapeutic exercise, and manual therapies that serve as the foundation for Clinical Integration courses. Topics include passive agents such as therapeutic heat and cold, electrical stimulation, therapeutic ultrasound, therapeutic exercise, and soft tissue mobilization techniques. The basis of a rehabilitation program is discussed.</td>
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<td>Describes the basic principles of therapeutic modalities, therapeutic exercise, and manual therapies that serve as the foundation for Clinical Integration courses. Topics include passive agents such as therapeutic heat and cold, electrical stimulation, therapeutic ultrasound, therapeutic exercise, and soft tissue mobilization techniques. The basis of a rehabilitation program is discussed.</td>
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<td>Diagnosis and Care of Lower Extremity Pathologies</td>
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<td>Evidence-based practice applications to the pathology, etiology, diagnostic principles, and therapeutic interventions for common musculoskeletal disorders of the lower extremity and pelvis.</td>
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<td>Evidence-based practice applications to the pathology, etiology, diagnostic principles, and therapeutic interventions for common musculoskeletal disorders of the lower extremity and pelvis.</td>
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<td>This course provides a regional approach to the appreciation of lower extremity and lumbosacral spine cadaver anatomy augmented with neurological and radiographic study. This course is a companion laboratory to AT 5010 Diagnosis and Care of Lower Extremity Pathologies.</td>
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<td>Emphasizes the integration of the current research evidence, clinical expertise, and patient values to make sound clinical decisions. This course covers the foundational concepts of evidence based practice including defining a clinically relevant question, searching for current evidence, critically appraising the evidence, applying the evidence, and evaluating the performance of evidence based practice.</td>
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<td>Orthopedic Appliances&lt;br&gt;</td>
<td>Laboratory 2</td>
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<td>Provides students with information on applications and techniques utilized by sports medicine professionals in orthopedic settings and the athletic training room.</td>
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<td>Orthopedic Appliances&lt;br&gt;</td>
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<td>Provides students with information on applications and techniques utilized by sports medicine professionals in orthopedic settings and the athletic training room.</td>
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<td>Diagnosis and Care of Upper Extremity Pathologies&lt;br&gt;</td>
<td>Laboratory 5</td>
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<td>Evidence-based practice applications to the pathology, etiology, diagnostic principles, and therapeutic interventions for common musculoskeletal disorders of the upper extremity.</td>
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<td>Diagnosis and Care of Upper Extremity Pathologies&lt;br&gt;</td>
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<td>Evidence-based practice applications to the pathology, etiology, diagnostic principles, and therapeutic interventions for common musculoskeletal disorders of the upper extremity.</td>
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<td>HSP</td>
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<td>5111</td>
<td>Upper Extremity Gross Anatomy&lt;br&gt;</td>
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<td>This course provides a regional approach to the appreciation of upper extremity, thoracic, and cervical spine cadaver anatomy augmented with neurological and radiographic study. This course is a companion laboratory to AT 5110 Diagnosis and Care of Upper Extremity Pathologies.</td>
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<td>5130</td>
<td>Diagnosis and Care of Head and Cervical Spine Pathologies&lt;br&gt;</td>
<td>Lecture 2</td>
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<td>Introduces diagnostic techniques, immediate management, and appropriate medical and therapeutic interventions for head and cervical spine injuries. Topics include concussions, intracranial hemorrhage, skull fracture, eye trauma, and injuries to the nose, face, and ear.</td>
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<td>AT</td>
<td>5140</td>
<td>Medical Conditions in Athletic Training&lt;br&gt;</td>
<td>Laboratory 2</td>
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<td>Introduces common medical conditions that are seen in the physically active population with an emphasis on referral flags and disqualifying conditions. Laboratory sessions focus on developing skills used during a general medical examination, including physiological measurements and examination instruments.</td>
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<td>Medical Conditions in Athletic Training&lt;br&gt;</td>
<td>Lecture 2</td>
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<td>Introduces common medical conditions that are seen in the physically active population with an emphasis on referral flags and disqualifying conditions. Laboratory sessions focus on developing skills used during a general medical examination, including physiological measurements and examination instruments.</td>
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<td>5150</td>
<td>Clinical Reasoning 1&lt;br&gt;</td>
<td>Lecture 2</td>
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<td>Develops the students' clinical reasoning skills concerning the lower extremity.</td>
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<td>5180</td>
<td>Instructional Experience&lt;br&gt;</td>
<td>Laboratory 1 to 4</td>
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<td>CR, PR</td>
<td>Provides the student with opportunities to provide teaching assistance to undergraduate students in the classroom and laboratory.</td>
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<td>HSP</td>
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<td>AT</td>
<td>5230</td>
<td>The Spine and Posture&lt;br&gt;</td>
<td>Lecture 3</td>
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<td>GEC1: A-F, REQUISITE: AT 5130&lt;br&gt;</td>
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<td></td>
<td>Application of principles of evidence-based practice to the study of pathology, etiology, diagnostic principles, and therapeutic interventions for common musculoskeletal disorders of the spine.</td>
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<td>5240</td>
<td>Administration of Athletic Training</td>
<td>Lecture</td>
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<td>Examines the various issues, policies, and procedures involved with the implementation, management, and administration of athletic training. Includes an intensive evaluation of facility design, emergency action plans, legal issues, budgeting, health care services, drug testing procedures, professional and governing organizations, and documents that affect the profession of athletic training.</td>
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<td>5250</td>
<td>Clinical Reasoning 2</td>
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<td>Develops the students' clinical reasoning skills concerning the upper extremity.</td>
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<td>HSP</td>
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<td>AT</td>
<td>5300</td>
<td>Manual Therapy in Rehabilitation</td>
<td>Laboratory</td>
<td>3</td>
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<td>This course focuses on the identification, treatment, and improvement of musculoskeletal conditions through the use of manual therapy and other manual rehabilitative techniques.</td>
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<td>5301</td>
<td>Pharmacology in Athletic Training</td>
<td>Lecture</td>
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<td>Discussion of pharmacology and its implication in athletic training is the focus. Emphasis is on drug classifications and drug mechanisms of action.</td>
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<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: AT 5250</td>
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<td>Develops the students' clinical reasoning skills concerning the spine.</td>
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<td>Clinical Research in Athletic Training</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: AT 5923</td>
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<td>Develops skills for executing research and scientific writing through a capstone project on athletic training.</td>
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<td>5341</td>
<td>Clinical Research in Athletic Training I</td>
<td>Lecture</td>
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<td>Develops skills for executing research and scientific writing through a capstone project on athletic training. Emphasizes the fundamentals of research questions, research design, the writing process, and digital reference managers.</td>
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<td>5342</td>
<td>Clinical Research in Athletic Training II</td>
<td>Lecture</td>
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<td>GEC1: A-F, REQUISITE: AT 5341</td>
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<td>Develops skills for executing research and scientific writing through a capstone project on athletic training. Emphasizes writing of a journal-ready manuscript and preparation of oral and poster presentations.</td>
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<td>HSP</td>
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<td>5790</td>
<td>Wellness for Performing Artists</td>
<td>Lecture</td>
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<td>Intended for non-athletic training majors. Principles of wellness for performing artists and performing arts instructors to enable healthy and safe performance. Includes introduction to healthy practices for performing artists, common performing arts injuries and conditions, and how performers can effectively communicate with healthcare practitioners.</td>
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<td>5900</td>
<td>Special Topics in Athletic Training</td>
<td>Lecture</td>
<td>1 to 15</td>
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<td>CR, PR, Specific course content will vary with offering.</td>
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<td>5910</td>
<td>Clinical Immersion</td>
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<td>GEC2: A-F, REQUISITE: AT 5010 and 5110 and 5922</td>
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<td>PR, Immersive clinical education internship conducted under the direct supervision of a clinical preceptor.</td>
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<td>5921</td>
<td>Athletic Training Practicum 1</td>
<td>Practicum</td>
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<td>GEC1: A-F, REQUISITE: Admission to MSAT Program</td>
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<td>Students will learn how to evaluate and manage patients with acute conditions. Students will apply knowledge and skills obtained in the classroom to patient care under the direct supervision of a clinical preceptor. Focus will be on triaging medical conditions that are emergent and environmental conditions that are life threatening.</td>
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<td>Athletic Training Practicum 2</td>
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<td>GEC1: A-F, REQUISITE: AT 5921</td>
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<td>Application of knowledge and skills obtained in the classroom to patient care under the direct supervision of a clinical preceptor. Emphasizes clinical decision-making of the lower extremity and acute general medical conditions.</td>
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<td>Application of knowledge and skills obtained in the classroom to patient care under the direct supervision of a clinical preceptor. Emphasizes on interprofessional collaboration.</td>
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<td>COURSE DESC: Initial components of required research projects. Introduction of a research-mentor program, selection of an athletic training mentor, development of a research question, completion of an Institutional Review Board (IRB) application, and submission of a grant application.</td>
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<td>COURSE DESC: Covers fundamental statistical techniques and data analytical approaches related to research methods in the health sciences. Knowledge from this course will assist the student in completing the capstone project relevant to their track.</td>
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<td>COURSE DESC: This course will help students to gain an understanding of the physiology of the sensorimotor system, the pathophysiology of articular injury related to the proprioceptive mechanism, as well as improved management strategies for enhancing functional joint stability.</td>
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<td>COURSE DESC: This course will help students to gain an understanding of the physiology of the sensorimotor system, the pathophysiology of articular injury related to the proprioceptive mechanism, as well as improved management strategies for enhancing functional joint stability.</td>
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<td>COURSE DESC: The second course in the research series. Focus on final stages of the student’s research project: American Medical Association (AMA) manuscript formatting style, journal submission policies, and the fundamentals of oral, poster, and written research presentations.</td>
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<td>COURSE DESC: Covers multivariate statistical techniques and data analytical procedures that are commonly used in healthcare.</td>
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<td>COURSE DESC: This course examines the role of risk assessment in screening and prevention of injury as related to advanced athletic training practice. Topics include the analysis of data to investigate and describe the determinants and distribution of injury, disability, and health outcomes.</td>
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<td>COURSE DESC: Psychosocial theories relevant to the physically active patient are explored. Associated psychological disorders, coping mechanisms, treatment options, and referral strategies designed to improve mental health are evaluated.</td>
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<td>COURSE DESC: Focuses on an integrative, data driven, and patient-centered approach to the prevention, evaluation, and treatment of head, neck, and upper extremity injuries.</td>
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<td>COURSE DESC: Focuses on an integrative approach to the prevention, evaluation, and treatment of lower extremity, lumbar and sacral spine injuries.</td>
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<td>COURSE DESC: Provides knowledge necessary for the effective delivery of healthcare services to performing artists, including injury care, injury risk assessment, and specialized topics pertinent to the arts environment. Incorporates content related to dance, music, theater, and entertainment.</td>
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**Course Descriptions:**
- **EXPH 2280 Community First Aid, and CPR/AED for the Professional Rescuer:** This course gives the students the skills and knowledge of First Aid and CPR/AED. Certification is given for successfully passing all components of the course.
- **EXPH 2200 Applied Kinesiology:** Practicum in which students gain hands-on experience in the field of applied kinesiology.
- **EXPH 1600 Foundations in Muscular Fitness:** Introduce students to professions in exercise sciences with special emphasis on exercise physiology. Basic concepts of human movement and the foundations of well-being are introduced.
- **EXPH 1001 Lifetime Fitness:** This course presents the risks of sedentary behavior and the benefits of regular physical activity (fitness) to long-term health and wellness. This course includes basic anatomy and physiology to provide an "owner's manual" understanding of how the human body responds and adapts to sedentary and physical activity stressors. This course also includes a basic introduction of the roles of stress and diet in the promotion of fitness and wellness.
- **EXPH 1490 Introduction to Exercise Science:** Introduces foundational knowledge for improving muscular fitness through evidence-based methods. Hands-on experiences to develop a better command of exercise physiology.
- **EXPH 1600 Foundations in Muscular Fitness:** Introduce foundational knowledge for improving muscular fitness through evidence-based methods. Hands-on experiences to develop a better command of physical and field specific skills in strength, conditioning, and exercise physiology.
- **EXPH 2200 Applied Kinesiology:** Introduce foundational knowledge for improving muscular fitness through evidence-based methods. Hands-on experiences to develop a better command of physical and field specific skills in strength, conditioning, and exercise physiology.
- **EXPH 2280 Community First Aid, and CPR/AED for the Professional Rescuer:** This course gives the students the skills and knowledge of First Aid and CPR/AED. Certification is given for successfully passing all components of the course.

**Eligible Grades:**
- **GEC1:** A-F
- **GEC3:** A-F or CR, PR
- **GEC4:** A-F, CR, PR
- **GEC5:** CR, PR

**Prerequisites:**
- **EXPH 1600 Foundations in Muscular Fitness:** Exercise Physiology Major or EXPH 1490 (concurrent or completed with a "C" or better)
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<td>This course covers the background knowledge needed to evaluate the risks of exercise, evaluate fitness levels, write exercise prescriptions, and develop exercise programming to adults with no known diseases according to the standards set forth by the American College of Sports Medicine (ACSM).</td>
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<td>This laboratory course provides the hands-on experience in skills and abilities needed to evaluate the risks of exercise, evaluate fitness levels, write exercise prescriptions, and develop exercise programming to adults with no known diseases according to the standards set forth by the American College of Sports Medicine (ACSM).</td>
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<td>This course teaches the hands-on skills to attain and maintain physical fitness. Methods for improving and sustaining the five basic components of health related physical fitness will be presented (Cardiovascular endurance, Muscular strength, Muscular endurance, Flexibility, Body composition).</td>
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<td>This lab and field experiences designed to place students in various settings related to their professional interests. Course credit requires a contract signed by the practicum supervisor.</td>
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<td>Introduces the basic physiological principles of organ systems and body function during exercise. Special emphasis on the function of the nervous, muscular, cardiovascular, and respiratory systems and how they respond to exercise and exercise conditioning. Application of these principles in examining the optimal means to promote health-related fitness and optimal athletic performance.</td>
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<td>This course is intended for individuals who have been certified in first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED) use. The topics covered in this course will include a review of the skills and knowledge of first aid, CPR and AED. Re-certification will be issued for successfully passing all components of the course.</td>
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<td>This course provides an understanding of basic biomechanical principles. This is an introduction to Biomechanics, and will cover such topics as basic kinematics, basic kinetics, biomechanics of human motion at different sites in the body, linear kinematics, angular kinematics, linear kinetics, angular kinetics, and human motion in a fluid medium.</td>
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<td>Analysis of human movement based on mechanical principles. Students gain experience with equipment and techniques to quantitatively analyze human movement - including athletic performance.</td>
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<td>This course will cover The American Heart Association First Aid and The American Heart Association BLS (Basic Life Support) instructors' content.</td>
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<td>Emphasizes the Standards and Guidelines set forth by the two major professional organizations in the field of Exercise Physiology; the American College of Sports Medicine (ACSM) and the National Strength and Conditioning Association (NSCA). Highlights the differences between standards and guidelines and how to utilize them when running facilities. Also delineates the differences between the standards and guidelines of the two organizations.</td>
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<td>Study and/or research in selected fields related to exercise physiology under direction of a group of EXPH faculty members.</td>
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**Course Descriptions:**

- **EXPH 4620A**: Honors Experience: Pediatric Exercise Physiology. An honors experience providing students with an opportunity to gain an in-depth understanding of pediatric exercise physiology and its application, with hands-on experience including oral presentations with verbal and non-verbal delivery techniques and both self- and peer-assessments.

- **EXPH 4850**: Motor Development. Consideration of psychological, sociological, and physiological bases of development and application of these theories to motor development and performance.

- **EXPH 4900**: Special Topics in Exercise Physiology. This course will address a variety of special topics related to the field of exercise physiology. The intent of this class is to provide the student with the opportunity to explore, more deeply, topics that he or she may have been exposed to only briefly (youth and aging, environmental effects, ergogenic aids, weight loss).

- **EXPH 4910**: Internship in Exercise Physiology. An elective internship with approved firm, agency, hospital, unit, school, or organization.

- **EXPH 4940**: Research Dynamics: Planning, Participation and Actualization of the Research Process. A hands-on approach to research: developing the idea, establishing the methodology, collecting data, conducting statistical evaluation, and writing the results in publication format.

- **EXPH 5140**: Physiology of Exercise. Explores the physiological characteristics of muscle, its adaptations to exercise, and training methods that can be used to produce these adaptations. Emphasizes both theory and application, with hands-on experience including oral presentations with verbal and non-verbal delivery techniques and both self- and peer-assessments.

- **EXPH 5145**: Physiology of Exercise Lab. The purpose of this laboratory course is to provide the student with an opportunity to obtain hands on experiences in the methodology and techniques used in studying exercise physiology and to learn skills and to practice many of the techniques used by exercise physiologists.

- **EXPH 5160**: Resistance Training: Theory and Application. Explores the physiological characteristics of muscle, its adaptations to exercise, and training methods that can be used to produce these adaptations. Emphasizes both theory and application, with hands-on experience including oral presentations with verbal and non-verbal delivery techniques and both self- and peer-assessments.

- **EXPH 5170**: Clinical Exercise Physiology for Nursing. Provides nursing students with a foundation of the physiological responses to exercise, the assessment of fitness, and the prescription of individualized fitness programs specific to clinical populations.

- **EXPH 5180**: First Aid and CPR II. This course is intended for individuals who have been certified in first aid, cardiopulmonary resuscitation (CPR) and automated external defibrillation (AED) use. The topics covered in this course will include a review of the skills and knowledge of first aid, CPR and AED. Re-certification will be issued for successfully passing all components of the course.

- **EXPH 5185**: Instructional Experience. A supervised practice/instructional experience in organizing and teaching activities within the program.
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<td>Advanced laboratory techniques refining and integrating cognitive and practical/experiential skills used in sport physiology, adult fitness/cardiac rehabilitation, and clinical exercise physiology environments. Including in-depth lecture in electrocardiography, and other noninvasive techniques used in assessing cardiovascular function.</td>
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<td>Encompasses information on the specifics of equipment, data collection, and signal processing using the measurement tools of biomechanics. Students experience collecting EMG data, force related data, and 3-dimensional video data. After data collection, students utilize the appropriate data processing/signal processing techniques, synthesize different collection techniques, and relate the information to the movement chosen to analyze.</td>
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<td>Supervised professional work experience in affiliated sports physiology or clinical sites with the opportunity to serve in the dual capacity of exercise technician and/or exercise leader. Internships will be a minimum of 600 hours.</td>
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**COURSE DESC:**
- **Introduction to Nutrition:** Lecture 3 units, 0 repeat hours, 2AS general education, Perm N, Subsidy Level U10. ELIGIBLE GRADES: A-F. REQUIREMENT: GEC1: A-F. Course description: Nutrients, their food sources and functions in the body; application to planning adequate diet through life cycle.

- **Introduction to Food Systems:** Lecture 3 units, 0 repeat hours, 2AS general education, Perm N, Subsidy Level U10. ELIGIBLE GRADES: A-F. REQUIREMENT: Components of the food system and all processes that maintain our food supply, including growing, harvesting, processing, packaging, transporting, marketing, consuming, and disposing of food/food packages. Interaction of the food system with social, political, economic and natural environments. Sustainability of the food system. Impact of the food system on nutritional well-being.

- **Science of Cooking:** Laboratory 3 units, 0 repeat hours, 2NS general education, Perm N, Subsidy Level U10. ELIGIBLE GRADES: A-F. REQUIREMENT: An experiential and hands-on introduction to the basic scientific principles underpinning cooking and food preparation methods, the physiology of taste and flavor, and the chemical and physical changes that occur in foods during food preparation and cooking.

- **Personal Nutrition for Active Individuals:** Lecture 1 unit, 0 repeat hours, Perm N, Subsidy Level U30. ELIGIBLE GRADES: A-F. REQUIREMENT: This course will provide dietary principles on a wide variety of topics including macronutrients, micronutrients and fluid replacement for active individuals. Pros and cons of popular ergogenic aids, recommendations for pre and post competition meals and snacks, and recommended nutritional strategies to reach optimal weight and body composition will also be explored.

- **Menu Planning and Preparation for Active Individuals:** Lecture 1 unit, 0 repeat hours, Perm N, Subsidy Level U30. ELIGIBLE GRADES: A-F. REQUIREMENT: The course provides application of menu planning strategies that effectively meet the energy needs of active individuals. The student plans and procures healthy meals and snacks that support health and prevent chronic disease.

- **Lifespan Nutrition:** Lecture 4 units, 0 repeat hours, Perm N, Subsidy Level U30. ELIGIBLE GRADES: A-F. REQUIREMENT: Examination of nutritional needs and unique concerns to foster optimal growth and development during the lifespan. Application of nutrition principles, as supported by current research, to plan and implement recommendations for dietary change throughout the life cycle.

- **Science of Food I:** Laboratory 3 units, 0 repeat hours, Perm N, Subsidy Level U30. ELIGIBLE GRADES: A-F. REQUIREMENT: Scientific principles applied to selection, storage and preparation of foods with emphasis on food macromolecules. Introduction to consumer food regulation and sensory analysis.

- **Science of Food II:** Lecture 3 units, 0 repeat hours, Perm N, Subsidy Level U30. ELIGIBLE GRADES: A-F. REQUIREMENT: Scientific principles applied to selection, storage and preparation of foods with emphasis on food macromolecules. Introduction to consumer food regulation and sensory analysis.

- **Science of Food II:** Lecture 3 units, 0 repeat hours, Perm N, Subsidy Level U30. ELIGIBLE GRADES: A-F. REQUIREMENT: Scientific principles applied to selection, storage, and preparation of foods.
### Principles of Food Science
- **Title:** Principles of Food Science
- **Component:** Lecture
- **Cred Hours:** 4
- **Permutation:** N
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** C or better in NUTR 1000 and (CHEM 1205, 1210, 1500, or 1510) and RHT 1330 and WARNING: No credit for both this course and the following (always deduct credit for the first course taken): NUTR 2200 or 2220
- **Course Description:** Scientific principles of food science applied to food components and complex food systems. Connects production, processing, cooking, and preservation to health and wellness for future food and nutrition professionals.

### Principles of Food Science
- **Title:** Principles of Food Science
- **Component:** Lecture
- **Cred Hours:** 4
- **Permutation:** N
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** C or better in NUTR 1000 and (CHEM 1205, 1210, 1500, or 1510) and RHT 1330 and WARNING: No credit for both this course and the following (always deduct credit for the first course taken): NUTR 2200 or 2220
- **Course Description:** Scientific principles of food science applied to food components and complex food systems. Connects production, processing, cooking, and preservation to health and wellness for future food and nutrition professionals.

### Special Topics in Nutrition
- **Title:** Special Topics in Nutrition
- **Component:** Lecture
- **Cred Hours:** 1 to 15
- **Permutation:** 999
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC3: A-F, CR
- **Requisite:** Specific course content will vary with offering.

### Food Production Practicum
- **Title:** Food Production Practicum
- **Component:** Practicum
- **Cred Hours:** 1 to 2
- **Permutation:** 4
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** NUTR 1100 and RHT 2990
- **Course Description:** Emphasizes application of knowledge in different areas of a large scale food production environment. Through first-hand experience, case study work, and professional mentorship, the student gain an understanding of the scope of a large scale food production environment.

### Nutrient Metabolism
- **Title:** Nutrient Metabolism
- **Component:** Lecture
- **Cred Hours:** 3
- **Permutation:** N
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** (CHEM 123 or 1220 or 153 or 1520) and C or better in (NUTR 128 or 1000)
- **Course Description:** Examination of the macronutrients from a scientific standpoint, including their digestion, metabolism, and utilization at the cellular level. Evaluation of the recommended intake for the prevention of chronic disease and health maintenance.

### Medical Nutrition Therapy I
- **Title:** Medical Nutrition Therapy I
- **Component:** Lecture
- **Cred Hours:** 3
- **Permutation:** 0
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** (BIOS 1310 or 3450) or concurrent and C or better in NUTR 3000
- **Course Description:** Medical nutrition therapy associated with the prevention and treatment of disease, including overweight/obesity, hypertension, hyperlipidemia, diabetes mellitus, and kidney disease.

### Fundamentals of Nutrition for Athletic and Physical Performance
- **Title:** Fundamentals of Nutrition for Athletic and Physical Performance
- **Component:** Lecture
- **Cred Hours:** 3
- **Permutation:** 0
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** C or better in NUTR 1000
- **Course Description:** Explores the fundamentals of nutrition for athletic and physical performance, including the nutrient requirements for high-quality training and competition.

### Principles of Quantity Food Production and Purchasing
- **Title:** Principles of Quantity Food Production and Purchasing
- **Component:** Lecture
- **Cred Hours:** 3
- **Permutation:** 0
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** C or better in NUTR 1100 and (NUTR 2250 or NUTR 1100 and RHT 1200) or (NUTR 1000 and RHT 2990)
- **Course Description:** Food purchasing and preparation principles applied to large quantity food production, menu planning, recipe standardization, food cost, and service in institutions.

### Introduction to Food Production
- **Title:** Introduction to Food Production
- **Component:** Laboratory
- **Cred Hours:** 4
- **Permutation:** N
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** C or better in (NUTR 333 or 3900) or concurrent
- **Course Description:** Application of food purchasing, quantity food production, and food management principles in a commercial kitchen. Apply food safety and sanitation principles by participating in HACCP plan. Use standardized recipes and food service equipment in production of foods.

### Contemporary School Nutrition
- **Title:** Contemporary School Nutrition
- **Component:** Laboratory
- **Cred Hours:** 3
- **Permutation:** 0
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** NUTR 1000 and (2000 or 2100) and 3300 and 3350
- **Course Description:** Contemporary issues affecting school nutrition programs, including dietary factors and management of child nutrition programs. Contribution of nutrition education and school lunch program in school curriculum and includes food and menu development.

### Contemporary School Nutrition
- **Title:** Contemporary School Nutrition
- **Component:** Laboratory
- **Cred Hours:** 3
- **Permutation:** 0
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** NUTR 1000 and (2000 or 2100) and 3300 and 3350
- **Course Description:** Contemporary issues affecting school nutrition programs, including dietary factors and management of child nutrition programs. Contribution of nutrition education and school lunch program in school curriculum and includes food and menu development.

### Nutrition Counseling
- **Title:** Nutrition Counseling
- **Component:** Lecture
- **Cred Hours:** 1
- **Permutation:** N
- **Level:** U30
- **Repeat:** 0
- **Subsidy:** 0
- **General Education:** 0
- **Eligible Grades:** GEC1: A-F
- **Requisite:** C or better in NUTR 3000
- **Course Description:** Introduction to the theory of medical nutrition therapy (MNT); communicating health and nutrition advice to consumers; and behavior change models used in MNT.
### Course List

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**COURSE DESC:**
- **Food and Nutrition Sciences Study Tour**
  - Exposure to the latest trends in nutrition, food, and health that impact the fields of nutrition and applied nutrition.

- **Field Experience in Culinary and Environmental Nutrition**
  - The purpose of field experience is to provide an opportunity for undergraduate students to apply knowledge through work in the field of culinary nutrition or environmental nutrition. Through first-hand experience, case study work, and professional mentorship, the student will gain an understanding of the scope of culinary or environmental nutrition.

- **Dietetic Field Experience**
  - Professional experience in acute healthcare, long term care, community nutrition programs, school nutrition programs, and/or food industry under daily supervision of a Registered Dietitian (RD) or another food and nutrition sciences/applied nutrition professional.

- **Nutrition in the Community**
  - Application of the Nutrition Care Process in the community, including: 1) assessment of community nutrition needs; 2) policies and interventions to prevent and improve nutritional wellness of individuals, families, and community; and 3) agencies providing services. Role of the environment, food, food systems, and nutrition on community nutritional health. Public and health care policy affecting nutritional care.

- **Advanced Nutrition**
  - An in-depth examination of advanced topics in nutrition, including integrative and functional nutrition, nutritional genomics, dietary supplements, complementary and alternative medicine, and micronutrients.

- **Medical Nutrition Therapy II**
  - Medical nutrition therapy associated with the prevention and treatment of disease, including gastrointestinal, pulmonary, and wasting diseases. Enteral and parenteral nutrition.

- **Experimental Foods**
  - Factors which affect results of different methods used in food preparation. Research techniques and food product development using subjective and objective evaluation of products.

- **World View of Nutrition**
  - Survey of world food situation with consideration of environmental, cultural, governmental, and economic factors that relate to food production and consumption. Evaluation of these patterns in meeting dietary needs.

- **Diabetes From Bench to Bedside**
  - An exploration of the underlying genetics and physiology of diabetes and clinically relevant issues surrounding diabetes from medical, self-management, and prevention perspectives.

- **Research Design and Methods in Food and Nutrition Sciences**
  - Overview of research design and methodology with practice application to the fields of food and nutrition sciences. A group research project will be carried out.

- **Special Topics in Nutrition**
  - Specific course content will vary with offering.

- **Food and Nutrition Sciences Senior Seminar**
  - Examines the latest trends in the fields of food, nutrition, and applied nutrition. Provides an opportunity for majors in nutrition and applied nutrition to demonstrate personal and professional growth by investigating a topic and presenting it in class. Students lead discussions on topics that affect the professions and share professional experiences gained.
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<td>Offers the opportunity for students to counsel client(s) in a one-on-one and group format under the supervision of a registered dietitian; including assessment, treatment, evaluation and follow-up in out-patient care.</td>
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<td>Independent study, advanced level, under direction of faculty member in area of specialization.</td>
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<td>Independent Study in Diabetes</td>
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<td>Science, clinical, or educational experience related to diabetes.</td>
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<td>4947</td>
<td>Studies in Food, Nutrition, and Applied Nutrition</td>
<td>Research</td>
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<td>Directed studies in some aspect of foods and/or nutrition; topics selected by students with approval of faculty member; frequent conferences.</td>
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<td>Trends in Diabetes</td>
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<td>Latest research trends and clinical management of diabetes.</td>
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<td>Seminar in Environmental Nutrition</td>
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<td>This course examines the trends in environmental nutrition. It provides an opportunity for environmental nutrition students to demonstrate communication skills and professional growth.</td>
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<td>Nutrition in the Community</td>
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<td>Application of the Nutrition Care Process in the community, including: 1) assessment of community nutrition needs; 2) policies and interventions to prevent and improve nutritional well-being of individuals, families, and community; and 3) agencies providing services. Role of the environment, food, food systems, and nutrition on community nutritional health. Public and health care policy affecting nutritional care.</td>
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<td>An in-depth examination of advanced topics in nutrition, including integrative and functional nutrition, nutritional genomics, dietary supplements, complementary and alternative medicine, and micronutrients.</td>
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<td>Nutrient Metabolism</td>
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<td>Examination of the macronutrients from a scientific standpoint, including their digestion, metabolism, and utilization at the cellular level. Evaluation of the recommended intake for the prevention of chronic disease and health maintenance.</td>
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<td>Medical nutrition therapy associated with the prevention and treatment of disease, including overweight/obesity, hypertension, hyperlipidemia, diabetes mellitus, and kidney disease.</td>
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<td>Fundamentals of Nutrition for Athletic and Physical Performance</td>
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<td>GEC: A-F REQUISITE: Explores the fundamentals of nutrition for athletic and physical performance, including the nutrient requirements for high-quality training and competition.</td>
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<td>World View of Nutrition</td>
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<td>GEC: A-F REQUISITE: Survey of world food situation with consideration of environmental, cultural, governmental, and economic factors that relate to food production and consumption. Evaluation of these patterns in meeting dietary needs.</td>
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<td>Principles of Quantity Food Production and Purchasing</td>
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<td>GEC: A-F REQUISITE: Food purchasing and preparation principles applied to large quantity food production, menu planning, recipe standardization, food cost, and service in institutions.</td>
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<td>Diabetes From Bench to Bedside</td>
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<td>Introduction to Food Production</td>
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<td>GEC: A-F REQUISITE: Application of food purchasing, quantity food production, and food management principles in a commercial kitchen. Apply food safety and sanitation principles by participating in HACCP plan. Use standardized recipes and food service equipment in production of foods.</td>
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<td>Research Design and Methods in Food and Nutrition Sciences</td>
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<td>GEC: A-F REQUISITE: Overview of research design and methodology with practice application to the fields of food and nutrition sciences. A group research project will be carried out.</td>
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<td>GEC: A-F, PR: Admission to the Ohio University Physician Assistant Program</td>
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<td>Provides foundational content on human nutrition and alterations of physiology and biochemistry that occur during selected disease states that affect nutritional requirements and includes modalities of providing nutritional support to patients with selected disease states.</td>
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<td>Contemporary School Nutrition</td>
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<td>GEC: A-F REQUISITE: Contemporary issues affecting school nutrition programs, including dietary factors and management of child nutrition programs. Contribution of nutrition education and school lunch program in school curriculum.</td>
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<td>GEC: A-F REQUISITE: Contemporary issues affecting school nutrition programs, including dietary factors and management of child nutrition programs. Contribution of nutrition education and school lunch program in school curriculum.</td>
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<td>Nutrition Counseling</td>
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<td>GEC: A-F REQUISITE: Introduction to the theory of medical nutrition therapy (MNT); communicating health and nutrition advice to consumers; and behavior change models used in MNT.</td>
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<td>Special Topics in Nutrition</td>
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<td>GEC: A-F, CR, PR: Specific course content will vary with offering.</td>
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Office of the University Registrar  
June 1, 2023  
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<td>GEC1: A-F, REQUISITE: The course examines functional foods, nutraceuticals, and dietary supplements used to prevent and treat chronic and infectious diseases. Emphasizes sources and mechanisms of action of dietary bioactives. Addresses regulatory issues that govern the development and commercialization of these compounds.</td>
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<td>GEC1: A-F, REQUISITE: Applications of microbiology, genetic engineering and biotechnology to the production of food and food ingredients. Application of biotechnology to the production of genetically engineered foods and functional foods from microbes, plants and animals is discussed in detail. Ethical and security risks associated with food biotechnology are debated.</td>
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<td>GEC1: A-F, REQUISITE: NUTR 6910 concurrent: Advanced content on nutrition and diagnosis-related care and application of this knowledge to selected populations in clinical and community settings are highlighted. There is additional emphasis on conducting nutrition-focused physical assessments, creating nutrition care plans, professionalism, and ethics in nutrition practice.</td>
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ELIGIBLE GRADES: GEC1: A-F

REQUISITE: Fr or Soph

COURSE DESC:
Provides an overview of health-related topics that are relevant to college-aged students (e.g., safer sex, nutrition, physical activity). Students have the opportunity to critically assess their current health behaviors in an effort to make positive health decisions. This is a designate service learning course.
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<td>GECE: A-F</td>
<td>REQUISITE: Fr or Soph</td>
<td>Introduces a wide range of health care concepts, careers, and systems. Reviews health care and how different health care professionals are integrated into the entire health care delivery system. Examines professional responsibilities for a myriad of health professionals and requirements for their certification/licensure/registration. Discusses the historical and future implications of health care professionals and their relationships to patients.</td>
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<td>Law and Ethics in Health Professions &amp; Technology</td>
<td>Lecture</td>
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<td>GECE: A-F</td>
<td>REQUISITE:</td>
<td>Comprehensive overview of law and ethics in the health professions. Ethical issues discussed along with practical information on the law, legal system, malpractice, negligence, and standards of care for a vast array of health professions. Health Information Portability and Accountability Act (HIPAA) incorporated to provide the legal foundation for practice in the health care fields.</td>
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<td>Topics in Health Technology</td>
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<td>GECE: A-F</td>
<td>REQUISITE: HTCH 1000</td>
<td>Comprehensive analysis of health technology as it relates to health care policy, health care delivery, quality assurance and the future of health care. Examines the business, regulatory, research and practical application of their particular certification/licensure in the context of health care delivery. Required to perform 20 hours of experiential learning with the goal of transition to practice in their field of choice.</td>
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<td>Topics in Health Technology</td>
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<td>GECE: A-F</td>
<td>REQUISITE: HTCH 1000</td>
<td>Comprehensive analysis of health technology as it relates to health care policy, health care delivery, quality assurance and the future of health care. Examines the business, regulatory, research and practical application of their particular certification/licensure in the context of health care delivery. Required to perform 20 hours of experiential learning with the goal of transition to practice in their field of choice.</td>
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<td>Special Topics in Health Technology</td>
<td>Lecture</td>
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<td>GECE: A-F</td>
<td>REQUISITE: CR</td>
<td>Specific course content will vary with offering.</td>
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<td>1020</td>
<td>Health Careers Opportunities Skill Enrichment</td>
<td>Seminar</td>
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<td>GECE: A-F</td>
<td>REQUISITE: Fr only</td>
<td>Prematriculation program for entering minority freshmen majoring in selected health-related programs. Skill enrichment in math, biology, composition, computer word processing, and study techniques through lecture and lab experiences. Clinical visits and observations at various health care facilities provide students with exposure to allied health professions.</td>
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<td>1100</td>
<td>Careers in Health Care</td>
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<td>GECE: A-F</td>
<td>REQUISITE: Fr or Soph and (Warning: Not IHS 1200) CR, PR</td>
<td>Taught by a team of faculty and practicing professionals, course examines various roles of health care professionals in health care delivery system, describes education and training program options, explains how a professional obtains a credential/license to practice, and explores opportunities for employment.</td>
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<td>1200</td>
<td>Survey of Health Professions and Collaborative Healthcare</td>
<td>Lecture</td>
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<td>GECE: A-F</td>
<td>REQUISITE: (Fr or Soph) and WARNING: No credit if taken after IHS 1100</td>
<td>This course examines various roles of healthcare professionals in healthcare delivery systems and the value of multidisciplinary collaboration in quality healthcare and improved health outcomes. Education, professional licensing, training program options and employment opportunities in health professions are presented through various course materials; including guest speakers representing various healthcare professions. Course satisfies the College of Health Sciences and Professions interprofessional education requirement.</td>
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<td>Introduction to Interprofessional Education and Practice in Health Care</td>
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<td>GECE: A-F</td>
<td>REQUISITE:</td>
<td>This course is designed to provide students with introductory knowledge of interprofessional teamwork within an evolving health care system. The purpose of the course is to introduce concepts in interprofessional education and practice for collaborative patient, family, and community health care. Course satisfies the College of Health Sciences and Professions interprofessional education (IPE) requirement.</td>
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<td>2190</td>
<td>Introduction to Immigrant &amp; Migrant Health</td>
<td>Lecture</td>
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<td>REQUISITE:</td>
<td>This course introduces students to issues related to mobile populations and to the myriad health issues faced by immigrant and migrant populations in the U.S. Because of the relatively large numbers of foreign-born individuals in Ohio and the U.S., both in urban and rural areas, students working in in a variety of professions are likely to engage with individuals and groups born outside the U.S. This course is designed to prepare students to appropriately and effectively engage with immigrant and migrant groups as well as other diverse groups.</td>
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<td>Introduction to Global Health</td>
<td>Lecture</td>
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<td>GECE: A-F</td>
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<td>This course provides a broad overview of global patterns of disease and the factors that influence health. Students examine how culture shapes health behavior, health intervention and health policy. Students learn about different health systems and regional health indicators. Students evaluate the role of culture in health intervention through a variety of case examples from different countries. In doing so, the course exposes students to issues relating to social, cultural, and environmental determinants of health.</td>
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<td>Medical Humanities: Global Health and Literature</td>
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<td>2220</td>
<td>Cultural Competency in Interprofessional Health Care</td>
<td>Lecture</td>
<td>3</td>
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<td>2235</td>
<td>Cross Cultural Issues in Tropical Diseases</td>
<td>Lecture</td>
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<td>Global Health in Film &amp; Theater</td>
<td>Lecture</td>
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<td>One Health: Intersection of People, Animals and the Environment</td>
<td>Lecture</td>
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<td>2820</td>
<td>Interprofessional Healthcare Through Creative Arts</td>
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<td>Interprofessionalism in Healthcare</td>
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<td>Spirituality in Healthcare</td>
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<td>Survey of Human Disease</td>
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<td>Comparative Health Systems</td>
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<td>Using a case-based approach, this course provides an overview and analysis of health systems in other countries and regions and the impact on health outcomes. It presents a theoretical and practical approach to understanding the functions and components of a health system and the relationships between those components as well as the main types of health systems and how systems differ across the world.</td>
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<td>3230</td>
<td>Global Perspectives on Mental Health, Social Inclusion, and Community Participation</td>
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<td>People with mental health issues are subject to profound levels of social exclusion at a global level. This course examines change in social status as it relates to mental health and processes by which exclusion of this population occurs globally. Issues of exclusion are evaluated using an international focus. Theoretical perspectives are grounded in real life examples and applied through development of public health promotion.</td>
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<td>Overview of Healthcare Advocacy</td>
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<td>This course provides an overview of healthcare advocacy, which includes assistance in: understanding diagnoses, prognoses, and outcomes; financing medical care; seeking medical care that meets accepted standards, informed choices (ethical issues); culturally relevant healthcare; sufficient preventative care; and links to health-related programs and services in the community, including mental health/substance abuse services.</td>
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<td>Interprofessional Health Promotion</td>
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<td>An introduction to interprofessional theoretical models and clinical practices of health promotion. An emphasis is placed on taking an interprofessional approach to assess health behaviors, identifying major resources to address these behaviors, and promoting practices that will improve health and wellness. Course meets the College of Health Sciences and Professions interprofessional education (IPE) undergraduate requirement.</td>
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<td>3403</td>
<td>Female Veterans' Health</td>
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<td>This course emphasizes the importance of increasing healthcare provider awareness of unique healthcare challenges female veterans encounter as they seek treatment across various healthcare agencies.</td>
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<td>Research and Evidence-based Practice in Healthcare</td>
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<td>Best practices in healthcare emphasize a strong connection between practice and research. This course provides a cross-disciplinary overview of research-informed practice and practice-informed research for the allied health professions. Includes the role of the health professional as a consumer of research with concern for the ethical considerations in the research process. Basic elements of research design, concepts and statistical tests are covered.</td>
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<td>Global Health Research and Service</td>
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<td>This course provides students with the basic knowledge of how to design a global health research or service program. Students review topics related to ethics and design of global health programs.</td>
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<td>3600</td>
<td>Interpretations of Health and Medicine Through Literature</td>
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<td>Cultural, ethical, and social perspectives and perceptions of illness, healing, caregiving, and medicine as exhibited in both classical and current literature are presented and analyzed.</td>
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<td>3700J</td>
<td>Writing in the Health Sciences and Professions</td>
<td>Lecture</td>
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<td>Clarity of expression through various formats of exchange is an important professional skill. This course will explore different formats specifically utilized within the health sciences and professions and provide a platform for students to develop and practice their writing and interpretation of written communication skills.</td>
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<td>HSP</td>
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<td>Global Health Capstone Preparation</td>
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<td>The purpose of the course is for students to develop a research or clinical project proposal and site selection for a global health capstone experience. Guided by a series of online modules, students will research external health experiences related to their specific area of interest, select an option, develop a plan and complete the necessary application process (through the Health Sciences Center Global Health Initiative and the Office of Education Abroad for international experiences, and through the Global Health Certificate director for U.S. experiences).</td>
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Interprofessional Experiential Learning

COURSE DESC: This course is intended for students to study and/or do research in selected fields related to the Department of Interdisciplinary Health Studies' certificates or majors under the direction of a Department affiliated faculty member.

ELIGIBLE GRADES: CR, PR

Quality, Safety and Service in Healthcare Leadership

COURSE DESC: This course examines the issues related to the leaders role in developing and executing quality, safety and service and the interdependence of these strategies on outcomes in healthcare.

ELIGIBLE GRADES: CR, PR

Financial Innovation and Growth Strategies in Healthcare

COURSE DESC: This course examines the basic financial management skills and accounting processes unique to the healthcare delivery system and the responsibilities of managers and leaders in applying them. In addition, this course will explore the specifics of revenue generating strategies through growth and innovation in healthcare.

ELIGIBLE GRADES: CR, PR

Vulnerable Populations in Healthcare

COURSE DESC: The social, emotional, and psychological considerations of vulnerable populations in healthcare are addressed. Vulnerable populations, groups that are not well integrated into the healthcare system, are often identified by ethnic, cultural, economic, geographic or health characteristics.

ELIGIBLE GRADES: CR, PR

Identifying Abuse in a Healthcare Setting

COURSE DESC: Course addresses various forms of abuse including; psychological, physical, verbal, sexual, and substance abuse. Course materials focus on increasing awareness of theories associated with abuse, education leading to prevention and reporting, the ethical decision making required and the implications of reporting suspected cases of abuse in the healthcare setting.

ELIGIBLE GRADES: CR, PR

Secondary data analysis in global health and development

COURSE DESC: This applied research course utilizes secondary analysis of existing data to analyze research questions in global health and development. Students develop a research plan, obtain IRB approval and analyze publicly available and faculty generated quantitative and qualitative data on critical health issues among various cultures. By the end of the course, students complete a research project utilizing an existing global health data source. Students are strongly encouraged to have completed a basic research methods course prior to enrolling in this course.

ELIGIBLE GRADES: CR, PR

Secondary data analysis in global health and development

COURSE DESC: This applied research course utilizes secondary analysis of existing data to analyze research questions in global health and development. Students develop a research plan, obtain IRB approval and analyze publicly available and faculty generated quantitative and qualitative data on critical health issues among various cultures. By the end of the course, students complete a research project utilizing an existing global health data source. Students are strongly encouraged to have completed a basic research methods course prior to enrolling in this course.

ELIGIBLE GRADES: CR, PR
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<th>Title</th>
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<th>Cred Hours</th>
<th>Repeat Hours</th>
<th>General Education</th>
<th>Perm</th>
<th>Subsidy Level</th>
<th>eLearn Options</th>
<th>Majors Set Aside</th>
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<td>HSP</td>
<td>IHS</td>
<td>IHS</td>
<td>4350</td>
<td>The Impact of Social Determinants on Health Outcomes</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
<td>N</td>
<td>U30</td>
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<td>GEC1: A-F REQUISITE: Provides students with a broad understanding of how a person's life and health are impacted by social and community context. Students learn to link the social, mental, and physical health of an individual to the larger societal factors with an interdisciplinary mindset by exploring how various sectors approach interventions to mediate the impact of inequality and disparities. Course satisfies the College of Health Sciences and Professions Interprofessional Education requirement.</td>
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<td>HSP</td>
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<td>IHS</td>
<td>4400</td>
<td>Veterans Health: United States Military Culture and History</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
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<td>GEC1: A-F REQUISITE: Emphasizes the importance of healthcare providers understanding of military culture and history, in order to be effective providers for this population.</td>
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<td>LGBTQ+ Veterans and Healthcare</td>
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<td>4430</td>
<td>Working on an Interprofessional Healthcare Team</td>
<td>Lecture</td>
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<td>HSP</td>
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<td>4447</td>
<td>Critical Thinking and Reasoning in Clinical Problem Solving</td>
<td>Lecture</td>
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<td>HSP</td>
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<td>IHS</td>
<td>4510</td>
<td>Interprofessional Health Care in Rural/Underserved Populations</td>
<td>Lecture</td>
<td>1 to 3</td>
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<td>U30</td>
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<td>GEC1: A-F REQUISITE: Exploring interprofessional health care education and practice with emphasis on rural/underserved populations. Course credit may be applied to the College of Health Sciences and Professions Interprofessional Education (IPE) requirement for undergraduate students.</td>
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<td>Professional and Clinical Ethics for the Health</td>
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<td>HSP</td>
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<td>4518</td>
<td>Interprofessional Grand Rounds</td>
<td>Seminar</td>
<td>1 to 3</td>
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<td>GEC1: A-F REQUISITE: Analyzes complex medical cases involving a variety of health professions, builds on the expertise of each respective discipline, encourages interprofessional decision-making, and demonstrates consensus-building in a grand rounds format. Emphasis on optimal patient-centered clinical interventions, including preventive, diagnostic, rehabilitative, and palliative.</td>
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<td>4710</td>
<td>Health Systems Strengthening in a Global Setting</td>
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<td>Special Topics in Health Sciences and Professions</td>
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<td>GEC1: A-F REQUISITE: Course focuses on a special or current topic in health sciences and professions.</td>
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<td>Global Health Capstone Experience</td>
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<td>GEC1: A-F REQUISITE: HSP 3930 and BIOS 4440 (Jr or Sr) and 6 hrs Global Health electives</td>
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A Service or research project integrating aspects of global health that impact developing countries and/or vulnerable populations. Combines field work with theoretical knowledge and analytical skills gained through coursework. Students will either complete a research or clinical project dealing with global health issues. Students are encouraged to pursue a project in their discipline of interest.
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<td>HSP IHS</td>
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<td>Survey of Human Disease</td>
<td>Lecture</td>
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<td>IHS</td>
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<td>Foundations of Leadership in Healthcare</td>
<td>Lecture</td>
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<td>Quality, Safety and Service in Healthcare Leadership</td>
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<td>Financial Innovation and Growth Strategies in Healthcare</td>
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<td>Strategies for Leading People in Healthcare</td>
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<td>IHS</td>
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<td>Advanced Healthcare Leadership</td>
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<td>IHS</td>
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<td>Fundamentals of Global Health</td>
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<td>Overview of Healthcare Advocacy</td>
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<td>IHS</td>
<td>5245</td>
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<td>Vulnerable Populations in Healthcare</td>
<td>Lecture</td>
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<td>IHS</td>
<td>5246</td>
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<td>Identifying Abuse in a Healthcare Setting</td>
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## IHS 5403 Female Veterans' Health

**Course Description:** An introduction to interprofessional theoretical models and clinical practices of health promotion. An emphasis is placed on taking an interprofessional approach to assess health behaviors, identifying major resources to address these behaviors, and promoting practices that will improve health and wellness. Course meets the College of Health Sciences and Professions interprofessional education (IPE) undergraduate requirement.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400

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## HSP IHS 5402 Veterans Affairs System: Healthcare

**Course Description:** The United States Department of Veterans Affairs (VA); including mission, organizational structure, history and evolution are explored with an emphasis placed on veterans' health and healthcare services.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400

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## IHS 5401 Diseases and Conditions in Veterans:

**Course Description:** This course examines the current literature and epidemiological data on numerous biological, psychological, social diseases and conditions in military veterans and their families. This course also investigates the challenges regarding diagnosis and treatment of current and former military personnel and their families in comparison to civilian patients.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400

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## IHS 5400 Veterans Health: United States Military Culture and History

**Course Description:** Emphasize the importance of healthcare providers understanding of military culture and history, in order to be effective providers for this population.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400

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## IHS 5350 The Impact of Social Determinants on Health

**Course Description:** Provides students with a broad understanding of how a person's life and health are impacted by social and community context. Students learn to link the social, mental, and physical health of an individual to the larger societal factors with an interdisciplinary mindset by exploring how various sectors approach interventions to mediate the impact of inequality and disparities. Course satisfies the College of Health Sciences and Professions interprofessional education (IPE) undergraduate requirement.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400

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## IHS 5303 Secondary data analysis in global health and development

**Course Description:** This applied research course utilizes secondary analysis of existing data to analyze research questions in global health and development. Students develop a research plan, obtain IRB approval and analyze publicly available and faculty generated quantitative and qualitative data on critical health issues among various cultures. By the end of the course, students complete a research project utilizing an existing global health data source. Students are strongly encouraged to have completed a basic research methods course prior to enrolling in this course.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400

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## IHS 5302 Health Policy: Current Issues, Trends and Emerging Topics

**Course Description:** Current issues in local, state and national health policy are presented. The emphasis of this class is the analysis and evaluation of current trends and emerging topics in health policy.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400

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## IHS 5301 The Health Policy Making Process

**Course Description:** Elaborating on the processes required for health policy making from conception to evaluation. Emphasizing the contrast of roles, perceptions of, and impact on individuals versus organizations; with a vested interest in the policy positions.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400

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## IHS 5300 Fundamental Health Policy: Concepts, Components and Systems

**Course Description:** Exploring health policy from a systematic approach; linking public health and healthcare issues to policy processes. Examination of policy formation, individuals, organizations, and systems involved in this processes; in relation to various issues in population health, health promotion, and healthcare delivery.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400

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## IHS 5250 Interprofessional Health Promotion

**Course Description:** This course emphasizes the importance of increasing healthcare provider awareness of unique healthcare challenges female veterans encounter as they seek treatment across various healthcare agencies.

**Eligible Grades:** GEC1: A-F

**Requisite:** IHS 5400
### COURSE LISTING

#### Master Curriculum File

**COURSE DESC:** Best practices in healthcare emphasize a strong connection between practice and research. This course provides a cross-disciplinary overview of research-informed practice and practice-informed research for the allied health professions. Includes the role of the health professional as a consumer of research with concern for the ethical considerations in the research process. Basic elements of research design, concepts and statistical tests are covered.

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<td>This course provides students with the basic knowledge of how to design a global health research or service program. Students review topics related to ethics and design of global health programs.</td>
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<td>This course introduces different approaches to health systems strengthening in low and middle income countries (LMIC), including monitoring and evaluation, continuous quality improvement, community health workers, health workforce development and research capacity building. A case based approach is used to evaluate the extent to which health systems address health equity in a sustainable manner. Students explore how translational research can convert health research to action and policy. The class examines contextual and cultural explorations of different LMIC settings that act as facilitators and/or barriers for high performance in LMIC settings.</td>
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<td>Course focuses on a special or current topic in health sciences and professions.</td>
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<td>The course walks students through the development of a project proposal and site selection for a global health capstone experience in an international setting, which can include immigrant and migrant communities within the U.S. The course focus is on the development and process of creating an approved project that applies knowledge and skills gained from coursework to a real life situation or problem in an under-served community.</td>
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<td>Students complete an approved capstone/field experience for the Global Health Certificate in an international setting, which can include immigrant and migrant communities within the U.S. The course focuses on an international project developed in IHS 5931 that applies knowledge and skills gained from coursework to a real life situation or problem in an under-served community.</td>
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<td>COURSE DESC:</td>
<td>Focuses on active participation and reflection in regards to interprofessional education (IPE) experiences in the College of Health Sciences and Professions (CHSP). CHSP IPE-designated experiences emphasize the development of IPE competencies for students in the health professions including integrated communication, knowledge and assessment of roles and responsibilities, teamwork, and ethics. Course credit may be applied to the College of Health Sciences and Professions undergraduate interprofessional (IPE) education requirement.</td>
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<td>COURSE DESC:</td>
<td>This course is intended for students to study and/or do research in selected fields related to the Department of Interdisciplinary Health Studies’ certificates or majors under the direction of a Department affiliated faculty member.</td>
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<td>This course provides a conceptual framework to understand the process of global migration and human health. Students critically examine the social and political construction of displaced people (migrant and refugee), and the resultant state and humanitarian responses surrounding health and social services. This course frames global health in broad terms to include underlying social and economic conditions, including climate change, economic underdevelopment, and political instability, which displace people around the world and present barriers to achieving health and well-being in displaced communities. In order to sharpen skills in critical analysis of health problems and to better understand their underlying causes, students draw upon various fields including: global health, development studies, public health, anthropology, and other social sciences.</td>
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<td>This course employs a case-based approach to explore the rapidly changing health needs of countries throughout the world and the policies, practices, and organizations put in place to meet those needs.</td>
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<td>This course focuses on the influence of culture on health and wellness to provide students, in the healthcare and social service professions, with the tools needed to work with culturally diverse populations.</td>
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Office of the University Registrar
June 1, 2023
Page 842 of 1005
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<td>GEC1: A-F REQUISITE: Permission required This course provides students with the opportunity to reflect on and synthesize the knowledge they have obtained throughout the Master of Integrated Health Studies in a way that is both meaningful and relevant to their professional goals. In doing so, students develop an impact project that includes ideas pertaining to interprofessional healthcare and integration of major concepts from core coursework and areas of concentration.</td>
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<td>GEC1: A-F REQUISITE: Introduces students to cardiac anatomy and physiology associated with cardiopulmonary bypass.</td>
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<td>GEC1: A-F REQUISITE: IHS 6301 and 6302 This course integrates perfusion theory and the components of the perfusion circuit. Emphasis is placed on patient strategies for successful outcomes with routine cardiac procedures.</td>
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Office of the University Registrar
June 1, 2023
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<td>Theory and application of skills necessary to process managed care/insurance in the ambulatory health care setting. Covers topics such as, managed care health insurance plans, procedural and diagnostic coding, insurance claim processing, managed care billing with computers, community resources for health care, and protective practices in the administrative setting. Suggested prerequisites: MAT 1010, 1400, &amp; 1700 (grades of C or better); required immunizations; first aid &amp; provider-level certifications; OTEC 1210, permission.</td>
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<td>Special topics current and relevant to the medical assisting field.</td>
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<td>Practicum as a medical assistant in a supervised unpaid clinical experience. Student performs administrative and clinical procedures and develops professional attitudes and behaviors in an ambulatory care setting. Student works 210 hours during the semester enrolled. Required to meet once a week in the classroom setting with the practicum coordinator; with weekly assignments on required medical assisting topics as well as preparation for the Certified Medical Assistant [CMA (AAMA)] exam.</td>
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<td>Independent study of a particular topic pertinent to medical assisting under the direction of a faculty member.</td>
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<td>COURSE DESC:</td>
<td>Introduces the factors that distinguish nursing as a profession. Historical and contemporary influences on professional nursing practice are discussed. Characteristics and major changes in healthcare delivery systems (federal, state, and local) are introduced. The role of the nurse in today's interdisciplinary healthcare environment is examined. Strategies to promote success in the nursing program are introduced.</td>
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<td>COURSE DESC:</td>
<td>Provides an introduction to the profession of nursing. Topics include the history of the profession, concepts of professional nursing practice, social determinants of health, legal foundations of practice, cultural diversity and competency, healthcare terminology, and basic communication skills. The course also includes an introduction to ethical concepts and theories impacting nursing practice, including personal values and beliefs and ethical reasoning.</td>
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<td>Differences between therapeutic and social communications are introduced. Written and verbal communication utilized in healthcare are demonstrated. Fundamentals of client advocacy are introduced. Elements of intra- and interprofessional collaboration and teamwork and their importance in the delivery of safe and effective nursing care are explored. The effects of personal values, beliefs, and biases on communication and teamwork are examined. Students utilize clinical reasoning and clinical judgment as they relate to the content delivered in pre-and co-requisite nursing courses. This course meets the General Education requirements for Bridge: Speaking and Listening.</td>
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<td>COURSE DESC:</td>
<td>Students are reintroduced to the basic pathophysiology of selected conditions that alter the health of clients across the lifespan. Focuses on clinical reasoning and identification of presenting signs, symptoms, and clinical manifestations of selected disease processes.</td>
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<td>Focuses on the knowledge base for selected pathophysiological conditions commonly encountered in nursing practice. Pathophysiology application is made through age-appropriate examples.</td>
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<td>COURSE DESC:</td>
<td>Students learn knowledge and skills necessary for nursing assessment of individuals across the lifespan. Students integrate communication, interviewing, and physical assessment techniques to conduct and document comprehensive nursing assessments across the lifespan. Emphasis is placed on well clients, with the identification and prioritization of some deviations from normal upon which to base nursing diagnosis.</td>
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<td>Examines the nurse's role in health promotion and reducing risk behaviors for diverse individuals and families across the lifespan. Focuses on the role of nutrition, physical activity, and stress management on health outcomes. Principles of client education are introduced. The effects of nutrition, physical activity, and stress management on health outcomes are examined.</td>
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<td>COURSE DESC:</td>
<td>Quality improvement principles and national client safety standards and guidelines are discussed. Quality improvement models, tools, programs, and databases are introduced. Healthcare practices are assessed and identified factors that contribute to medical errors and impact client safety. Examine basic safety design principles to reduce the risk of harm. Apply quality improvement processes to client safety scenarios. Clinical reasoning and clinical judgment will be utilized as they relate to the content.</td>
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**COURSE DESC:** Specific course content will vary with offering.

**ELIGIBLE GRADES:** GEC1: A-F, GEC3: A-F

**REQUISITE:**
- NRSE 2111 and 2121
- NRSE 2102, 2111, 2122, and 2132
- NRSE 2111 and 2121 and 2231
- NRSE 2102, NRSE 2111 and 2121, NRSE 2122, NRSE 2132
- NRSE 2111 and BSN major
- NRSE 2111 and 2121
- NRSE 2111 and 2121 and 2231
- NRSE 2102, NRSE 2111 and 2121, NRSE 2122, NRSE 2132.

**WARNING:** No Credit if NRSE 2241

**CR:**
Specific course content will vary with offering.

**INFOMATION:**
- Provides an introduction of basic concepts and principles related to pharmacology, including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics.
- The nurse's role in drug therapy. Major classifications of drugs will be examined and issues associated with drug therapy in society discussed.
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**COURSE DESC:** Introduces standards of psychiatric-mental health nursing practice. Emphasizes the professional activities utilized by the nurse to provide developmentally and culturally relevant psychiatric-mental health nursing care.
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<td>Symptoms of moral distress, compassion fatigue, and burnout in healthcare workers are examined. Self-care behaviors that promote wellness and resiliency are identified.</td>
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<td>Students apply clinical judgment and clinical reasoning to the concepts of person-centered care for adult clients experiencing acute and chronic physical health alterations. Students expand on concepts of quality and safety, professionalism, interprofessional care, informatics, and systems-based practice as they apply to psychiatric-mental health nursing practice.</td>
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Office of the University Registrar
June 1, 2023
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### MASTER CURRICULUM FILE

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**COURSE DESC:** Students integrate theory, standards, and knowledge from nursing, public health, and other disciplines to guide population-focused nursing practice. Students collaborate with interprofessional teams to apply health promotion and disease prevention strategies to diverse individuals and groups across the lifespan. Human diversity will be identified through a spectrum of race, ethnicity, gender, sexuality, religion, physical ability, and/or social class with an emphasis on the analysis of equity. Emphasizes understanding of and sensitivity to culturally diverse populations and recognition of the potential health disparities experienced within these groups. The study of cultural groups and their interrelationships relative to health and illness is included. The impacts of local and global health policies and laws on population health outcomes are examined. Emphasis is placed on identifying social determinants of health, empowering clients and communities, advocating for vulnerable populations, and engaging in effective partnerships to improve the health of populations and reduce health disparities. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals. Strategies to advance preparedness to protect population health during disasters and public health emergencies are introduced. This course meets the General Education requirements for Bridge: Diversity and Practice.
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HSP NRSE 4212 ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Professional Nursing Practice Capstone
Students apply clinical judgment and clinical reasoning to the concepts of person-centered care for adults experiencing acute, chronic, and complex physical health alterations. Students integrate concepts of quality and safety, professionalism, interdisciplinary care, and systems-based practice into the care of adult clients with health alterations. Laboratory and clinical experiences assist students in comprehensive development of skills and integration of theory into practice. This course meets the University BRICKS requirement for Capstone and Bridge: Learning and Doing.

HSP NRSE 4222 ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Health Economics and Healthcare Policy for Contemporary Nursing Practice
Contemporary issues in healthcare are explored with a focus on the role of the nurse and professional healthcare organizations in policy development, revision, and advocacy. Principles of health economics including financial and payment models and their impact on delivery, access, and quality of care are discussed within an equity and social justice framework. Students participate in critical analysis of healthcare policies, regulatory agencies, and economic constraints that impact professional nursing practice and healthcare delivery systems.

HSP NRSE 4401 ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Professional Practice in Nursing
Focuses on care of adult clients with complex alterations in health like cancer, multisystem failure, multiple system trauma, and diabetes. Students work with a preceptor in a specific agency setting. Emphasis is on refined clinical judgment, communication skills, and integration of a range of therapeutic interventions into nursing practice including those appropriate to individual clients, their families/significant others, and relevant population-based groups.

HSP NRSE 4401 ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Professional Practice in Nursing
Focuses on care of adult clients with complex alterations in health like cancer, multisystem failure, multiple system trauma, and diabetes. Students work with a preceptor in a specific agency setting. Emphasis is on refined clinical judgment, communication skills, and integration of a range of therapeutic interventions into nursing practice including those appropriate to individual clients, their families/significant others, and relevant population-based groups.

HSP NRSE 4510 ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Professional Nursing Practice
Provides an acclimation to the RN to BSN program by addressing the concepts, scope, and standards of professional nursing practice, including legal foundations of nursing practice, cultural diversity and competency, and inclusivity. Includes an introduction to principles of public speaking as well as active and passive verbal communication amongst a healthcare team with an emphasis on communication around social determinants of health. Introduces ethical concepts and theories impacting nursing practice, including personal values and beliefs and ethical reasoning. This course meets the Bridges for Ethics and Reasoning and Oral Communication.

HSP NRSE 4520 ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Health Assessment and Promotion
Reviews and develops skills associated with cephalocaudal assessment; strengthens the registered nurse’s ability to draw valid inferences from the data collected, and examines the design of health promotion interventions to address identified health issues.

HSP NRSE 4530 ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Family Nursing
Focuses on nursing care of the family system throughout the life cycle. Emphasizes the synthesis of family theory and application of the nursing process for families.

HSP NRSE 4540 ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Community Health Nursing
Focuses on nursing care of aggregate systems within a community. Topics include community health nursing roles and basic concepts of community health. Addresses the implementation of population-focused care through the nursing process, collaboration, and interdisciplinary skills. Includes the importance of health promotion, along with disease and injury prevention, throughout the lifespan and the assistance of individuals, families, groups, communities, and populations to prepare for and minimize health consequences of emergencies, including mass casualty disasters.

HSP NRSE 4541 ELIGIBLE GRADES: GEC6: CR, PR, F
COURSE DESC: Public Health Nursing Clinical
Clinical course designed for students completing the RNtoBSN program who live in California in order to meet the more extensive California Board of Nursing clinical clock hour requirements. Focuses on nursing care of aggregate systems within a community, public health nursing roles and basic concepts of public health. Addresses the implementation of population-focused care through the nursing process, collaboration, and interdisciplinary skills. Includes the clinical importance of health promotion, along with disease and injury prevention, throughout the lifespan and the assistance of individuals, families, groups, communities, and populations to prepare for and minimize health consequences of emergencies, including mass casualty disasters.
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<td>Focuses on professional nursing practice that is grounded in the translation of current evidence into practice. Includes components of evidence-based practice, including collaboration with the client, integration of concepts of qualitative and quantitative research and evaluation of findings. Explores the critique of published research and moving research practice.</td>
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<td>Focuses on the role of professional nurses in assisting elders to maintain wellness and minimize effects of chronic conditions.</td>
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<td>Addresses the physiological, psychological, social, and spiritual needs of the elderly and appropriate nursing interventions.</td>
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<td>Explores cultural heritage of diverse populations and relationship to the provision of culturally sensitive nursing care. Examines concepts to broaden perception and understanding of health and illness and the variety of meanings these terms carry for members of differing sociocultural populations.</td>
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<td>Focuses on nursing leadership including developing and refining knowledge, skills, and attitudes in working within organizational and community arenas. Also focuses on the actual provision of care and/or supervising care provided by other licensed and non-licensed assistive personnel. Examines nursing leadership and management through use of a systems approach with a focus on quality and safety of client care. Discusses leadership models, behavior, and strategic planning at various organizational levels.</td>
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<td>A synthesis course designed to enhance knowledge of the relationship between healthcare policy and professional nursing practice. Explores the broader context of healthcare including how patient care services are organized and financed, and how reimbursement is structured. Regulatory agencies define boundaries of nursing practice and students need to understand the scope and role of these agencies. Discusses how healthcare issues are identified, how healthcare policy is both developed and changed, and how that process can be influenced through the efforts of nurses, other healthcare professionals, and lay and special advocacy groups. Addresses issues related to vulnerable populations, delivery and financing of healthcare, the impact of technology, and client advocacy. An experiential learning project is developed and implemented by the end of the course which demonstrates actual engagement with patients/stakeholders to impact outcomes.</td>
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<td>Focuses on an historical overview of school nursing in the United States and the current responsibilities of school nurses in implementing a school health program.</td>
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<td>COURSE DESC: This course emphasizes the role and responsibilities of the school nurse caring for children between the ages of 3 and 18 years. The student works with a preceptor who is a certified/licensed school nurse (120 hours). Emphasis is on student self-evaluation of meeting specific program outcomes and professional competencies through portfolio development.</td>
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<td>This course prepares the nurse to care for children with special cognitive, physical, and psycho-social needs. Emphasis is placed on collaboration with an interdisciplinary team and legal aspects related to supervision and delegation of care. Cultural, ethical, and economic issues are addressed. Support services and resources available to the school community are assessed.</td>
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COURSE LISTING
SORTED BY College, Department/School, Prefix

ELIGIBLE GRADES: GEC1: A-F
REQUISITE: CR
Specific course content will vary with offering.

Provides the registered nurse with the opportunity to review literature related to issues of human sexuality associated with specific disease states as encountered in the practice of nursing. Students will choose a specific population (e.g., school-aged children) or a specific disease category (e.g., cardiovascular disease) as their focus of study.

Examines social, political, and historical factors that impact the delivery of health care and the development of the nursing discipline. Emphasizes the review and application of selected concepts, models, and selected theories relevant to the health care system and nursing.

Focuses on analysis of theories relevant to the development and functioning of the family. Includes identification of health care needs across family life span. Emphasizes assessment, intervention, and evaluation of family-focused care. Explores strategies to enhance, maintain, and restore family health.

Focuses on analysis of theories relevant to the development and functioning of the family. The course includes identification of health care needs across the life span of family members. Emphasis will be placed on assessment, intervention, and evaluation of family-centered care through exploration of evidence-based strategies to enhance, maintain, and restore family health.

Focuses on concepts and issues related to the critical care environment. Include the identification of physical and psychological needs of this critical care patient population as well as family members. Emphasis is be placed on assessment, intervention, and evaluation of the critically ill or injured patient using evidence-based strategies.

Focuses on research design and methodology with an emphasis on evaluation of published clinical outcome studies in nursing. Utilizes strategies for application of research findings to practice. Introduces nursing information management, cognitive science, and technology in health care delivery.

Focuses on evidence-based practice and the translation of evidence into practice. Content prepares professional nurses to initiate evidence-based practice models in their practice and to increase use of information management and patient care technologies in specified clinical areas.

Focuses on analysis of concepts of physiology and pathophysiology and relationship to nursing interventions across lifespan of humans at the advanced practice level.

Focuses on project planning, implementation and evaluation in a healthcare setting. Includes analysis of processes required to manage and develop a project team from a nursing administrative perspective. Examines outcome metrics related to project value and dissemination. This course includes integrative immersion experiences outside of class time related to project planning in the healthcare setting.

Focuses on advanced physical assessment skills for nurse practitioner students that moves from the normal to the abnormal and uses a body systems approach. Comprehensive health history coupled with physical examination skills provide a foundation for the indepth assessment of clients.
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COURSE DESC: This is the second of two courses encompassing advanced assessment techniques for the diagnosis and management of psychiatric mental health disorders throughout the lifespan. Included is the development of differential diagnoses, planning, and evaluation of care using psychotherapeutic modalities, psychopharmacology, and community resources. Addresses the influence of family dynamics as well as societal influences on mental health and recovery. The concepts of both acute and chronic treatments for personality disorders, substance abuse, schizophrenia, medical issues with mental health, and other select disorders as they apply to advanced practice nursing are discussed.
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<td>The course focuses on critical appraisal, synthesis of healthcare care, and evaluation of literature to inform evidence-based practice and develop a clinically relevant question.</td>
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<td>The course focuses on the impact of informatics used by advanced practice nurses to promote quality healthcare. The course includes utilization of databases and electronic health records for planning quality improvement projects by advanced practice nurses. An emphasis includes use of informatics for consumers including telehealth. An analysis of the ethical and legal implications of the use of informatics, technology and social media is included.</td>
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<td>This course provides the nurse practitioner student with the knowledge base and clinical experiences in advanced nursing assessment, diagnosis, intervention and evaluation related to the physiological and psycho-social health, development and well-being of children, adolescents and reproductive age women.</td>
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<td>This course focuses on advanced nursing knowledge, skills, and experiences related to adult/older adult health issues required by nurse practitioners. Attention is given to assessment, diagnosis, and interventions relevant to developmental, physical, and psychosocial health issues of adults/older adults.</td>
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<td>This course focuses on advanced assessment, diagnostic, and intervention skills in a clinical practice environment for nurse practitioners. Emphasis is placed on achieving clinical competence in the advanced practice nursing role with individuals and their families across the lifespan and developing the role of the nurse practitioner in collaboration with other health care practitioners.</td>
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<td>This is the second of three practicum courses for the psychiatric mental health nurse practitioner. The focus is on the assessment, diagnosis and evidence based therapeutic interventions for mental health disorders throughout the lifespan. This course includes planning, implementing, and evaluating interventions with individuals, groups, and families throughout the lifespan. Students gain experience in the application of psychotherapeutic modalities and psychopharmacological treatments in both inpatient and community settings.</td>
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<td>This is the third of three practicum courses for the psychiatric mental health nurse practitioner student. The focus continues to be on the assessment, diagnosis and evidence based therapeutic interventions for psychiatric mental health disorders throughout the lifespan. The student continues to plan, implement, evaluate, and revise interventions with individuals, groups, and families throughout the lifespan with emphasis on clinical competencies for the entry level psychiatric mental health nurse practitioner.</td>
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<td>Focuses on complex symptom management related to acute and emergent physiological alterations. Emphasis will be on management of common and complex health problems for adults and older adults in acute care settings. Health promotion, maintenance and restoration are emphasized through risk assessment and prevention. Advanced role development of the nurse practitioner and collaboration are incorporated.</td>
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<td>Focuses on synthesis of theory and implementation of the role of the adult-gerontology acute care nurse practitioner (AGACNP). Experiences emphasize clinical decision-making in an inter-professional environment with focus on the AGACNP as a principal provider of care for adults and older adults in acute care settings. Common and complex health problems in adults and older adults in acute care settings are emphasized.</td>
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<td>Provides an opportunity to synthesize knowledge and role behaviors in an advanced practice role within the Nursing Leadership track. Students practice under the supervision of faculty with agency preceptors in an appropriate facility or institution. With faculty guidance, as students develop a practicum plan based on course objectives to include specific behavioral objectives, learning activities, and evaluation methods.</td>
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<td>Focuses on the advanced nursing knowledge, skills, and experiences by nurse practitioners in primary care. Emphasis is on advanced assessment, diagnosis, and clinical management relevant to the developmental, physical, and psycho-social health issues of individuals and families across the lifespan.</td>
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<td>Focuses on the role of the emergency nurse practitioner to provide comprehensive healthcare for individuals from diverse backgrounds in the emergent setting. Building on Emergency Nurse Practitioner Clinical I, emphasis is on advanced assessment, diagnosis, procedural skills and clinical management relevant to the acute or traumatic health issues of individuals across the lifespan.</td>
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<td>Focuses on specialized nursing knowledge, skills, and experiences related to adult health issues required by nurse practitioners. Attention is given to nursing assessment, nursing diagnosis, and nursing interventions relevant to developmental, physical, and psychosocial health issues of adults.</td>
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<td>COURSE DESC:</td>
<td>Provides the nurse practitioner student with the knowledge base and clinical experiences in advanced nursing assessment, diagnosis, and intervention related to the physiological and psychosocial health, development, and well-being of children and their families.</td>
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<td>Focuses on application of advanced nursing assessment, diagnostic, and intervention skills in a clinical practice environment for nurse practitioners. Emphasizes achieving clinical competence in the advanced practice nursing role with individuals and their families across the lifespan and developing the role of the nurse practitioner in collaboration with other health care practitioners.</td>
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<td>Focuses on advanced nursing practice management of complex adult health including wellness promotion and illness prevention and treatment in adults (18+ years of age) from diverse backgrounds at the nurse practitioner level. Emphasizes utilization of theory, critical thinking, and evidence-based practice to formulate differential diagnoses, clinical impressions, diagnoses, treatment, and evaluation plans for adults in outpatient settings or in acute care settings with multisystem complex illnesses.</td>
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<td>Provides in-depth knowledge of the management of acutely and critically ill adults who have complex health problems, may be technologically dependent, and/or are at high risk for developing complications. Includes complex cardiovascular, pulmonary, hematological, and renal problems in acutely/critically ill adults.</td>
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<td>Focuses on concepts of critical care related to multiorgan/system function and dysfunction. Addresses clinical management by advanced practice nurses in situations of system failure. Includes core concepts of complex pathophysiology, treatment modalities, and advanced nursing roles in provision of care to critically ill patients.</td>
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<td>This clinical practicum addresses the provision of advanced nursing assessment, diagnostic, and intervention skills in an acute or critical care environment for the purposes of recognition and management of selected problems associated with acute and critical illness. Emphasizes refining clinical decision making and critical thinking skills through integration of assessment, diagnosis, and development of management plan to meet special needs of critically ill adult in the role of nurse practitioner.</td>
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<td>Provides the opportunity to gain knowledge, skills, and experience as a nurse executive by working with a nurse executive preceptor in a health care setting.</td>
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<td>Provides the opportunity to gain knowledge, skills, and experience as a nurse executive by working with a nurse executive preceptor in a health care setting.</td>
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<td>Allows students to pursue topics of professional interest that are in addition to the content presented in the required courses in the master's program. Students work with an adviser to develop the topic and negotiate the products to be completed.</td>
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<td>This course emphasizes synthesis of the American Association of Colleges of Nursing (AACN) Essentials of Master's Education. The Commission on Collegiate Nursing Education (CCNE), the Master of Science in Nursing (MSN) program accrediting body, mandates that these Essentials are incorporated into all MSN programs. These Essentials represent the core competencies for preparation of movement of students into advanced nursing practice regardless of specific practice setting. Students will engage in focused self-reflection on achievement of these competencies and a comprehensive final program exam.</td>
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<td>Provides the opportunity to synthesize the information gained throughout the MSN program to develop a product that enhances the quality of the discipline and/or the quality of health care associated with a specific health issue. The student works with an advisor to complete the capstone project.</td>
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### HSP NRSE
#### NRSE 6903:
**Capstone Experience for Nurse Practitioners**
- **Component**: Seminar
- **Cred Hours**: 1
- **Repeat**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0
- **ELIGIBLE GRADES**: A-F
- **REQUISITE**: NRSE 6834 or concurrent, NRSE 6828 or concurrent, NRSE 6831 or concurrent
- **COURSE DESC**: Focuses on theoretical and evidence-based clinical principles for advanced health assessment for APRNs using a body systems approach. Emphasis is on acquisition of advanced skills to perform comprehensive and episodic health assessment. Includes culturally competent patient education, health promotion and clinical prevention related to risk factors for the individual or family.

#### NRSE 6935:
**Capstone Experience for Nurse Leaders**
- **Component**: Seminar
- **Cred Hours**: 2
- **Repeat**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0
- **ELIGIBLE GRADES**: A-F
- **REQUISITE**: NRSE 6929 or concurrent and Nursing Leadership majors only
- **COURSE DESC**: This course emphasizes student self-evaluation of meeting specific program outcomes and professional competencies through portfolio development. Nurse Practitioner students also complete a comprehensive final program exam that includes concepts from all program courses pertaining to the population foci of the student NP Track Option and is based on national certification body domains of practice. Students complete an integrative care simulation exam with a standardized patient.

### HSP NRSE
#### NRSE 7001:
**Professional Presence and Writing for the Advanced Nurse**
- **Component**: Lecture
- **Cred Hours**: 1
- **Repeat**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0
- **ELIGIBLE GRADES**: A-F
- **REQUISITE**: NRSE 7211
- **COURSE DESC**: Focuses on professional presence for the advanced practice and advanced-level nurse. Emphasis is on concepts of professionalism, advanced communication and inclusive language, scholarly and professional writing, and professional presence in the dissemination of knowledge and scholarship.

#### NRSE 7002:
**Application of Statistics to Evidence Based Projects**
- **Component**: Lecture
- **Cred Hours**: 2
- **Repeat**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0
- **ELIGIBLE GRADES**: A-F
- **REQUISITE**: NRSE 7211
- **COURSE DESC**: Focuses on the use of health assessment data to identify health status of clients by graduate students in the educator and nurse leadership options. The data will be used to document assessment findings and to differentiate between normal and abnormal assessment data. Emphasizes the performance of complete health histories and physical examinations on adult and pediatric clients.

### HSP NRSE
#### NRSE 7210:
**Advanced Pathophysiology for Advanced Practice Nursing**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0
- **ELIGIBLE GRADES**: A-F
- **REQUISITE**: NRSE 7211
- **COURSE DESC**: Focuses on pharmacotherapeutics across the lifespan with emphasis on clinical decision making by advanced practice nurses. Laws governing prescriptive authority and privileges of advanced practice nurses are addressed. Emphasis on prescriptive decisions with the context of outcomes, safety, quality and costs.

#### NRSE 7211:
**Advanced Pharmacology and Pathophysiology for Nurse Educators**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0
- **ELIGIBLE GRADES**: A-F
- **REQUISITE**: NRSE 7211
- **COURSE DESC**: Focuses on integrating knowledge of advanced physiology with pathophysiology and clinical implications across the life span. Includes analysis of health disparities and outcomes resulting from genetic, environment and stress related causes. Emphasis on systems-focused mechanisms of disease.

#### NRSE 7220:
**Advanced Pharmacology for Advanced Practice Nursing**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0
- **ELIGIBLE GRADES**: A-F
- **REQUISITE**: NRSE 7211
- **COURSE DESC**: Focuses on the use of health assessment data to identify health status of clients by graduate students in the educator and nurse leadership options. The data will be used to document assessment findings and to differentiate between normal and abnormal assessment data. Emphasizes the performance of complete health histories and physical examinations on adult and pediatric clients.

#### NRSE 7221:
**Advanced Health Appraisal for NE**
- **Component**: Laboratory
- **Cred Hours**: 3
- **Repeat**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0
- **ELIGIBLE GRADES**: A-F
- **REQUISITE**: NRSE 7211
- **COURSE DESC**: Focuses on integrating knowledge of advanced physiology with pathophysiology and clinical implications across the life span. Includes analysis of health disparities and outcomes resulting from genetic, environment and stress related causes. Emphasis on systems-focused mechanisms of disease.

#### NRSE 7222:
**Advanced Health Appraisal for NE**
- **Component**: Lecture
- **Cred Hours**: 3
- **Repeat**: 0
- **General Education**: N
- **Perm**: G40
- **Subsidy Level**: 0
- **ELIGIBLE GRADES**: A-F
- **REQUISITE**: NRSE 7211
- **COURSE DESC**: Focuses on the use of health assessment data to identify health status of clients by graduate students in the educator and nurse leadership options. The data will be used to document assessment findings and to differentiate between normal and abnormal assessment data. Emphasizes the performance of complete health histories and physical examinations on adult and pediatric clients.

### Office of the University Registrar
June 1, 2023
Page 866 of 1005
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<td>COURSE DESC: This course focuses on tranformational leadership, leadership theories and a systems perspective including complexity theory. This course includes analysis of micro and macro systems performance and outcomes in planning a change process with a designated team. The course also focuses on appraisal of various healthcare delivery models. Legal and ethical concerns related to leadership are examined. The course includes an integrative immersion outside class time in leadership and/or organization observations.</td>
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<td>COURSE DESC: The course focuses on science and theory as a foundation for integrative advanced clinical nursing practice. It includes an analysis of theories of nursing and healthcare including grand theories and conceptual frameworks. Implementation and evaluation models and frameworks are introduced. An emphasis is placed on the application of mid-range theory to the scholarly projects.</td>
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<td>COURSE DESC: This course focuses on integration and understanding of healthcare policy and advocacy. An analysis of the process for influencing a health policy agenda is examined. There will be an emphasis on synthesizing professionalism and leadership characteristics necessary to build interprofessional coalitions used for influencing healthcare policies, particularly related to underserved populations. The course includes integrative immersion experiences outside class time related to health policy, lobbying or legislative activities.</td>
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<td>COURSE DESC: The course focuses on the principles of business, strategic planning, entrepreneurship and financial implications in advanced nursing practice. An analysis of the impact of value based services, performance outcome measures and budgeting related to healthcare services and access to care will be undertaken. The impact of current national and state legislation, and regulations on advanced nursing practice will be examined.</td>
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<td>COURSE DESC: The course focuses on critical appraisal, synthesis of healthcare research, and evaluation of literature to inform evidence-based practice and develop a clinically relevant question.</td>
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<td>COURSE DESC: The course focuses on analysis of outcomes and how the analysis informs project design and implementation. An emphasis is placed on creating an understanding of outcomes on patient care quality and safety. The course includes an analysis of a quality improvement needs assessment related to a healthcare concern. The importance of integrating quality measures will be discussed. The course includes integrative immersion experiences outside of class time related to quality improvement evaluation and needs assessments in the healthcare setting.</td>
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<td>COURSE DESC: The course focuses on integration of evidence-based practice and quality improvement indicators in a microsystem to develop a strategic plan used to improve healthcare for individuals, groups or populations. An emphasis is placed on development of data collection and analysis techniques for evaluation of a change project. An analysis of the relationship of evidence-based practice and data will occur. Students will continue project development by adding the data analysis and methods components to the scholarly project plan.</td>
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<td>COURSE DESC: The course focuses on the impact of informatics used by advanced practice nurses to promote quality healthcare. The course includes utilization of databases and electronic health records for planning quality improvement projects by advanced practice nurses. An emphasis includes use of informatics for consumers including telehealth. An analysis of the ethical and legal implications of the use of informatics, technology and social media is included.</td>
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<td>COURSE DESC: This course examines the importance of epidemiology in screening and prevention of disease as related to advanced nursing practice. The course includes an analysis of epidemiological data to develop strategies related to culturally appropriate community and population health promotion. A focus is placed on ethical issues related to epidemiology and advanced nursing practice.</td>
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<td>COURSE DESC: Examines social, political, and historical factors that impact the delivery of healthcare and the development of the advanced practice nursing role. Emphasizes principles of leadership, interprofessional collaboration, ethics, and communication within various healthcare systems.</td>
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<td>Examines scholarship of nursing through research, evidence-based practice, and quality improvement frameworks. Focuses on critical appraisal, synthesis, and evaluation of literature to inform evidence-based practice.</td>
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<td>Explores theoretical foundations and frameworks for population health and quality improvement. Focuses on equitable health policies to promote diversity, equity and inclusion. Examines impact of community-based population health and risk mitigation strategies or initiatives.</td>
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<td>Focuses on integration and understanding of healthcare policy and advocacy. Emphasis on evolution of health care systems and health policy. Includes impact of legislation on social determinants of health and underserved populations.</td>
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<td>Examines informatics science and communication systems technology used in health care. Focuses on systems, education, and research use of informatics in the healthcare or community setting. Includes use of emerging technology and consumer health literacy.</td>
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<td>COURSE DESC:</td>
<td>Focuses on integration of evidence-based practice and quality improvement indicators in a microsystem to develop a strategic plan used to improve healthcare for individuals, groups or populations. An emphasis placed on development of data collection and analysis techniques for evaluation of a change project.</td>
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<td>COURSE DESC:</td>
<td>Focuses on the principles of business, strategic planning, entrepreneurship and financial implications in advanced nursing practice. Emphasis on the impact of performance outcome measures, budgeting and access to care. Examines quality project initiatives using data analysis and organizational change.</td>
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<td>COURSE DESC:</td>
<td>Focuses on formulating differential diagnoses based on advanced health assessment skills, evidence-based practice, and clinical decision making. Emphasis on symptom analysis, and determination of diagnostic testing and screenings for the most common disorders encountered by advanced practice nurses in a variety of settings.</td>
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<td>Examines the importance of epidemiology in prevention of disease and promotion of health as related to advanced nursing practice. Focus on applying epidemiological data to develop strategies related to culturally appropriate population health care and promotion.</td>
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<td>Focuses on project planning, implementation and evaluation in a healthcare setting. Includes analysis of processes required to manage and develop a project team. Examines outcome metrics related to project value and dissemination.</td>
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<td>Addresses roles and responsibilities of the nurse administrator. Reviews classical and emerging view of nursing management and leadership in the healthcare setting. Focuses on organizational structure, collaboration and teamwork.</td>
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<td>Focuses on grant development and grant proposal writing in advanced nursing practice. Emphasis on grant implementation and evaluation including ethical, legal and fiscal implications.</td>
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<td>Focuses on roles and responsibilities of nurse educators in relation to theoretical foundations, application and practice of teaching and learning within a variety of practice settings.</td>
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The course focuses on the application of knowledge to implement an intervention strategy to improve individual, community or population health in the clinical project setting. An emphasis is placed on the implementation process including the role of the inter-professional team, barriers, facilitators and outcomes. The course includes residency hours outside class time in the clinical project setting.
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<td>The course focuses on the scholarly project implementation and evaluation. There is an emphasis on scholarly writing through manuscript preparation and journal submission related to project dissemination. There is an additional focus on professional dissemination of scholarly work in professional venues such as peer reviewed presentations. The course includes residency hours outside class time in the clinical project setting.</td>
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<td>Introduces the student to nursing practice through core concepts, principles, and clinical skills common to all areas and levels of nursing practice. The specific content include client needs, safe and effective care, physiological integrity, psychosocial integrity, health promotion and maintenance, nursing process, standards of professional practice, effective communication, clinical decision making, collaboration, and culturally sensitive care. Emphasizes the assessment of clients, families, and significant support persons regarding factors that impact health promotion and/or disease prevention for the purpose of meeting identified client needs in a culturally sensitive manner. Assessment includes evaluating environmental safety, the level of physiological and psychosocial integrity, and health promotion and maintenance activities along the continuum of life. Introduces nursing process as the cornerstone of professionalism in nursing practice. Additional skills include demonstration as competent in Vital Signs,Cultural Care,Spiritual Care,Client Family Education, and Sensory alterations.</td>
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<td>Focuses on the development of skills necessary for performing a comprehensive nursing assessment for individuals across the lifespan.</td>
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Office of the University Registrar
June 1, 2023
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<td>Gain knowledge about medication therapy that will assist the nursing student to make sound nursing judgments associated with medication therapy. Basic principles of drug administration using critical thinking, caring behaviors, safety and infection control principles will enable the student to provide effective medication therapy to clients of all ages. Includes the use of specific medication classes and prototypes of the class and the actions of those drugs, their side effects, adverse reactions, and drug interactions.</td>
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<td>This course focuses on introducing the student to pharmacological principles to assist the student with utilization of the nursing process, basic principles of safe and effective medication administration, pharmacokinetics, safety, and infection control across the lifespan.</td>
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<td>The focus of this medical surgical course is to introduce the learner to the scope and practice of medical-surgical nursing. Emphasis is placed on pathophysiological disturbances and related nursing skills for selected topics of this course. The student will be introduced to and practice the safe administration of medications. Skills once learned may be applied in the clinical setting under the supervision of the clinical instructor. This course validates prior learning, updates and enhances student's knowledge of nursing, continues the process of role transition, and prepares the student to progress in the associate degree nursing program. Content includes, perioperative nursing, fluid and electrolyte and acid base imbalances, integumentary problems, burns, and wound care; management of patients with problems of the endocrine, gastrointestinal, and hepatobiliary systems; cancer and hematological concepts and intravenous therapy.</td>
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<td>This course focuses on patient-centered care for adults experiencing common acute and chronic physical health alterations. The course builds on fundamental concepts of collaboration, evidence-based practice, and safe, effective quality care. Topics include care of patient with problems related to the immunological, hematological, gastrointestinal, endocrine, hepatobiliary systems, fluid and electrolytes, perioperative nursing, cancer, wound, and end-of-life care.</td>
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<td>BIO1 310 and NURS 1210 and 1220 and PSY 1010 and ((BIOS 2010 and NURS 2110 and 2130 and (EDEC 1600 or PSY 2410)) or concurrent)</td>
<td>Focuses on the concepts of care relating to the cardiovascular, respiratory, and renal systems. Utilizes the nursing process reflecting the use of critical thinking and evidence-based practice to manage individualized client care related to actual or potential problems of oxygenation, perfusion, and ventilation and renal system problems. Emphasizes health promotion and maintenance of the cardiovascular, respiratory, and renal systems due to the high number of clients with these diagnoses.</td>
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<td>This course focuses on patient-centered care for adults experiencing common acute and chronic physical health alterations. The student will build on fundamental concepts of collaboration, evidence-based practice, and safe, effective quality care. Topics include care of patient with problems related to the respiratory, cardiac, renal systems, shock and acid-base imbalances.</td>
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<td>BIO1 310 and NURS 1210 and 1220 and PSY 1010 and ((BIOS 2010 and NURS 2110 and 2130 and (EDEC 1600 or PSY 2410)) or concurrent)</td>
<td>Focuses on the role of the associate degree nurse to deliver care to the childbearing client and newborn. The student will function as a member within the discipline of nursing, utilizing critical thinking, caring behaviors, and nursing process to optimize the health of clients.</td>
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<td>Focuses on the role of the associate degree nurse as a member within the discipline of nursing, a provider of health care, and a professional who manages care for infants, children, and adolescents with health alterations. Emphasizes establishing a caring relationship between the child, family, and nurse. Utilizes collaboration, communication, and critical thinking within the framework of nursing process to promote health and well-being of pediatric clients. Applies knowledge regarding the influences of culture, family dynamics, resources for children, and case management in the care of children.</td>
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**Course Descriptions:**

**Child and Adolescent Nursing**
- Focuses on the role of the associate degree nurse as a member within the discipline of nursing, a provider of health care, and a professional who manages care for infants, children, and adolescents with health alterations. Emphasizes establishing a caring relationship between the child, family, and nurse. Utilizes collaboration, communication, and critical thinking within the framework of nursing process to promote health and well-being of pediatric clients. Applies knowledge regarding the influences of culture, family dynamics, resources for children, and case management in the care of children.
- Eligible Grades: GEC1: A-F
- Requisite: BIOS 1310 and ENG 1510 and NURS 1210 and 1220 and PSY 1010 and ((BIOS 2010 and NURS 2110 and 2120 and (EDEC 1600 or PSY 2410)) or concurrent)

**Pediatric Nursing**
- This course focuses on patient-centered care for the pediatric patient experiencing common acute and chronic physical health alterations. The student will build on fundamental concepts of collaboration, evidence-based practice, and safe, effective quality care.
- Eligible Grades: GEC1: A-F
- Requisite: NURS 1211, 1231, 1221, and BIOS 1310

**Adult Health III: ADN**
- The focus of this third medical-surgical course; addresses content of immunology, infectious disease, men/women's health, nervous system, musculoskeletal system, multi-system failure, and end of life issues. Students develop and implement care plans using the nursing process and evidence based practice guidelines.
- Eligible Grades: GEC1: A-F
- Requisite: BIOS 2010 and NURS 2120 and 2130 and (EDEC 1600 or PSY 2410) and (NURS 2220 concurrent)

**Medical-Surgical Nursing III**
- This course focuses on patient-centered care for adults experiencing common acute and chronic physical health alterations. The students build on fundamental concepts of collaboration, evidence-based practice, and safe, effective quality care. Topics include care of patient with problems related to the neurological, musculoskeletal, and integumentary systems, sensory, visual, auditory, and connective tissue problems. Men's, women's, and transgender health issues.
- Eligible Grades: GEC1: A-F
- Requisite: NURS 2111, 2121, 2131, and BIOS 2210

Office of the University Registrar
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<td>Introduces American Sign Language (ASL) and Deaf culture. Encourages interaction with the Deaf community. Focuses on comprehension and production of fingerspelling, introductory numbers, and basic ASL and its grammatical structure.</td>
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<td>Continuation of DSI 1110. Continued interaction with the Deaf community required. Acquire increased awareness of ASL/Deaf culture and the rules and norms which govern their practice.</td>
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<td>In-depth look at audiology and the impact its practice has on the educational placement of deaf children. Examines the differences between identities and experiences of the d/Deaf community. The social connotation of terminology utilized both within and outside the community examined. State and federal legislation and services for the Deaf also studied.</td>
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<td>Provides opportunities for students to examine a variety of potential interpreting environments and theoretically apply demand and control schema and professional decision making to real life situations.</td>
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<td>Designed for intermediate American Sign Language students. Classifiers and their usage examined in depth as well as the different numerical systems in ASL. Continue to enhance comprehension and expression skills.</td>
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Students must either complete DSI 1110 and DSI 1120 or receive a Survival Plus rating on the Sign Language Proficiency Interview (or equivalent testing) before beginning the intermediate American Sign Language series.

<p>| HSP RCS | DSI  | 2120 | Intermediate American Sign Language II | Lecture | 3 | 0 | N | U20 | 0 |
|         |      |      | Continuation of DSI 2110. Continues to work toward fluency in ASL. Focuses on ASL idioms, ASL and English comparisons, advanced classifiers, current news, and conversational ASL. |
| HSP RCS | DSI  | 2130 | American Sign Language Linguistics | Lecture | 3 | 0 | N | U20 | 0 |
|         |      |      | Introduction into the broad study of linguistics, as well as, the linguistics of ASL and the grammatical structure of the language. Looks at what constitutes a language and compares English and ASL through an examination of ASL's structure, acquisition and sociolinguistic aspects. |
| HSP RCS | DSI  | 2140 | Educational Interpreting | Lecture | 2 | 0 | N | U20 | 0 |
|         |      |      | Looks at educational interpreting, its practices and idiosyncrasies from both a current and historical perspective. Examines such things as the IEP/MIE process, educational laws, technology (i.e., hearing aids, cochlear implants, and other assistive technology), and deaf students with special needs. Also focuses on the EIPA examination. |
| HSP RCS | DSI  | 2150 | Fingerspelling and the Interpreter | Lecture | 1 | 0 | N | U20 | 0 |
|         |      |      | Explores both expressive and receptive aspects of fingerspelling in a communicative context. Appropriate usage of such things as lexical signs, abbreviations, and the grammatical importance of fingerspelling discussed. |
| HSP RCS | DSI  | 2160 | Seminar in Interpreting | Lecture | 1 | 0 | N | U20 | 0 |
|         |      |      | Capstone course for the interpreting program. Prepares students for the NAD-RID national certification NIC knowledge portion of the exam. In addition, students prepare a professional portfolio and discuss opportunities for future employment. |</p>
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<td>Theoretical approaches to language acquisition, neural correlates of language learning, noninvasive imagining techniques, relation of memory and cognition to language, and models of language processing.</td>
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<td>Presents basic structure and function of the human nervous system as it relates to clinical applications in Communication Sciences and Disorders. Provides students in speech language pathology and audiology with foundational knowledge of the central and peripheral nervous systems as well as their relations to neurological disorders, such as stroke, traumatic brain injury, developmental disorders and underlying symptoms, like aphasia, dysphagia, and apraxia.</td>
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<td>Focuses on articulation and phonological disorders in children. Emphasis is on evaluation and practical approaches for individuals with articulation and phonological disorders.</td>
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<td>Provides a background on the nature and management of communication disorders associated with physical causes. Illustration of case management presented for selected representative cases.</td>
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<td>Multicultural Aspects in Communication Sciences</td>
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<td>Multicultural topics related to the fields of speech-language pathology and audiology including speech and language acquisition in diverse cultures, social and geographical dialects, introductory concepts of bilingualism, hearing disorders, and aural rehabilitation.</td>
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<td>Offers continued exploration of clinical practice issues in communication disorders and includes 10 hours of volunteer experience in order to complete the Capstone Service Learning Project. Students will observe assessment and intervention session in real time and will learn clinical writing skills for both speech pathology and audiology.</td>
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<td>An advanced review of topics in Communication Sciences and Disorders, including professional scope, ethics, clinical skills and responsibilities.</td>
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<td>An introduction to provide students with an overview of the various kinds of language and cognitive impairments seen in school-age children/adolescents, including features of each impairment, assessment procedures, and intervention methods.</td>
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<td>Provides students with a basic understanding of rehabilitation principles and techniques used with children and adults with hearing impairments. Emphasis will be placed upon application of concepts to real life problems encountered with these populations.</td>
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<td>Specific course content will vary with offering.</td>
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<td>Permission required and written proposal Independent study in selected topics of interest to students under supervision of faculty member.</td>
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<td>GEC1: A-F</td>
<td>REQUIREITE: Warning: No credit for this course if taken after HSLS 5850</td>
<td>Natural patterns and disorders of communication in aging. Means of working with and advocating for elderly people with communication disabilities.</td>
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<td>REQUIREITE: HSLS 5110</td>
<td>This is the first in a sequence of six American Sign Language (ASL) courses. Course focuses on the foundational aspects of ASL such as the manual alphabet, various number systems, basic grammatical structure, non-manual grammatical markers, listing, ranking, contrastive structure, and the use of space. The course applies a conversational, deaf studies approach. The history and culture of the deaf community in the United States is introduced.</td>
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<td>GEC1: A-F</td>
<td>REQUIREITE: HSLS 5120 or 5860</td>
<td>This is the second in a sequence of six American Sign Language (ASL) courses. Course continues to develop grammatical competency in regard to sentence structures in ASL. Course expands on concepts previously introduced and introduces classifiers and ASL literature. The course applies a conversational, deaf studies approach. Registered students attend a section of the corresponding undergraduate course.</td>
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<td>GEC1: A-F</td>
<td>REQUIREITE: HSLS 5120 or 5860</td>
<td>This is the third in a sequence of six American Sign Language (ASL) courses. Intermediate level ASL classes provide students opportunity to develop more complex expressive and receptive conversational skills. Emphasis is placed on expressive ASL using classifiers in ASL storytelling. Topics revolve around sharing information about the environment and everyday communication. Grammar is targeted in context with an emphasis on further development of discourse skills. Students learn conversational strategies to maintain more complex ASL conversations. This is a continued study of Deaf community and more complex ASL literature. Registered students attend a section of the second-year undergraduate course.</td>
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<td>REQUIREITE: HSLS 5210</td>
<td>The fourth in a sequence of six American Sign Language (ASL) courses. Focus is placed on the expressive use of ASL through storytelling. Expressive use of ASL grammar is expanded with an emphasis on developing questioning and answering skills. Conversational strategies are learned to help students maintain an ASL conversation appropriately. Includes English/ASL translation of concepts and stories.</td>
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<td>The fifth in the sequence of six American Sign Language (ASL) courses. The advanced level ASL classes provide students the opportunity to further develop more complex comprehension and production skills. This course is designed for students to develop greater knowledge and proficiency of American Sign Language and its subcomponents (e.g., vocabulary, morphology, grammar) and greater American Sign Language conversational proficiency. Emphasis is on ASL expression through language immersion within a controlled classroom of all signers.</td>
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<td>GEC1: A-F</td>
<td>REQUIREITE: HSLS 5310</td>
<td>The final class in the sequence of six American Sign Language (ASL) courses. The advanced level classes provide students the opportunity to further develop more complex comprehension and production skills in ASL. This course is designed for students to develop mastery knowledge and proficiency of ASL and its subcomponents (e.g., vocabulary, morphology, grammar) and conversational proficiency with deaf signers within the context of the deaf culture. Course represents the capstone of the ASL course sequence and thus requires students to demonstrate ASL proficiency in real life situations.</td>
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<td>REQUIREITE:</td>
<td>Provides students with a basic understanding of rehabilitation principles and techniques used with children and adults with hearing impairments. Emphasis will be placed upon application of concepts to real life problems encountered with these populations.</td>
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<td>GEC1: A-F</td>
<td>REQUIREITE: HSLS 5860</td>
<td>A continuation into the world of deafness and American Sign Language (ASL). We will expand on the learning of American Sign Language (ASL) vocabulary, continue the investigation of deaf culture and advance the analysis of language concepts learned in Sign Language 1. Use of classifiers and ASL idiomatic expressions are also discussed.</td>
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<td>GEC1: A-F</td>
<td>REQUIREITE: HSLS 5860</td>
<td>A continuation into the world of deafness and American Sign Language (ASL). Students will continue the study of the cultural and language concepts learned in Sign Language 2. Emphasis is placed on expressive ASL through the use of classifiers and ASL idioms in ASL storytelling.</td>
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**Course Descriptions:**

- **Special Topics in Communication Sciences and Disorders:**
  - ELIGIBLE GRADES: GEC4: A-F, CR, PR
  - COURSE DESC: Specific course content will vary with offering.

- **Research Methods in Hearing, Speech and Language Sciences:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: Designed to teach students to be critical consumers of published group and single subject design research in speech-language pathology and audiology. Topics include the scientific method, generating relevant research questions, various study designs, different data types, data analysis, and data interpretation.

- **Child Language Disorders I: Birth to Five:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: First course in child language disorders sequence. In-depth study of language assessment and intervention strategies for young children with language delays and disorders. Therapy areas include prelinguistic communication skills, pragmatic as well as semantic and grammatical aspects of comprehension and production. Early child cognition and emergent literacy will also be addressed.

- **Neurosciences of Communication:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: Provides complete study of neuroanatomy of the central nervous system and detailed instruction in anatomical structures and pathways of the central somatosensory, motor, auditory, vestibular, and visual systems. Hands-on experience in a neuroanatomy laboratory is emphasized. Functional aspects at the systems level are included and consequences of pathological lesions are discussed in forms of case studies.

- **Child Language Disorders II: School-age Language and Literacy:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: Second course in child language disorders sequence. This course covers assessment and intervention theory and practice in the language domains for school-age children with language disorders. Emphasis is on language-literacy connections and language underpinnings in relation to academic content standards.

- **Speech Sound Development and Disorders:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: This course covers speech sound difficulties associated with overall language disorders. There is an emphasis on theories of speech sound acquisition, stages of development, description of deviant systems, methods of data collection and analysis, and treatment approaches.

- **Disorders of Fluency:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: Focus is on the speech disorder of stuttering as related to theory, research, assessment, and remediation.

- **Speech Language Pathology in Public Schools:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: Warning: No credit for both this course and the following (always deduct credit for first course taken): HSLS 6190

- **Disorders of Phonation:**
  - ELIGIBLE GRADES: GEC1: A-F

- **Child Language Disorders III: School-age Psycholinguistic Perspectives:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: Third course in child language disorders sequence. This course explores the psycholinguistic underpinnings of language impairment in school age children.

- **Diagnostic Procedures in Speech-Language Pathology:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: Study of theory and practice pertaining to the diagnostic process, including topics on models of diagnosis, family-centered assessment, multicultural issues, tools and methods, as well as assessment in selected areas of disorders.

- **Neuromotor Disorders of Speech:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: In-depth study of nature and habilitation of speech disorders of organic etiology. Primary focus on articulation disorders resulting from structural lesions, muscle incoordination, and weakness.

- **Pediatric Feeding: Assessment and Intervention:**
  - ELIGIBLE GRADES: GEC1: A-F
  - COURSE DESC: This course addresses the theoretical, clinical and multicultural aspects of the role of the speech-language pathologist with children with feeding and/or swallowing disorders.
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<td>Counseling and Interviewing in Communication Sciences and Disorders</td>
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<td>REQUISITE:</td>
<td>Study of counseling and interviewing in audiology and speech-language pathology. Practice of interviewing and counseling techniques used during the assessment and treatment of hearing, speech and language disorders.</td>
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<td>REQUISITE:</td>
<td>HSP 6730, 6731, 6749, and 6770</td>
<td>Provides discussion of etiology, pathophysiology, diagnosis, and medical and surgical treatments for the various external, middle, inner ear, and central nervous system diseases that result in a variety of auditory disorders. Overview of recent advances in molecular biology and genetics of hearing loss. Readings in medical literature and familiarization with medical terminology and philosophy of intervention.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>HSP 6030</td>
<td>Theory, etiology, diagnostics, treatment methods, and service delivery issues related to adult neurogenic language disorders. Includes study of aphasia, dyslexia, dysgraphia, right hemisphere deficits, frontal lobe syndromes, traumatic brain injury, and dementia.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
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<td>Overview of speech and language development and disorders across the lifespan in individuals with normal and impaired hearing. Risk factors, screening for speech production, cognitive, linguistic and social aspects, and interprofessional assessment and team management are addressed.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
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<td>Addresses the specific clinical skills and abilities for clinical practice in communication disorders, including technical writing, cultural competency, interview skills, treatment efficacy, diagnostic skills, self-analysis/self-evaluation, steps in licensure/certification, professional development, ethical practice, and specific therapy strategies for several communication disorders.</td>
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<td>REQUISITE:</td>
<td>Designed to bridge didactic coursework and clinical experience for first year Au.D. students. Lecture, practice, experimentation, and student presentations. Topics coincide with courses and level of the students.</td>
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<td>REQUISITE:</td>
<td>Study of augmentative communication and assistive listening systems. Development of skills in the application of augmentative communication to communication disorders in adults and children. Experience with microprocessor-based technology.</td>
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<td>REQUISITE:</td>
<td>Basic knowledge of normal and deviant swallowing disorders due to neurological and structural impairments. Major topics include assessment and management of the wide range of swallowing disorders managed by speech-language pathologists.</td>
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<td>REQUISITE:</td>
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<td>Speech communication involves the generation of sounds by a speaker from some internal linguistic representations and the interpretation of sounds by a listener. Explores how linguistic representations are implemented by the speaker to generate sounds and how the acoustic signal is perceived by the listener to uncover linguistic representations.</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>Presents fundamental and advanced audiological procedures for the diagnosis of conductive, cochlear, and eight nerve disorders of the auditory systems. Lab experiences will provide hands-on experience with current test protocols and equipment.</td>
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<td>REQUISITE:</td>
<td>HSP 6730</td>
<td>Presents advanced audiological procedures for the differential diagnosis of auditory disorders including those of the central auditory system and facial nerve as well as procedures for constructing and evaluating assessment protocols. Lab provides hands-on experience with current test protocols and equipment.</td>
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<td>HSP</td>
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<td>6740</td>
<td>Hearing Aids</td>
<td>Lecture</td>
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<td>N</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>HSP 6730 and 6770</td>
<td>Fundamental aspects of hearing aid form, function, fit, and verification are introduced. Topics germane to hearing aid dispensing such as counseling, prescriptive gain, fitting strategies, programming, and trouble shooting are discussed and practiced.</td>
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<td>HSP</td>
<td>RCS</td>
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<td>6749</td>
<td>Electrophysiologic Assessment</td>
<td>Lecture</td>
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<td>0</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>HSP 6730</td>
<td>Electrophysiologic measurements applied to human auditory system function focused on the use of auditory evoked potentials.</td>
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<td>Majors Set Aside</td>
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<td>HSLS</td>
<td>6751</td>
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<td>Advanced Electrophysiologic Assessment</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: HSLS 6749</td>
<td>Advanced topics in auditory electrophysiologic assessment including topics such as frequency following response, P300, mismatch negativity as well as other early-, mid-, and late-evoked potentials.</td>
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<td>HSP RCS</td>
<td>HSLS</td>
<td>6770</td>
<td></td>
<td>Advanced Hearing Science</td>
<td>Lecture</td>
<td>3</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>Overview of classical and contemporary psychophysical methods, physics of sound, anatomy and physiology of the auditory system, excitation of cochlea and auditory nerve, frequency analysis, pitch perception, nonlinear distortion, loudness, frequency, and intensity discrimination.</td>
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<td>HSP RCS</td>
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<td>6900</td>
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<td>Special Topics in Speech-Language Pathology</td>
<td>Seminar</td>
<td>1 to 3</td>
<td>15</td>
<td>N</td>
<td>G50</td>
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<td>GEC4: A-F</td>
<td>REQUISITE:</td>
<td>Varied topics relating to special clinical, professional, and theoretical topics in speech-language pathology.</td>
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<td>Special Topics in Speech-Language Pathology</td>
<td>Seminar</td>
<td>1 to 3</td>
<td>15</td>
<td>N</td>
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<td>REQUISITE:</td>
<td>Varied topics relating to clinical, professional, and theoretical topics in speech-language pathology.</td>
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<td>Special Topics in Speech-Language Pathology</td>
<td>Seminar</td>
<td>1 to 3</td>
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<td>GEC4: A-F</td>
<td>REQUISITE:</td>
<td>Varied topics relating to clinical, professional, and theoretical topics in speech-language pathology.</td>
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<td>Clinical Externship</td>
<td>Field</td>
<td>2 to 15</td>
<td>45</td>
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<td>G50</td>
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<td>GEC4: A-F</td>
<td>REQUISITE: (HSLS 6080 or 6220) and 6130 and 6170 and 6210 and 6230 and 6290 and (Knowledge and Skill Assessment score in consistent range 5.0-6.9) CR, PR</td>
<td>Full-time placement at an off-campus site (clinic, hospital or other medical facility, private practice, or in a school setting) involving all aspects of the clinical process in speech-language pathology.</td>
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<td>HSP RCS</td>
<td>HSLS</td>
<td>6920</td>
<td></td>
<td>Practicum in Diagnosis and Therapy</td>
<td>Practicum</td>
<td>1</td>
<td>6</td>
<td>N</td>
<td>G50</td>
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<td>GEC4: A-F</td>
<td>REQUISITE:</td>
<td>Supervised clinical experience includes practice in diagnosis, planning of therapy, and remediation.</td>
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<td>HSP RCS</td>
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<td>6921</td>
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<td>Audiology Practicum I</td>
<td>Practicum</td>
<td>1 to 2</td>
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<td>6935</td>
<td></td>
<td>Aging and Communication in the Developing World</td>
<td>Seminar</td>
<td>3</td>
<td>0</td>
<td>N</td>
<td>G50</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>Exploration of aging and communication in the context of development. Includes global perspectives on health and health care access as they impact elderly adults in regions undergoing development.</td>
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<td>HSP RCS</td>
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<td>Thesis</td>
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<td>.5 to 3</td>
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<td>GEC4: A-F</td>
<td>REQUISITE:</td>
<td>Permission required and successful defense of research proposal</td>
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<td>HSP RCS</td>
<td>HSLS</td>
<td>7250</td>
<td></td>
<td>Administration of Public School Speech-Language Pathology Programs</td>
<td>Lecture</td>
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<td>GEC1: A-F</td>
<td>REQUISITE: HSLS 6120</td>
<td>Designed to prepare students to work as speech-language pathologists (SLPs) in public schools, this course includes issues involving the administration and implementation of speech-language programs in the public school system. The course focuses on SLP roles and responsibilities in relation to legislation, evaluation team reports, individualized education programs (IEPs), procedural safeguards, and workload/caseload. Course also addresses the role the SLP in the wider context of being a member in a school learning community.</td>
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<td>Professional Education in Audiology II</td>
<td>Lecture</td>
<td>2</td>
<td>4</td>
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<td>GEC1: A-F</td>
<td>REQUISITE:</td>
<td>Designed to bridge didactic coursework and clinical experience for second year Au.D. students. Lecture, practice, experimentation, and student presentations. Topics coincide with courses and level of the students.</td>
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<td>Professional Education in Audiology II</td>
<td>Lecture</td>
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<td>Designed to bridge didactic coursework and clinical experience for second year Audiology students.</td>
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<td>HSP</td>
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<td>HSLS</td>
<td>7620</td>
<td>Rehabilitative Audiology</td>
<td>Lecture</td>
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<td></td>
<td>Prepares audiologists to structure and execute programs of (re)habilitation for individuals with hearing loss in clinical, vocational and/or educational settings as well as understand the psychosocial aspects of hearing loss.</td>
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<td>HSP</td>
<td>RCS</td>
<td>HSLS</td>
<td>7630</td>
<td>Pediatric/Educational Audiology</td>
<td>Lecture</td>
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<td>Discussions will cover the embryologic development of the auditory system, audiometric evaluation of infants and children, counseling and educational issues of children identified with hearing loss, pathological conditions and syndromes affecting the pediatric population, and issues germane to pediatric hearing aid selection and verification.</td>
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<td>HSP</td>
<td>RCS</td>
<td>HSLS</td>
<td>7680</td>
<td>Noise Exposure and Hearing Conservation</td>
<td>Lecture</td>
<td>3</td>
<td>0</td>
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<td>G50</td>
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<td>Information about the adverse effects of noise on hearing and vestibular anatomy, noise control and measurement in occupational and non-occupational settings, hearing protection devices, and hearing conservation in recreational and educational settings. Also includes Occupational Safety and Health Administration (OSHA) regulations on noise exposure, regulations on compensation for industrial workers with noise-induced hearing loss, and the implementation of hearing conservation programs as prescribed by the National Institute for Occupational Safety and Health (NIOSH).</td>
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<td>HSP</td>
<td>RCS</td>
<td>HSLS</td>
<td>7700</td>
<td>Cochlear Implants</td>
<td>Lecture</td>
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<td>Neurobiological basis for cochlear implants, speech processing techniques, candidacy for implants, post operative management, and outcomes assessment.</td>
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<td>7750</td>
<td>Advanced Hearing Aids</td>
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<td>Advanced topics in hearing aid technology including compression, noise reduction strategies, directional microphone, class amplification technology, understanding performance of the damaged auditory system, and how advanced signal processing strategies might be used to compensate for these deficits.</td>
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<td>HSP</td>
<td>RCS</td>
<td>HSLS</td>
<td>7850</td>
<td>Balance Function Assessment</td>
<td>Lecture</td>
<td>3</td>
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<td>Assessment of balance function including anatomy and physiology, theory, disorders and test protocols.</td>
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<td>HSP</td>
<td>RCS</td>
<td>HSLS</td>
<td>7910</td>
<td>Clinical Externship in Audiology</td>
<td>Internship</td>
<td>4 to 15</td>
<td>30</td>
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<td>G50</td>
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<td>Experience in hearing testing, fitting hearing aids, diagnostic procedures related to hearing and balance, writing clinical reports, maintaining clinical facilities, and interacting with other professionals usually in an external clinical setting.</td>
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<td>7921</td>
<td>Audiology Practicum II</td>
<td>Practicum</td>
<td>1 to 3</td>
<td>9</td>
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<td>G50</td>
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<td>Experience in audiological diagnosis through direct patient contact, hearing aids, and aural rehabilitation in on-campus and off-campus settings for second year Au.D. students.</td>
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<td>HSP</td>
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<td>7930</td>
<td>Directed Studies</td>
<td>Ind Study</td>
<td>1 to 6</td>
<td>18</td>
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<td>Directed studies on selected topics in audiology or speech-language pathology.</td>
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<td>Directed Studies</td>
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<td>Directed studies on selected topics in audiology or speech-language pathology.</td>
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<td>HSLS</td>
<td>7932</td>
<td>Directed Studies</td>
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<td>1 to 6</td>
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<td>Directed studies on selected topics in audiology or speech-language pathology.</td>
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<td>Designed to bridge didactic coursework and clinical experience for advanced-level students in the Audiology program.</td>
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<td>Designed to provide third year Au.D. students a didactic forum facilitating integration of theoretical and clinical aspects of diagnostic and rehabilitative audiology via lectures, practice, experimentation, and student participation and presentations. Topics covered will coincide with current and previous coursework as well as the level of the students.</td>
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COURSE DESC: Students initiate, execute and complete, and orally defend an independent research project in an area of research interest and experience (under the guidance of a primary faculty mentor). The project includes generating relevant research questions, developing an appropriate study design and methods/procedures, selecting appropriate analysis schemes and properly interpreting the results, and defending a written product of the project.

Office of the University Registrar
June 1, 2023
Page 887 of 1005
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<td>Examination of the fundamental principles of signal detection theory and application of the theory to research in the speech, language, and hearing sciences.</td>
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<td>Discussion of the psychological underpinnings essential for persons to form coherent mental representations and interpretations of the world around them based on auditory information.</td>
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<td>Students will engage in critical analysis and comparison of the three most prominent models of working memory and will relate the different models to auditory processing and language processing.</td>
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<td>Provide students with current knowledge about the primary theoretical positions about specific language impairment (SLI) in children. The seminar examines the different theoretical assumptions underlying various models of SLI and evidence supporting each model.</td>
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<td>Provides overview of basic research and its clinical implications in cochlear implants and other auditory prostheses including intraneural implants, auditory brainstem implants, midbrain implants, and optical stimulation of auditory neurons. Discusses clinical issues with cochlear implants. Provides experience and troubleshooting with the newest hardware and software used in clinical cochlear-implant programming.</td>
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<td>Provides students current knowledge about the value and importance of a range of single subject research designs in Hearing, Speech, and Language Sciences. Seminar is reading intensive. Students will facilitate and participate in roundtable discussions regarding the types of single-subject designs and the threats to reliability and validity associated with different single subject designs.</td>
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<td>Provides current knowledge about the development of communication skills of very young children as well as the assessment and intervention of early communication deficits.</td>
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<td>Provides students current knowledge and issues related to reliability and validity of contemporary issues in augmentative and alternative communication. Students will describe challenges related to subject selection in AAC research.</td>
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<td>Provides students with information about the importance of grantsmanship as a core ability required of academic-research faculty. Focuses on the content and process of strong, competitive grant writing, and presents an overview of a wide variety of potential funding mechanisms in Hearing, Speech, and Language Sciences.</td>
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<td>Provides students with detailed information about typical lexical (semantic) development, how the mental lexicon is organized, theoretical explanations of word learning, and word learning difficulties in children. Both theoretical and clinical perspectives will be provided. Seminar is reading and discussion intensive.</td>
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<td>Evaluate peer-reviewed research in Hearing, Speech, and Language Sciences, including background information and motivation, methods and procedures, results (statistical schemes), and discussion (data interpretation and contextualization of results).</td>
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<td>Provides students detailed information about the development and disorders of morphology and syntax in school-age children.</td>
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<td>Explores eye-tracking methods to study a variety of cognitive and linguistic processing abilities in individuals with and without disabilities and disorders.</td>
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<td>Examines the complexities that may impact validity and reliability of aphasia assessment and the study of advanced assessment methods, emerging technologies, and related research needs and opportunities.</td>
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<td>8975</td>
<td>Research Ethics in HSLS</td>
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<td>Study of ethical issues in clinical practice and research in Hearing, Speech, and Language Sciences.</td>
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<td>8976</td>
<td>Pedagogy in HSLS</td>
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<td>Examines methods to enhance teaching and learning in the field of Hearing, Speech, and Language Sciences.</td>
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<td>HSLS</td>
<td>8977</td>
<td>Signal Processing</td>
<td>Seminar</td>
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<td>Topics related to signal processing of the auditory system, hearing aids, related hearing devices, and/or cochlear implants will be discussed. Will rely heavily on published literature and other sources of signal processing information.</td>
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<td>HSP</td>
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<td>8978</td>
<td>Biomechanical and Temporal Analysis of Swallowing</td>
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<td>Seminar identifies the biomechanical and temporal characteristics of normal and disordered swallowing, applies temporal and biomechanical measurements, and develop innovative intervention strategies for dysphagia rehabilitation based on the temporal and biomechanical analysis.</td>
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<td>HSP</td>
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<td>8979</td>
<td>Advanced Seminar in Neurogenic Speech and Swallowing</td>
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<td>Evaluates current clinical and research issues in neurogenic and organic speech and swallowing. Use advanced assessment tools and treatment strategies for patients with speech and/or swallowing disorders.</td>
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<td>8980</td>
<td>MATLAB Programming in Hearing and Speech Research</td>
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<td>Provides introduction to intermediate level of programming skills using MATLAB in hearing and speech research. Topics include basics, matrices, graphics, graphical user interfaces, acoustics, speech signals, signal processing, and data analyses with MATLAB.</td>
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<td>HSP</td>
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<td>HSLS</td>
<td>8981</td>
<td>Developmental, Social and Neural Bases of Memory</td>
<td>Seminar</td>
<td>1 to 3</td>
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<td>Examines the key factors that influence autobiographical memory in children and adults from a multidisciplinary perspective. Goals of seminar are to 1) provide students with a sound theoretical and empirical background on research on autobiographical memory; 2) encourage independent, critical analysis of theory and research in this area; and 3) improve written and oral communication of research ideas.</td>
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<td>Introduction to the Physician Assistant Profession</td>
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<td>This course is designed for individuals considering a career as a physician assistant (PA). It is intended to provide students with an understanding of the history and development of the PA profession and their role in the health care system.</td>
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<td>PA</td>
<td>5110</td>
<td>Physician Assistant Practice</td>
<td>Lecture</td>
<td>3</td>
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<td>In this course, students explore the history and development of the physician assistant (PA) profession, professional, ethical and legal issues affecting clinical practice, and the PA's role in the healthcare system.</td>
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<td>HSP</td>
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<td>PA</td>
<td>5120</td>
<td>Physician Assistant Practice II: US Healthcare Systems and Policy</td>
<td>Lecture</td>
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<td>The second in a series of two courses, students will explore the U.S. health system, regulations and policies that affect the delivery of healthcare in the United States.</td>
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<td>HSP RCS</td>
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<td>5130</td>
<td>Health Promotion and Disease Prevention for the Physician Assistant</td>
<td>Lecture</td>
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<td>COURSE DESC: This course is designed to prepare the physician assistant student with the knowledge and skills to apply principles of health promotion and disease prevention to diverse patient populations in a variety of clinical and community settings.</td>
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<td>HSP RCS</td>
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<td>5140</td>
<td>Concepts of Leadership and Management for the Physician Assistant</td>
<td>Lecture</td>
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<td>COURSE DESC: This course provides students with the foundation to understand and appreciate leadership and management principles necessary to assume leadership positions in the Physician Assistant (PA) profession and clinical practice. Students will examine and critically analyze current leadership skills, theories and management principles in health care organizations.</td>
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<td>5150</td>
<td>Professional Development: Certification and Practice for the Physician Assistant</td>
<td>Lecture</td>
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<td>COURSE DESC: This course will assist students in the application of concepts and knowledge gained from didactic instruction and clinical rotations in preparation for graduation, certification, licensure, professional employment and clinical practice.</td>
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<td>HSP RCS</td>
<td>PA</td>
<td>5210</td>
<td>Clinical Gross Anatomy for the Physician Assistant</td>
<td>Laboratory</td>
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<td>COURSE DESC: This physician assistant course in human gross anatomy provides foundational concepts in the structure and function of the human body. The course includes lecture and laboratory including dissection and prosection of human cadaveric specimens to focus on the clinical application of human anatomy to health and disease.</td>
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<td>Clinical Gross Anatomy for the Physician Assistant</td>
<td>Lecture</td>
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<td>COURSE DESC: This physician assistant course in human gross anatomy provides foundational concepts in the structure and function of the human body. The course includes lecture and laboratory including dissection and prosection of human cadaveric specimens to focus on the clinical application of human anatomy to health and disease.</td>
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<td>5220</td>
<td>Clinical Pathophysiology I for the Physician Assistant</td>
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<td>COURSE DESC: The first in a series of three courses for physician assistant students, this course provides foundational content in physiology and pathophysiology as it relates to cell function, homeostasis and molecular interactions within the human body.</td>
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<td>HSP RCS</td>
<td>PA</td>
<td>5221</td>
<td>Clinical Pathophysiology II for Physician Assistants</td>
<td>Lecture</td>
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<td>COURSE DESC: The first in a series of three courses in clinical pathophysiology. Focuses on the foundational physiologic and pathophysiologic processes as they relate to cell function, homeostasis, and molecular interactions within the human body. Disease processes include the body's response to acute inflammation and hemorrhage, thrombosis and embolism, allergic reactions, neoplasms and infections.</td>
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<td>Clinical Pathophysiology II for the Physician Assistant</td>
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<td>COURSE DESC: The second in a series of three courses for physician assistant students, this course provides foundational content in physiology and pathophysiology to include the function of cells, tissues, organs and organ systems in health and disease states. Course topics include the following systems: Integumentary, Immune, Neurologic, musculoskeletal, hematology and oncology.</td>
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<td>Clinical Pathophysiology II for Physician Assistants</td>
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<td>COURSE DESC: The second in a series of three courses in clinical pathophysiology. Focuses on the foundational physiologic and pathophysiologic processes as they relate to cell function, tissues, organs and organ systems in health and disease states related to the vascular, respiratory, integumentary, and digestive systems along with disorders affecting the eyes, ears, nose and throat (EENT) and cancer.</td>
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<td>COURSE DESC:</td>
<td>The final in a series of three courses for physician assistant students, this course provides foundational content in physiology and pathophysiology to include the function of cells, tissues, organs and organ systems in health and disease states. Course topics include the following systems: cardiovascular, respiratory, gastrointestinal, genitourinary, and renal.</td>
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<td>This course is the third course in a series of three courses in clinical pathophysiology. Focuses on the foundational content in physiologic and pathophysiologic processes as they relate to cell function, tissues, organs and organ systems in health and disease states. Systems/disorders covered in this course include cardiovascular, endocrine, genitourinary, renal, musculoskeletal, nervous, and rheumatologic.</td>
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<td>REQUISITE: Admission to the Ohio University Physician Assistant Program</td>
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<td>This physician assistant course provides the foundational principles of pharmacology and pharmacotherapeutics. Content includes pharmacokinetics, pharmacodynamics, and pharmacogenetics related to drug therapy. The indications, contraindications and adverse effects of prototypical drugs are covered, including drug dependence and addiction.</td>
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<td>This course provides the physician assistant student a solid foundation in basic laboratory science and genetics that will be applied in the clinical management of health and disease.</td>
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<td>COURSE DESC:</td>
<td>This course provides the physician assistant student with the knowledge and clinical skills required for medical history-taking and performance of the complete physical examination. Interviewing skills, focused physical examination techniques and an introduction to documentation and medical records will also be discussed.</td>
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<td>COURSE DESC:</td>
<td>The first course in a series of two courses that provides the students with the foundational knowledge and clinical skills needed for obtaining and documenting culturally competent, comprehensive and problem focused medical histories and physical examinations for specific body systems. Body systems include head and neck (including the eyes, ears, nose, mouth, and throat), respiratory, integumentary, and gastrointestinal. Students also learn about the electronic health record and utilize this system for documentation of medical encounter notes.</td>
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<td>COURSE DESC:</td>
<td>A continuation of Patient Assessment I (PA5310), this course provides the knowledge and clinical skills required for medical history-taking and performance of the complete physical examination, including interviewing skills and pertinent physical examination techniques. Students will develop critical thinking skills, oral presentation skills, and written documentation skills. Special populations will also be discussed.</td>
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<td>COURSE DESC:</td>
<td>The second course in a series of two courses that provides the students with the foundational knowledge and clinical skills needed for obtaining and documenting culturally competent, comprehensive and problem focused medical histories and physical examinations for specific body systems. Body systems include cardiovascular, lymphatic, endocrine, genitourinary, musculoskeletal and nervous. Students also learn about the electronic health record and utilize this system for documentation of medical encounter notes.</td>
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<td>COURSE DESC:</td>
<td>This course builds upon the skills developed in the didactic year where students will learn and demonstrate competency on a variety of clinical skills in the areas that include, but are not limited, to emergency medicine, surgery, men and women’s health, internal medicine, and orthopedics.</td>
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<td>COURSE DESC:</td>
<td>The first in a series of four courses that focuses on the application of basic medical science for recognition, diagnosis, and management of commonly presenting conditions in clinical medicine. Systems presented in this course include eyes, ears, nose, throat, infectious disease, and respiratory.</td>
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ELIGIBLE GRADES: GEC2: A-F, B-F, C-F, D-F, E-F, F-F, PR

PR REQUISITE: PA 5210, PA 5250, PA 5420, PA 5540

COURSE DESC: The second in a series of four courses that focuses on the application of knowledge for basic medical science for recognition, diagnosis, and management of commonly presenting conditions in clinical medicine. Systems and disorders discussed in the course include integumentary system, gastrointestinal system, hematologic disorders and oncologic disorders.

COURSE DESC: The third in a series of four courses that focuses on the application of knowledge of basic medical science for the recognition, diagnosis, and management of commonly presenting conditions in clinical medicine. Systems discussed in the course include cardiovascular, endocrine, genitourinary and renal.

COURSE DESC: The fourth in a series of four courses that focuses on the application of knowledge of basic medical science for recognition, diagnosis and management of commonly presenting conditions in clinical medicine. Systems discussed in this course include musculoskeletal, rheumatologic and neurologic.

COURSE DESC: The first in a series of four courses that uses basic medical science for recognition, diagnosis and management of commonly presenting conditions in clinical medicine. Systems discussed in this course include eyes, ears, nose, throat, infectious disease, dermatologic and neurologic.

COURSE DESC: The second in a series of four courses that uses basic medical science for recognition, diagnosis and management of commonly presenting conditions in clinical medicine. Systems discussed in this course include musculoskeletal, hematologic and oncologic.

COURSE DESC: The third in a series of four courses that uses basic medical science for recognition, diagnosis and management of commonly presenting conditions in clinical medicine. Systems discussed in this course include musculoskeletal, hematologic and oncologic.

COURSE DESC: The fourth in a series of four courses that uses basic medical science for recognition, diagnosis and management of commonly presenting conditions in clinical medicine. Systems discussed in this course include: Gastrointestinal, Endocrine, Genitourinary and Renal.

COURSE DESC: Physician assistants role in assessment and treatment of mental health disorders and psychosocial issues including clinical skills to provide care for patients with psychiatric disorders. Emphasis on communication skills needed in difficult patient interactions.

COURSE DESC: Introduction to the principles of emergency medicine for physician assistants. Emphasis on developing critical thinking skills to identify and develop treatment plans for a variety of medical and surgical conditions that present to the emergency department.

COURSE DESC: This course builds upon the knowledge obtained in the clinical medicine series and introduces the physician assistant student to the principles of pediatric medicine. Students will be tasked to utilize critical thinking skills to identify and develop treatment plans for a variety of medical and surgical conditions affecting pediatric patients with an emphasis on injury and disease prevention.

COURSE DESC: Introduction to the principles of women's health for physician assistants. Emphasis on developing critical thinking skills to identify and develop treatment plans for a variety of medical and surgical conditions that affect the female patient with an emphasis on prenatal and gynecologic care.
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<td>Introduction to the principles of general surgery for the physician assistant. Emphasis on developing critical thinking skills to identify and develop treatment plans for patients in a hospital based surgical practice.</td>
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<td>This course assists the physician assistant student to transition from the foundational principles of pharmacology and nutrition to application in clinical settings. Students use critical thinking skills to develop patient-centered pharmacotherapeutic and nutritional management plans based on selected clinical scenarios.</td>
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<td>The physician assistant student participates in a practical experience in the behavioral and mental health setting under the direction of a qualified preceptor. The rotation will include experiences in an inpatient or outpatient behavioral or mental health setting for patients with emergent, acute, and chronic behavioral and mental health conditions.</td>
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<td>The physician assistant student participates in a practical experience in the family medicine setting under the direction of a qualified preceptor. The rotation will include experiences in family medicine for preventive, emergent, acute, and chronic conditions in patient populations across the life span.</td>
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<td>The physician assistant student participates in a practical experience in the surgery setting under the direction of a qualified preceptor. The rotation will include experiences with acute, chronic, and emergent conditions that require surgical management and includes pre-operative, intra-operative and post-operative patient management.</td>
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<td>This rotation provides the physician assistant student a four week clinical experience in Community Medicine (Public Health) with the direct supervision of a qualified preceptor. The rotation includes experience with patients in the community health center setting who require acute, chronic, and/or preventive care in patient populations across the life span.</td>
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<td>The physician assistant student participates in a practical experience in the pediatric medicine setting under the direction of a qualified preceptor. The rotation will include experiences in pediatric medicine for preventive, emergent, acute, and chronic conditions in infants, children, and adolescents.</td>
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<td>The physician assistant student participates in a practical experience in the women's health setting under the direction of a qualified preceptor. The rotation will include experiences in women’s health that include prenatal and gynecological care in the outpatient, inpatient or surgical setting for women who require preventive, emergent, acute or chronic medical care.</td>
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<td>The physician assistant student participates in a practical experience in a core clinical rotation or specialty selected by the student under the direct supervision of a qualified preceptor. The rotation experience is dependent on the selected rotation, but will include experiences with patient evaluation, diagnosis, and management of the patient population of the selected specialty.</td>
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<td>The physician assistant student participates in a practical experience in a core clinical rotation or specialty selected by the student under the direct supervision of a qualified preceptor. The rotation experience is dependent on the selected rotation, but will include experiences with patient evaluation, diagnosis, and management of the patient population of the selected specialty.</td>
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<td>The physician assistant student participates in a practical experience in a core clinical rotation or specialty selected by the student under the direct supervision of a qualified preceptor. The rotation experience is dependent on the selected rotation, but will include experiences with patient evaluation, diagnosis, and management of the patient population of the selected specialty.</td>
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<td>This rotation provides the physician assistant student a four week clinical experience at a critical access hospital (CAH) with the direct supervision of a qualified preceptor. The rotation includes experience in primary care and other specialties with patients who require acute, chronic, and/or preventive care. Emphasis is placed on all aspects of healthcare delivery offered through a CAH.</td>
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<td>This rotation provides the physician assistant student a four week clinical experience in Geriatric Medicine with the direct supervision of a qualified preceptor. The rotation includes experience with geriatric patients who require acute, chronic, and/or preventive care. Emphasis is placed on the aging process, end-of-life care as well as injury and disease prevention.</td>
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<td>The first in a series of three courses (PA 6210, PA 6220 and PA 6230), this course introduces the physician assistant student to the principles of evidence-based research and information utilization. Students will learn to critically appraise, interpret and apply disseminated information to enhance clinical decision-making and patient care.</td>
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<td>The second in a series of three courses (PA 6210, PA 6220 and PA 6230), this course is designed to provide the physician assistant student with the skills necessary to identify and answer a question found in the practice of clinical medicine. Through the use of evidence-based techniques and critical appraisal, students will then learn how to apply these techniques in clinical practice.</td>
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<td>The third in a series of three courses (PA 6210, PA 6220 and PA 6230), this course is designed to be the culmination of a clinical graduate degree and will provide physician assistant students with the opportunity to perform and present a comprehensive search and evaluation of literature based on a relevant clinical question in clinical practice.</td>
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COURSE DESC: This course will provide the foundation in functional anatomy for the physical therapy student. Emphasis will be placed on the analysis of functional and dysfunctional movement patterns at individual joints and with complex motion.
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<td>This course provides an introduction to the physical therapy examination of bony and soft tissue palpation, goniometry, and manual muscle testing. Emphasis will be placed on technique development.</td>
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<td>Describes fundamentals of the physical therapy patient care management process, clinical decision making model, and tests and measures across the disablement model. Students develop history-taking skills, conduct a review of systems, organize physical examination sequence, conduct gait analysis, and apply fundamental patient care mobility skills including gait training and assisted transfers.</td>
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<td>Describes fundamentals of the physical therapy patient care management process, clinical decision making model, and tests and measures across the disablement model. Students develop history-taking skills, conduct a review of systems, organize physical examination sequence, conduct gait analysis, and apply fundamental patient care mobility skills including gait training and assisted transfers.</td>
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<td>7041</td>
<td>Clinical Skills and Examination II: Foundations</td>
<td>Lecture</td>
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<td>RESIDENCY: PT 7031 and PT 7032</td>
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<td>This course presents fundamentals of the physical therapy patient care management process, clinical decision making model, and tests and measures across the disablement model. Normal/pathological gait and posture biomechanics will be discussed.</td>
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<td>7042</td>
<td>Clinical Skills and Examination II: Applications</td>
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<td>RESIDENCY: PT 7031 and PT 7032</td>
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<td>This course will focus on the development of the fundamental skills involved with physical therapy patient care management. Emphasis will be placed on patient examination and treatment techniques related to patient mobility, transfers, posture, gait training, and activities of daily living. Kinematic and kinetic motion analysis will be integrated into the evaluation process.</td>
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<td>Deals with application of physiological principles to the study of disease and injury, with particular attention to cellular injury, inflammation and repair, and immunity. Emphasis on implications of pathophysiology for physical therapy evaluation and treatment. General principles of pathophysiology will be applied to specific examples in class. Subsequent courses in this curriculum will assume a working understanding of the concepts presented in this class. Will also prepare the student to treat patients with select systemic conditions, whether or not those conditions are the primary reason for physical therapy referral. Emphasis will be placed on identification of the patient with systemic pathologies requiring further consultation or referral to other healthcare providers.</td>
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<td>Clinical Medicine in Physical Therapy</td>
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<td>RESIDENCY: PT 7011 and PT 7012 and WARNING: No credit if taken after PT 7110</td>
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<td>This survey course of medical physiology provides students with an overview of basic cellular processes and their impact in disease models in several key organ systems: integumentary, renal, genitourinary (GU), hepato-biliary, and gastro-intestinal (GI). In-depth examination of the physiology of diabetes is included as an example of a multi-system disorder. Emphasis is placed on the role of the physical therapist in applying signs and symptoms in the differential diagnosis of musculoskeletal conditions within the scope of PT practice from those arising from impairments of other systems.</td>
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<td>Cardiopulmonary Conditions in Physical Therapy</td>
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<td>This course provides the theoretical foundation for physical therapy evaluation and treatment of patients with cardiopulmonary conditions. Course content includes examination, evaluation of systems and clinical laboratory values, assessment and physiologic monitoring, discharge planning, determining patient equipment, and combating the effects of bed rest and deconditioning. Specific emphasis will be placed on evaluation, treatment, and management of the cardiovascular and pulmonary patient across all spectrums of care.</td>
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<td>COURSE DESC: Provides students with an overview of topics from a cellular to a systems level. Gastrointestinal, genitourinary, hepatobiliary, renal, endocrine, and metabolic systems will be covered. Additionally, the role of physical therapy in acute care and the Intensive Care Unit (ICU) will be covered. For each topic area or system, the student will be presented with the pathophysiology focused at the cellular and tissue level. The role of physical therapists in differential diagnosis, by recognizing the signs and symptoms associated with impairments of the systems, will be presented. Prepares the student to identify the patient with systemic pathologies requiring further consultation or referral to other health care providers.</td>
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<td>Pharmacology in Physical Therapy</td>
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<td>COURSE DESC: Discussion of pharmacology and its implication in physical therapy is the focus. Emphasis is on drug classifications and drug mechanisms of action.</td>
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<td>ELIGIBLE GRADES: GEC2: A-F, REQUISITE: Permission required and enrollment in a major within the College of Health Sciences and Professions.</td>
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<td>COURSE DESC: Medical imaging course which covers plain x-ray, MRI, functional MRI, CT scan, positron emission tomography (PET) scan, and ultrasound as related to rehabilitation.</td>
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<td>COURSE DESC: This course is designed to introduce students to some of the professional role responsibilities and the processes and requirements for clinical education experiences. Beginning with profession expectations and history of the profession, the course provides foundational information on physical therapy practice. The students will begin their Professional Development portfolio. The latter portion of the course is focused on preparing the student for clinical experiences in the curriculum.</td>
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<td>COURSE DESC: This course introduces students to professional role responsibilities and the profession's core documents. Clinical education processes and requirements are discussed. Health Insurance Portability &amp; Accountability Act (HIPAA), Bloodborne Pathogens, and Tuberculosis Transmission and Prevention trainings are completed. Foundational information related to legal, ethical, and professional behaviors, professional communication and cultural competence, and the history of the profession is provided. Students are also introduced to the Program's Professional Development Portfolio.</td>
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<td>Professional Communication and Documentation</td>
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<td>COURSE DESC: Provides foundational information on physical therapy practice including history, roles and responsibilities within the continuum of care and emphasizes professional communication, documentation skills, cultural competency, and educational practices for clients and families.</td>
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<td>Professional Communication and Documentation in PT</td>
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<td>COURSE DESC: This course will focus on the development of professional written and oral communication skills, documentation skills, cultural competency, and educational practices for clients and families related to the practice of physical therapy.</td>
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<td>COURSE DESC: Principles of evidence based practice will be discussed. Topics covered will be forms and hierarchy of evidence, searches using a variety of databases pertinent to physical therapy, formulating the research question, measurement, and basic research design. Emphasis will be placed on understanding and utilization of statistical methods as well as on acquiring the skills to critically analyze research.</td>
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<td>7500</td>
<td>Neuroanatomy for Physical Therapists</td>
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<td>COURSE DESC: Neuroanatomical study of the human brain, brainstem, cranial nerves, and spinal cord is covered emphasizing function and clinical considerations relative to physical therapy.</td>
<td>Laboratory</td>
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<td>COURSE DESC: Neuroanatomical study of the human brain, brainstem, cranial nerves, and spinal cord is covered emphasizing function and clinical considerations relative to physical therapy.</td>
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### HSP RCS

#### PT 7510 Neural Basis of Movement I: Systems and Behavioral Neuroscience

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**ELIGIBLE GRADES:** GEC2: A-F, PR

**COURSE DESC:** Covers a systems approach to neural basis of motor, sensory, cognitive, affective, and homeostatic processes that underlies behavior with emphasis on the motor control and motor learning of locomotion, postural control/balance, and skilled movement. Students will apply content to evaluating neural origins of movement dysfunction and the physiological basis for strategies to improve skilled motor performance.

#### PT 7520 Physical Therapy Mgt of Brain Injury and Balance Disorders

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**ELIGIBLE GRADES:** GEC2: A-F, PR

**COURSE DESC:** Focuses on utilizing knowledge of neuroanatomy, motor control systems and motor learning concepts to the physical therapy examination, and evaluation and treatment of persons who have focal or diffuse lesions within the brain, such as stroke or traumatic brain injury. Focus is on a systems approach to clinical decision-making, functional retraining and case management.

#### PT 7521 Foundations for Management of Adult Stroke and Brain Injury in Physical Therapy

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<th>Credit Hours</th>
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**ELIGIBLE GRADES:** GEC2: A-F, PR

**COURSE DESC:** This course applies the knowledge of neuroanatomy and motor control systems to the physical therapy management of movement dysfunction which results from a focal or diffuse lesion, such as stroke or brain injury, in the central nervous system. Course content introduces the foundational characteristics and clinical presentation of focal and diffuse brain lesions, evidence-based systems approach to examination and assessment, and critical evaluation of treatment theory.

#### PT 7522 Clinical Applications for Management of Adult Stroke and Brain Injury in Physical Therapy

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**ELIGIBLE GRADES:** GEC2: A-F, PR

**COURSE DESC:** Course content addresses the synthesis and application of didactic knowledge regarding clinical presentation of focal and diffuse brain lesions and movement dysfunctions after neurological insult. Course emphasizes the effective performance of a physical therapy examination and assessment. Design and implementation of task-specific and activity based prevention and interventions with the goal of promoting optimal functional recovery and neural reorganization is also covered.

#### PT 7525 Balance and Vestibular Conditions in Physical Therapy

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**ELIGIBLE GRADES:** GEC2: A-F, PR

**COURSE DESC:** Students will apply knowledge of motor control and motor learning theory to the physical therapy assessment and treatment of persons who have acute, chronic and/or degenerative neurologic conditions of the nervous system with an emphasis on the evaluation and treatment of balance and vestibular disorders in the context of central and peripheral lesions.

#### PT 7530 Physical Therapy Management of Chronic and/or Progressive Disorders

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**ELIGIBLE GRADES:** GEC2: A-F, PR

**COURSE DESC:** Applies knowledge of motor control and motor learning theory to the assessment and treatment of patients with chronic and/or progressive disorders. Focus is on a systems approach to clinical decision-making and case management.

Office of the University Registrar
June 1, 2023
Page 899 of 1005
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<td>COURSE DESC: Course presents knowledge of acute disease onset or disease progression, motor control and motor learning to the assessment and management of patients with chronic and/or progressive disease or injury of the spinal cord or brain. The course stresses the importance of timely intervention and prevention of secondary impairments, functional limitations, and disability over the course of illness or disease.</td>
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<td>COURSE DESC: Application of didactic knowledge of disease progression and clinical presentation to the assessment and management of patients with chronic and/or progressive disease or injury of the spinal cord or brain. Emphasis is placed on appropriate timing of recovery versus compensatory interventions for the purpose of retraining functional mobility. Students develop proficiency in the performance of evaluation and treatment techniques.</td>
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<td>COURSE DESC: Integrates knowledge and skills from previous and concomitant courses to solve complex clinical problems related to neuromusculoskeletal disorders under the guidance of faculty mentors. Incorporates evidence based practice for examination, evaluation, and intervention strategies for selected patients.</td>
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<td>COURSE DESC: Students will be introduced to the theoretical constructs for the use of physical agents in the treatment of patients by physical therapists. Additionally, students will practice the application of both thermal and electric physical agents in the treatment and rehabilitation of orthopedic, neurological, and integumentary conditions.</td>
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<td>COURSE DESC: This course focuses on the physical agents typically used in a physical therapy clinical environment. The biophysics of thermal and electro-therapeutic agents will be discussed. Emphasis will be placed on clinical decision making and psychomotor skills required to apply these physical agents in a safe and effective manner.</td>
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<td>COURSE DESC: Navigates the learner towards a path of understanding and managing complex and chronic pain conditions. Pain processing models are reviewed, the influences and contributing factors to the pain experience are discussed, and the clinical skills needed to successfully manage pain-related disability and suffering are introduced. By the end of the course, learners are ready to apply this framework within clinical settings and be equipped to use thought challenging techniques to address unhelpful pain-coping strategies, motivational interviewing skills to promote self-efficacy, a graded activity approach for exercise progression, a graded exposure approach to reduce pain-related fear of movement, and mindfulness-informed teaching approach to cultivate body awareness and pain acceptance.</td>
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<td>COURSE DESC: Introduces students to the role of physical therapists in the evaluation and treatment of disorders of the integumentary system, with a focus on chronic wounds. Principles and techniques of patient management are presented throughout this course.</td>
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<td>Discusses biological, histological and biomechanical principles of connective tissues, bone, and muscle as applied to physical examination and therapeutic exercise. There is presentation of medical imaging of the listed tissues as they appear on plane x-ray, MRI, fMRI, CT scan, PET/SPECT scan, and ultrasound as related to physical therapy practice. Basic principles of exercise prescription will be discussed to achieve optimal outcomes for the patient based on the pathology, biomechanical principles of tissues, impairment, and the desired level of performance.</td>
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<td>The biological, histological, and biomechanical principles of connective tissues, nervous tissues, and muscular tissues and bone through the normal human growth, development, and aging cycle are covered. Tissue assessment and response to injury, typically used medications, and interventions are discussed. Further emphasis is placed on the principles of exercise prescription to achieve optimal outcomes for the patient based on the pathology, impairment, and the desired level of performance.</td>
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<td>The clinical application of therapeutic exercise principles will be applied based on the biological, histological, and biomechanical principles of connective tissue, nervous tissue, and skeletal muscle tissue. Emphasis will be placed on optimizing patient outcomes using evidence based procedures for healing tissues. Treatment considerations, such as patient's age, pathology, biomechanical principles, activity level, and level of disability will help guide the underlying exercise applications.</td>
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<td>Focuses on orthopedic examination and treatment of the upper quarter of the musculoskeletal system, as well as a brief introduction to the cervical spine. Designed around the understanding of and subsequent application of the anatomy, mechanics, pathomechanics, pathology, surgical intervention, and rehabilitation to physical therapy case studies involving the upper quarter. Content includes orthopedic evaluation skills, advanced skill development in special tests, introduction to manual therapy of the extremities, and development of appropriate exercise programs.</td>
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<td>This course emphasizes the evaluation and treatment of common musculoskeletal problems of the shoulder, elbow, wrist, and hand. The course is designed around the understanding of and subsequent application to case studies of the anatomy, mechanics, pathomechanics, pathology, surgical intervention, and rehabilitation involving the upper quarter using an evidenced-based approach.</td>
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<td>This course emphasizes the development of clinical evaluation and treatment skills used by the physical therapist in the care of clients with musculoskeletal problems of the shoulder, elbow, wrist and hand. Critical thinking and differential diagnosis skills are developed in conjunction with the assessment and treatment process. Evaluation and treatment are presented in the context of the contemporary healthcare and reimbursement systems.</td>
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<td>Focuses on orthopedic examination and treatment of the lower quarter of the musculoskeletal system for physical therapists. It emphasizes common musculoskeletal problems of the hip, knee, ankle, and foot and includes a brief introduction to the pelvis and lumbar spine as it relates to lower quarter function. Designed around the understanding of and subsequent application of anatomy, mechanics, pathomechanics, pathology, surgical intervention, and rehabilitation to case studies involving the lower quarter. Orthopedic evaluation skills, advanced skill development in special tests, introduction to manual therapy of the extremities, and development of appropriate exercise programs will be included.</td>
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<td>Focuses on orthopedic examination and treatment of the lower quarter of the musculoskeletal system for physical therapists. It emphasizes common musculoskeletal problems of the hip, knee, ankle, and foot and includes a brief introduction to the pelvis and lumbar spine as it relates to lower quarter function. Designed around the understanding of and subsequent application of anatomy, mechanics, pathomechanics, pathology, surgical intervention, and rehabilitation to case studies involving the lower quarter. Orthopedic evaluation skills, advanced skill development in special tests, introduction to manual therapy of the extremities, and development of appropriate exercise programs will be included.</td>
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<td>This course focuses on the physical therapy evaluation and treatment of lower extremity conditions (hip, knee, lower leg, ankle, and foot) from an evidence-based perspective. Conservative approaches, surgical, and non-traditional approaches to lower extremity assessment and care will be discussed.</td>
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<td>COURSE DESC:</td>
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<td>Focuses on the orthopedic examination and treatment of the spine for physical therapists. Manual skills and appropriate exercise programs for the spine will be developed.</td>
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<td>COURSE DESC:</td>
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<td>Focuses on the orthopedic examination and treatment of the spine for physical therapists. Manual skills and appropriate exercise programs for the spine will be developed.</td>
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<td>COURSE DESC:</td>
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<td>This course focuses on the physical therapy evaluation and treatment of spinal conditions (SIJ, lumbar, thoracic, and cervical) as well as TMJ dysfunction from an evidence-based perspective. Conservative approaches, surgical, and non-traditional approaches to spinal assessment and care will be discussed.</td>
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<td>COURSE DESC:</td>
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<td>This course emphasizes the development of clinical evaluation and treatment skills used by the physical therapist in the care of clients with lower extremity pain and dysfunction. Regional areas of emphasis include the hip, knee, lower leg, ankle, and foot. Critical thinking and differential diagnosis skills are developed in conjunction with the assessment and treatment process. Evaluation and treatment are presented in the context of the contemporary healthcare and reimbursement systems.</td>
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<td>COURSE DESC:</td>
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<td>Designed for physical therapy students who desire to perform service learning under the mentorship of faculty. It may include presentations on various topics to special groups, helping to treat patients with a faculty member, or providing screenings/services under the direction of a faculty member.</td>
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<td>Continues development of the student's ability to critically analyze published biomedical scientific studies and to review scientific writing/presentation relative to a research project.</td>
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<td>Build on previous orthopedic physical therapy courses by focusing on injuries encountered during various levels of athletic participation from Little League to Senior Olympics.</td>
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<td>Integrates normal structure and function of the female urogenital system with normal events, such as pregnancy and menopause, as well as with pathophysiology such as incontinence and pelvic pain. Physical therapy assessment, diagnosis, and management will be emphasized.</td>
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<td>Various theories of manual therapy relative to extremity diagnoses are presented. Focuses on the treatment efficacy of each theory as it relates to physical therapy practice.</td>
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<td>Theories of manual therapy relative to spinal musculoskeletal conditions are presented. Course focuses on skill development for soft tissue and joint techniques, treatment planning, and efficacy and efficiency of treatments relative to physical therapy practice.</td>
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Office of the University Registrar  
June 1, 2023  
Page 905 of 1005
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ELIGIBLE GRADES: GEC2: A-F, PR
COURSE DESC: Various topics in physical therapy will be examined.

ELIGIBLE GRADES: GEC2: A-F, PT 7532 and 8761
COURSE DESC: Explores topics in neuroscience, particularly new scientific discoveries that can be important to management in physical therapy.

ELIGIBLE GRADES: GEC2: A-F, PT 8411 and 8412
COURSE DESC: Provides additional knowledge and skills in selected areas of pediatric physical therapy.

ELIGIBLE GRADES: GEC2: A-F, PT 7731 and 7732
COURSE DESC: Continues the student's theoretical knowledge of orthopedic physical therapy through critical review of current literature.

ELIGIBLE GRADES: GEC1: A-F
COURSE DESC: Emphasizes patient case scenarios and the role that various professionals play in the health care of the simulated patient. The professions may include, but is not limited to the following: nursing, physical therapy, occupational therapy, speech language pathologists, audiologists, dieticians, health care administrators, exercise physiologists, family studies, and athletic trainers.

ELIGIBLE GRADES: GEC2: A-F, PT 7531 and 7532
COURSE DESC: This course presents an intensive whole body amplitude-based training protocol for individuals with Parkinson's disease. The research and clinical rationale for this treatment approach is discussed. Portions of the course are spent on developing treatment skills designed to drive neural restoration and adaptation.

ELIGIBLE GRADES: GEC2: A-F, PT 7721 and 7722
COURSE DESC: This course is designed to build on and enhance the student's theoretical knowledge and experience in working with orthopedic and athletic populations. Advanced movement analysis is used as a foundation for client evaluation and treatment. Emphasis is placed on a multi-disciplinary approach to the management of the runner incorporating knowledge of coaching philosophy and physiologic demands.

ELIGIBLE GRADES: GEC2: A-F, PT 7525
COURSE DESC: The physical therapy student gains advanced knowledge and skills in vestibular rehabilitation that are beyond entry-level expectations as described by the American Physical Therapy Association's (APTA) guidelines. Topics include surgical and pharmacological management of vestibular disorders, advanced vestibular function tests, interpretation of video-oticoculography (VNG), and less common vestibular diagnoses.

ELIGIBLE GRADES: GEC2: A-F, PT 7531 and 7532
COURSE DESC: Designed to enhance the student's foundational knowledge and skills with concepts important to consider in the older adult relevant to physical therapy. Concepts discussed, which are integrated into physical therapy management of the older adult, include aging demographics, frailty, quality of life issues, physiology of aging, aging and pharmacology, nutrition, psychosocial issues, environmental safety issues, falls, and health promotion.

ELIGIBLE GRADES: GECS: CR, PT 7920 and completion of 50% of Professional Development portfolio hours
COURSE DESC: Provides students with a supervised experience at a selected acute care or outpatient orthopedic clinical site. Students are given the opportunity to develop basic clinical skills in assessment and management of patients with elementary clinical conditions under the direct supervision of clinical faculty.
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<td>Provides students with a supervised clinical experience at a selected acute care, outpatient orthopedic or neurologic rehabilitation clinical site different from previously used. Students will develop intermediate-level clinical skills in the assessment and management of patients with more complex conditions. Patients with integumentary or cardiopulmonary disorders may also be encountered.</td>
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<td>Provides students with a supervised experience at a selected acute care, outpatient orthopedic, neurological rehabilitation, or pediatric clinical site. Students are given the opportunity to develop more advanced clinical skills in assessment and management of patients with conditions related to the area of practice under the direct supervision of clinical faculty.</td>
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<td>Provides students with a supervised period of study at a selected clinical site emphasizing complex patient problems. Students are given the opportunity to develop advanced clinical skills in assessment, decision-making, and management of patients under the direct supervision of clinical faculty.</td>
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<td>This course provides students with an extended supervised period of intensive study at a selected clinical site emphasizing advanced skills and complex patients. Since this is an extended terminal practicum, advanced entry-level learning opportunities related to professional development, patient/client management and practice management are provided.</td>
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<td>Designed for students who have a declared major in Child and Family Studies with a concentration in either Child, Adult, and Family Services or in Family Gerontology. Students assess and develop the basic skills and attitudes needed as professionals working with children, families, and/or older adults in a variety of human services settings. The course includes exploration of professional opportunities in family and community service work, and in working with older adults.</td>
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<td>Provides an overview of the child life specialist profession, its mission, core principles, and competencies necessary for professional certification. Introduces and examines history of the profession, professional expectations, ethical guidelines, and roles and responsibilities of a child life specialist. Includes exploration of professional opportunities within pediatric health care settings (e.g., pediatric hospice/palliative care, care, children's wish organizations, bereavement centers, diagnosis specific agencies, and others) as professionals who will work with children and families navigating a health care crisis and/or experience.</td>
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<td>Intimate and Family Relationships</td>
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<td>This introductory course provides a foundational overview of gerontological concepts by exploring the processes and meanings of “growing old” in today’s society. Specifically, attention is given to understanding how developmental and life course aspects influence the aging experience and inform individual, familial, and societal conceptions of and actions concerning old age. This cultivates a richer insight into, and an appreciation for, the significance of older persons in shaping family and societal dynamics.</td>
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<td>Individuals and Families Over the Lifespan</td>
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<td>The purpose is to study the individual and family from a family and individual life span perspective. A variety of theoretical frameworks and perspectives will be reviewed, including life span developmental theory. Current research in the field of family science and child development will be surveyed.</td>
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<td>Aging and Family Relations in Modern Society</td>
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<td>The purpose is to help students who have a declared major in child and family studies (who are not seeking the child life concentration) to assess and develop the basic skills and attitudes needed as professionals in their chosen fields. Student will have exposure to professionals as well as develop a plan for their professional and personal growth. In addition, students will develop personal and professional competencies by participating in a 75-hour field experience related to child and family studies.</td>
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<td>Human Sexualities</td>
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<td>An introduction that explores human sexualities with a focus on the ability to form relationships that are integrative, creative, and transformative. There is also an emphasis on realizing personal potential within the context of life patterns, based on scientific research. Approaches human sexualities from a developmental perspective and considers historical, biological, physiological, social, cultural, and familial factors that impact human sexual development, values, beliefs, and behaviors. There is a strong emphasis on the socio-cultural construction of sexualities and the ways in which gender scripts, sexism, and heterosexism impact individual development and functioning. Relationship, sexuality, and spirituality are deeply intertwined, which is why the course considers these elements in addition to the biological and physiological aspects of sexualities.</td>
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<td>The Business of Aging</td>
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<td>This course explores the intersection of the health and aging services industry and the older adult population, with specific attention paid to how older adults experience and influence various mechanisms of commerce. Among the topics addressed are the impact of demographic trends, globalization, and diversity on the aging experience and how these phenomena influence various business strategies such as product development, advertising, and workforce development. Topics are explored from the perspectives of multiple stakeholders, including consumers, caregivers, employers, product designers, community service providers, and policy makers.</td>
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<td>Death, Dying and Bereavement</td>
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<td>Students will explore the meaning of death, dying, and bereavement from a variety of contemporary perspectives. Class members will have the opportunity to examine both societal and professional issues relating to death, dying, and bereavement, as well as their own personal attitudes about death.</td>
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<td>Research Design and Program Evaluation</td>
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<td>Introduction to applied research methods as used in community programs for children and families including review and application of existing research literature, conducting program needs assessments, and evaluating processes and outcomes of existing programs. Designed to provide the skills necessary to use existing research and generate new data to benefit programs.</td>
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<td>Students develop personal and professional competencies by participating in a 75-hour practicum relevant to the three Child and Family Studies concentrations. Students interact with professionals and develop a plan for their professional and personal growth. Course includes a weekly seminar that integrates practicum work into course discussions and assignments.</td>
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<td>Interprofessional Gerontology</td>
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<td>Focused on interprofessional gerontology/geriatrics with health care providers in rural settings. Emphasis on how to be effective team members when working with the elderly. Addresses role and functions of health care professional teams. Course satisfies the College of Health Sciences and Professions interprofessional education (IPE) requirement.</td>
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<td>For child and family studies majors who are completing international service.</td>
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<td>Explores diversity among children, adults, families, and society. Students will explore the role of gender, race/ethnicity, and social class in influencing individual life as well as family structures and processes. Both similarity and diversity among families will be emphasized as the foundation for research, practice, and social policy.</td>
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<td>This is the child and family studies capstone course in the assessment of children, individuals, couples and families, and the acquisition of helping skills needed to facilitate these processes; all necessary in preparing students for their final internship experience. It is designed to help students acquire practical helping skills, techniques, and theoretical foundations that define and support assessment and effective helping relationships for human services professionals working in a wide range of settings. Highly experiential in nature and includes multiple opportunities for practice, demonstration, and discussion of methods and techniques drawn from the text, lectures, and supplemental materials. It also includes an introduction to group process. Specific emphasis is placed on integrating previous and concurrent course content and experiences, and bringing an enhanced level of skill to the helping relationship. Additional considerations include an emphasis on a student's personal beliefs, values, and spirituality and their impact on the helping process and developing an awareness of multicultural issues and other significant topics that impact the helping relationship, such as ethics, gender, race, religion, disability, ageism, and sexual orientation.</td>
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### COURSE LISTING

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<td>Special workshops in topics related to child and family studies. These workshops will be based on current topics in child and family studies and related to the faculty research interests.</td>
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<td>Provides an opportunity for students to be involved in actual work experience by completing 600 hours at a field placement site that is appropriate to the CFS concentration they are completing.</td>
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<td>Provides practical field experience in a children's hospital setting and allows for the development of professional skills necessary to secure competitive child life internships. Students will work under the direct supervision of a certified child life specialist (CCLS) and carry out assigned tasks, including observation and implementation of medical and therapeutic play, medical charting, procedural preparation, and sibling support.</td>
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<td>For child and family studies majors who are completing international service.</td>
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<td>Explores diversity among children, adults, families, and society. Students will explore the role of gender, race/ethnicity, and social class in influencing individual life as well as family structures and processes. Both similarity and diversity among families will be emphasized as the foundation for research, practice, and social policy.</td>
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<td>An introduction that explores human sexualities with a focus on the ability to form relationships that are integrative, creative, and recreational. There is also an emphasis on realizing personal potential within the context of life patterns, based on scientific research. Approaches human sexualities from a developmental perspective and considers historical, biological, physiological, social, cultural, and familial factors that impact human sexual development, values, beliefs, and behaviors. There is a strong emphasis on the socio-cultural construction of sexualities and the ways in which gender scripts, sexism, and heterosexism impact individual development and functioning. Relationship, sexuality, and spirituality are deeply intertwined, which is why the course considers these elements in addition to the biological and physiological aspects of sexualities.</td>
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COURSE LISTING

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<td>- This is the child and family studies capstone course in the assessment of children, individuals, couples and families, and the acquisition of helping skills needed to facilitate thes...</td>
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<td>- This is designed to help students acquire practical helping skills, techniques, and theoretical foundations that define and support assessment and effective helping relationships for human services professionals working in a wide range of settings. Highly experiential in nature and includes multiple opportunities for practice, demonstration, and discussion of methods and techniques drawn from the text, lectures, and supplemental materials. It also includes an introduction to group process. Specific emphasis is placed on integrating previous and concurrent course content and experiences, and bringing an enhanced level of skill to the helping relationship.</td>
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<td>- Additional considerations include an emphasis on a student's personal beliefs, values, and spirituality and their impact on the helping process and developing an awareness of multicultural issues and other significant topics that impact the helping relationship, such as ethics, gender, race, religion, disability, ageism, and sexual orientation.</td>
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<td>- Explores the nature of parenting and parent/child relations over the lifespan from a historical, theoretical, and developmental perspective. It examines attachment, practical parenting strategies, the unique challenges faced by families in today's complex society, and the behavioral, emotional, social, spiritual, and relationship factors that help parents to create positive, nurturing family environments. The dynamics of parent/child interactions are analyzed from a systemic perspective that considers the reciprocal impact of children on parents as well as the impact of parents on their children.</td>
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<td>- Explores the developmental tasks of middle childhood years (ages 6-12) as they reflect and influence family guidance and transmission of values. It includes an examination of children's physical, cognitive, emotional, social, and spiritual growth from a biopsychosocial perspective. Developmental theories are studied within the greater context of family, environment, school, culture, ethnicity, and gender role development.</td>
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<td>- Examines children, adults, and families in poverty with attention focused on the causes and consequences of poverty. Included will be an investigation of policies and programs for children, adults and families in poverty. Additionally, students are required to complete a 10-hour community service requirement at an agency/organization that primarily serves low-income children, adults, and/or families.</td>
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<td>- Explores the developmental tasks and life experiences of children ages 10 through 21 and the contexts in which this development occurs, including families, peer groups, schools, neighborhoods, and work and leisure settings. Theories and research relevant to adolescence will be reviewed; the implications of these theories and research for working with adolescents will be considered.</td>
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<td>- Focuses on older persons in the context of family life. Students will examine the following topics as they relate to aging and families: historical perspectives, demographic trends, theories and frameworks, research methods, intimate relationships, and life course transitions. Particular attention will be given to the multiple contexts affecting and being affected by families in middle to later life. Students also will have the opportunity to participate in a service-learning project that complements the course content and allows for reflection on personal development as it relates to the concepts learned in class.</td>
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<td>- The purpose is to help students understand the nature and impact of traumatic experiences on children, adolescents, adults, and families. Examines the history, scope, and impact of human trauma, resiliency, and adaptation. It explores traumatic stress syndromes, vicarious trauma, and universal traumatic response patterns. Considers the impact of these experiences from a biopsychosocial and developmental perspective; psychological trauma has somatic consequences. Treatment, intervention, adaptation, resiliency, recovery, attachment, personal meaning, and the spiritual aspects of trauma are explored. Intended to provide students with a clear understanding of the physical and psychological processes involved in adaptation and integration and how untreated trauma can lead to lifelong pathology and dysfunction.</td>
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<td>- This course explores the intersection of the health and aging services industry and the older adult population, with specific attention paid to how older adults experience and influence various mechanisms of commerce. Among the topics addressed are the impact of demographic trends, globalism, and diversity on the aging experience and how these phenomena influence various business activities such as product development, advertising, and workforce development. Topics are explored from the perspectives of multiple stakeholders, including consumers, caregivers, employers, product designers, community service providers, and policy makers.</td>
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<td>- An introduction in the content and methodology of family life education. It explores the historical roots, philosophy, and objectives of family life education and examines current trends and challenges that face professional family life educators. Intended to help you develop the knowledge and practical skills that are required to identify needs, design programs, teach family life education, effectively facilitate groups, and evaluate participants and programs in a wide variety of settings with a broad range of populations. Emphasizes each of the ten content areas of family life education.</td>
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<td>Culminating professional course designed to synthesize course theory, psychosocial theory, and other theories relevant in the profession of child life. Students will explore the meaning of death, dying, and bereavement from a variety of contemporary perspectives. Class members will have the opportunity to examine both societal and professional issues relating to death, dying, and bereavement, as well as their own personal attitudes about death.</td>
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<td>Advanced course in child life studies designed to critically analyze and integrate child life and psychosocial theory, professional competencies of the child life profession, and working on multidisciplinary psychosocial and medical teams in pediatric health care settings. Includes preparation for the upcoming final 600 hour clinical internship necessary for national certification.</td>
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<td>Introduction to applied research methods as used in community programs for children and families including review and application of existing research literature, conducting program needs assessments, and evaluating processes and outcomes of existing programs. Designed to provide the skills necessary to use existing research and generate new data to benefit programs.</td>
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<td>Child Life Practicum</td>
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<td>Provides practical field experience in a children's hospital setting and allows for the development of professional skills necessary to secure competitive child life internships. Students will work under the direct supervision of a certified child life specialist (CCLS) and carry out assigned tasks, including observation and implementation of medical and therapeutic play, medical charting, procedural preparation, and sibling support.</td>
<td>Practicum</td>
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<td>Ind Study in Child and Family Studies</td>
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<td>Independent study, advanced level, under direction of faculty member in area of specialization.</td>
<td>Ind Study</td>
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<td>Graduate Seminar in Child and Family Studies</td>
<td>Lecture</td>
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<td>Designed to prepare graduate students for their research topics and proposals. Students will give a presentation related to their graduate thesis or project. Topics, abstracts, and paper presentations will be completed under the guidance of the instructor or another faculty mentor in Child and Family Studies.</td>
<td>Lecture</td>
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<td>Foundations and Theory in Child Life</td>
<td>Lecture</td>
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<td>Provides an overview of the child life specialist profession and its mission and principles. Each of the core competencies established by the child life council will be covered, and the foundations of administering a child life program in a health care setting will be examined. Students will analyze and understand theory in relation to family structure, family systems, life course theory, psychosocial theory, and other theories relevant in the profession of child life.</td>
<td>Lecture</td>
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<td>Supervision in Child and Family Studies</td>
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<td>The purpose is to explore the basic process of supervision. General areas to be explored include relationships, power and authority, trust, and motivation. Students are encouraged to evaluate their own supervisory style and develop a personal philosophy of supervision.</td>
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<td>HSP</td>
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<td>CFS</td>
<td>6700</td>
<td>Qualitative Methods for Children, Adults, and Families</td>
<td>Lecture</td>
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<td>COURSE DESC:</td>
<td>Introduces graduate students to qualitative methods in Child and Family Studies and related disciplines. Students will examine historical roots, epistemological perspectives, and ethical issues in qualitative research. Additionally, students will focus on the set of methodological techniques that are needed when researchers create and conduct qualitative research studies, especially those typically used for conducting research in child and family studies. We will explore participant observation, interviewing, and focus group strategies with specific content focused on children, adults, and families.</td>
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<td>Advanced Family Development</td>
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<td>COURSE DESC:</td>
<td>Focuses on families; illuminating structure, function, issues and concerns, and will utilize current and pertinent research in the family studies discipline. Additionally, will provide a broad and systematic understanding of the theoretical foundations of understanding family experiences.</td>
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<td>6750</td>
<td>Introduction to Principles of Family Consulting</td>
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<td>COURSE DESC:</td>
<td>The purpose is to prepare students for advanced consultation with families in a broad range of human services settings. Theoretical approaches to assessment and intervention are considered as is the acquisition of advanced skill sets in working with families. Special emphasis is placed on the complex challenges of working with diverse populations from a strengths-based perspective.</td>
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<td>6890</td>
<td>Self, Aging, and Society</td>
<td>Lecture</td>
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<td>COURSE DESC:</td>
<td>Synthesis of issues inherent in biological theories, psychological aspects, sociological perspectives, health care aspects, and public policy issues in aging within the context of self and society.</td>
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<td>Special Topics in Child and Family Studies</td>
<td>Lecture</td>
<td>1 to 15</td>
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<td>COURSE DESC:</td>
<td>Synthesizes the components inherent in the current philosophical and religious views and beliefs, the psychological and clinical dimensions, the sociological factors, and the ethical and moral issues of death in the context of defining and coping with death.</td>
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<td>COURSE DESC:</td>
<td>Independent investigation in one area of child and family studies.</td>
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<td>COURSE DESC:</td>
<td>Independent research in one area of child and family studies.</td>
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<td>Introduction to Environmental Health and Safety</td>
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<td>COURSE DESC:</td>
<td>Survey of technical and administrative procedures needed to control the environment, especially as they relate to health effects encountered in daily activities. Emphasis on general ecological environmental protection and environmental degradation, along with safety concepts, practices, and procedures.</td>
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<td>Special Topics in Environmental Health</td>
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<td>Environmental Health in Appalachia</td>
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<td>COURSE DESC:</td>
<td>Examines and explores historical and contemporary relationships between environmental conditions in Appalachia and the health of people in the region. Topics include water quality, food safety, natural resource extraction, the built environment, and hazardous pollutants in the context of public health in Appalachia.</td>
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<td>3100</td>
<td>Air, Waters and Wastes</td>
<td>Lecture</td>
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<td>Covers air and waters (potable, sewerage, surface, etc.) pollution. Problems in and solutions to the storage, collection, and disposal of hazardous and nonhazardous wastes with special emphasis on life cycle analysis and risk assessment.</td>
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<td>Health and the Built Environment</td>
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<td>Physiological and psychological aspects of the impact of the built environment on health. Emphasis on housing and building standards, neighborhood design, health disparities, and sustainability. Highlights health outcomes associated with institutional settings such as prisons, hospitals, and schools.</td>
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<td>3300</td>
<td>Food Quality and Vector Control</td>
<td>Lecture</td>
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<td>BIOS 2210 and EH 2000</td>
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<td>Emphasizes the topics of foodborne diseases and regulatory programs relative to sanitary inspection and control of food service and processing systems. Describes vector borne diseases of importance from a control perspective in environmental health.</td>
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<td>Environmental Health and Safety Risk</td>
<td>Lecture</td>
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<td>Hands on application of principles in communicating environmental health and safety risks to the public. Students will work on current environmental health and safety issues to develop and implement risk communication plans.</td>
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<td>Provides knowledge and understanding of processes involved in the development and implementation of environmental health and safety programs. Focuses on design, implementation, maintenance, and evaluation of workplace safety programs, with emphasis on inspection programs, planning, administration, and communication. Extensive coverage of OSHA regulations and OSHA 30- and 40-hour safety training.</td>
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<td>Reviews the historical record of the creation and use of potentially hazardous chemicals including legal and illegal drugs. Examines chemical accidents, questionable drug approval decisions, and public perception of chemicals in light of society needs and desires. Specifically focuses on the environmental public health risks and the societal benefits of chemical use. Perspectives from the media, business, and government are covered to enable students to critically evaluate the role that chemicals play in public health.</td>
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<td>Supervised learning experience in an approved clinical/environmental health facility designed to provide the student with practical comprehensive opportunities in environmental health to enhance and complement required classes.</td>
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<td>Hands on application of principles in communicating environmental health and safety risks to the public. Students will work on current environmental health and safety issues to develop and implement risk communication plans.</td>
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<td>Covers air and waters (potable, sewerage, surface, etc.) pollution. Problems in and solutions to the storage, collection, and disposal of hazardous and nonhazardous wastes with special emphasis on life cycle analysis and risk assessment.</td>
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<td>Physiological and psychological aspects of the impact of the built environment on health. Emphasis on housing and building standards, neighborhood design, health disparities, and sustainability. Highlights health outcomes associated with institutional settings such as prisons, hospitals, and schools.</td>
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COURSE DESC:
- Food Quality and Vector Control: Emphasizes the topics of foodborne diseases and regulatory programs relative to sanitary inspection and control of food service and processing systems. Describes vector borne diseases of importance from a control perspective in environmental health.
- Occupational Safety and Health: Provides knowledge and understanding of processes involved in the development and implementation of environmental health and safety programs. Focuses on design, implementation, maintenance, and evaluation of workplace safety programs, with emphasis on inspection programs, planning, administration, and communication. Extensive coverage of OSHA regulations and OSHA 30- and 40-hour safety training.
- Special Topics in Environmental Health: Specific course content will vary with offering.
- Climate Change and Public Health: Many environmental scientists, public health professionals, and policymakers believe that climate change poses one of the greatest threats to global health; this course explores the possible public health outcomes of climate change. Topics covered include human health effects from vector-, water-, and foodborne diseases; disaster and weather-related health effects; and possible solutions.
- Special Topics - Environmental Health: Provides a forum for students interested in environmental health, safety, and industrial hygiene to express their views on current topics in the profession. Instructors will facilitate reviews of current research, emerging interest areas, graduate education, the job market, and other topics.
- Environmental Engineering Instrumentation and Computation: Emphasizes the principles of data treatment, including experimental error recognition, statistical analysis, and graphical data techniques using up-to-date computer software. Computers and programmable calculators required for writing lab reports.
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COURSE DESC:
- Environmental Chemistry as applied to aquatic, atmospheric, soil, and hazardous waste systems. Topics include environmental chemical cycles; aquatic, atmospheric, and soil chemistry; environmental chemistry of hazardous wastes; and toxicology.
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Office of the University Registrar
June 1, 2023
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Office of the University Registrar
June 1, 2023
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<td>Examines both theory and practice, including terminology, theoretical models, health issues, health organizations, employment opportunities, historical contributions, ethics, and relationship to other health professionals.</td>
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<td>Presents basic pharmacology and toxicology of common drugs, alcohol, and tobacco and consequences of their abuse.</td>
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<td>Examines the signs and symptoms, methods of transmission, treatment, and prevention of HIV and sexually transmitted infections (STIs). Emphasis on education as a means to reduce the risks of infection.</td>
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<td>The health needs and concerns of women within the physical, mental/emotional, and social dimensions of functioning are examined. Emphasis on women as health care and product consumers.</td>
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<td>Focuses on the etiology and prevention of violence as it occurs in the home, workplace, on American highways, and in the daily interactions with others. Emphasis placed on gender violence etiology, prevention, and reporting.</td>
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<td>Focuses on U.S. health system, describing health care institutions, providers, payment practices, and significant health legislation. Covers trends and future perspectives against historical background. Provides students with a general introduction and overview of the health care system.</td>
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<td>This course provides an introduction to the Appalachian region, including historical, cultural, and contemporary context and issues experienced by those who live in the region, and an examination of stereotypes associated with Appalachia.</td>
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<td>Medical terms associated with body systems, disease processes, laboratory tests, and clinical procedures commonly used in the health care setting.</td>
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<td>Covers consumer health issues, health quackery, purchasing health products and services, alternative health care, and marketing strategies. Regional practices within the U.S. will be discussed.</td>
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<td>REQUISITE: HLTH 2000 and 2030 Introduces students to the most commonly used models and theories in public health.</td>
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<td>REQUISITE: HLTH 2170 Introduces students to human resources management practices and issues within health care organizations.</td>
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<td>REQUISITE: CFS 2720 or concurrent This course focuses on information related to all lines of service (Nursing Home Administration, Residential Care and Assisted Living, Home and Community Based Services) within long term care services and supports. This course is a fundamental building block that teaches the core of knowledge for all long term care services and supports.</td>
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<td>Focuses on the understanding, skill, and ethical issues important to the management, organization, planning, financing, and evaluation of a health care organization and its services to patients. Emphasis on the administrator's role in leading the health care organization.</td>
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<td>GEC1: A-F REQUISITE: HLTH 2170 Identifies and discusses the major contemporary issues impacting health care organizations and systems. Provides exercises in the application of management skills and knowledge necessary to confront and address these problems and issues.</td>
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<td>GEC1: A-F REQUISITE: HLTH 3100 and 3300 and (Jr or Sr) Focused on the development of grant writing skills for the public health sciences. Students will write and prepare grant proposals in response to program announcements from a variety of public and private sources.</td>
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<td>GEC1: A-F REQUISITE: Jr or Sr Principles, problems, organization, and administration of school health programs, including health services, healthful school environment, health instruction, and school and community relationships.</td>
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<td>GEC1: A-F REQUISITE: HLTH 2170 Provides an overview of the principles of designing, acquiring, selecting, utilizing, and evaluating information systems in health care organizations. Includes an analysis of both clinical and administrative decision support systems and their associated applications.</td>
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<td>Quality Improvement in Healthcare Organizations</td>
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<td>GEC1: A-F REQUISITE: HLTH 2170 This course focuses on the history of quality and quality improvement in U.S. healthcare organizations, quality improvement models (e.g. continuous quality improvement, six sigma, lean, and total quality management), and the impact of these models on health quality and patient outcomes in the U.S. This course also compares quality and quality improvement initiatives in the U.S. to other countries by analyzing successes and failures, policies, reimbursement methodologies, and population health statistics.</td>
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<td>GEC1: A-F REQUISITE: HLTH 3250 or concurrent This course focuses on information and principles relating to Nursing Home Administration. The purpose of this course is to help students prepare for the nursing home administrators licensure exam. Theoretical, philosophical and practical aspects of long term care administration are discussed.</td>
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<td>GEC1: A-F REQUISITE: HLTH 3250 or concurrent This course focuses on information and principles relating to alternative forms of delivery for long term care services and supports. This course emphasizes Residential Care and Assisted Living, and Home and Community Based Services.</td>
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<td>4100</td>
<td>Program Planning and Implementation in Community Health</td>
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<td>3</td>
<td>0</td>
<td>N</td>
<td>U30</td>
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<td>COURSE DESC:</td>
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<td></td>
<td>Addresses program planning and implementation of health programs. Focus is on how to conduct a health needs assessment in order to inform program planning and implementation.</td>
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<td>4120</td>
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<td>Lecture</td>
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<td>GEC1: A-F REQUISITE: Jr or Sr</td>
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<td>COURSE DESC:</td>
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<td>Addresses diverse and rapidly changing health problems in underdeveloped and industrialized countries while exploring roles of health professionals. Surveys program interventions and solutions that are available or under development.</td>
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<td>4200</td>
<td>Program Evaluation in Community Health</td>
<td>Lecture</td>
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<td>COURSE DESC:</td>
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<td>Focuses on evaluation methodology for health programs. Addresses various evaluation frameworks that are used in health programming as well as comprehensive evaluation plans for health programs.</td>
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<td>4210</td>
<td>Health Care Finance I</td>
<td>Lecture</td>
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<td>GEC1: A-F REQUISITE: ACCT 1010 and HLTH 3350</td>
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<td>COURSE DESC:</td>
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<td>Emphasis on the interpretation and application of accounting and financial concepts to health services with an introduction to strategic financial planning. Primary focus is on the financial environment impacting health care organizations, as well as a thorough analysis of financial statements and the management of current assets.</td>
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<td>Health Care Finance II</td>
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<td>Examines more advanced and complex financial topics including product and product line costing, methods of budgeting and cost variance analysis, working capital and cash management, capital formation, capital project analysis, pricing concepts, and reimbursement strategies relating to payer and case mix. Special focus on managerial decision-making applications.</td>
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<td>4300</td>
<td>Health Issues: U.S. Underserved Populations</td>
<td>Lecture</td>
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<td>In-depth analysis of critical health issues germane to underserved populations in the United States. Emphasis on those groups suffering the most profound consequences of health problems and disease.</td>
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<td>Health Care Policy</td>
<td>Lecture</td>
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<td>COURSE DESC:</td>
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<td>Focuses on the analysis and review of important public policy issues in the health care sector. Emphasizes the government's role in the development and implementation of health care policy.</td>
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<td>4445</td>
<td>Health Care Law and Ethics</td>
<td>Lecture</td>
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<td>Examines the legal and ethical issues regarding the delivery of health care services. Considers the roles and rights of the key stakeholders in the U.S. health care system: patients, providers, government, and payers.</td>
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<td>4585</td>
<td>Strategic Marketing for Health Care Organizations</td>
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<td>COURSE DESC:</td>
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<td>Examines the principles and concepts of marketing as they apply to health care organizations. Focuses on the strategic application and organizational use of various marketing tools to respond to the rapidly changing, complex, and unique health care environment.</td>
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<td>4665</td>
<td>Administrative Applications in Health Care Organizations</td>
<td>Seminar</td>
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<td>Focuses upon the application of administrative skills and concepts in health care services and programs. Provides the students with as much independence as possible in terms of going beyond the classroom environment to investigate, address, and solve &quot;real&quot; organizational problems and issues. Provides the student with an opportunity to demonstrate competency by applying the concepts, theories, and knowledge gained from the health services administration program.</td>
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<td>4800</td>
<td>Applied Service Learning in Rural Community Health</td>
<td>Lecture</td>
<td>3</td>
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<td>COURSE DESC:</td>
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<td>Exposes students to rural community health issues. Students will be involved in planning, implementing, and evaluating health programs in the Athens community. The focus will be on working with rural, Appalachian populations.</td>
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<td>4900</td>
<td>Special Topics in Health</td>
<td>Lecture</td>
<td>1 to 15</td>
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<td>GEC3: A-F, REQUISITE: CR</td>
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<td>Specific course content will vary with offering.</td>
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<td>Internship in Health Services Administration</td>
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<td>Community Health Services Internship</td>
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<td>Community Health Field Experience</td>
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<td>4914</td>
<td>Internship in Nursing Home Administration</td>
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<td>Independent Study</td>
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<td>Graduate Seminar in Appalachian Studies</td>
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<td>This course explores a variety of topics related to Appalachia such as social, environmental, and health issues both historical and present, the idea of Appalachia, and the various ways Appalachia has been exploited over the years.</td>
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<td>5300</td>
<td>Health Issues: U.S. Underserved Populations</td>
<td>Lecture</td>
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<td>In-depth analysis of critical health issues germane to underserved populations in the United States. Emphasis on those groups suffering the most profound consequences of health problems and disease.</td>
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<td>Quality Improvement in Healthcare Organizations</td>
<td>Lecture</td>
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<td>This course focuses on the history of quality and quality improvement in U.S. healthcare organizations, quality improvement models (e.g. continuous quality improvement, six sigma, lean, and total quality management), and the impact of these models on health quality and patient outcomes in the U.S. This course also compares quality and quality improvement initiatives in the U.S. to other countries by analyzing successes and failures, policies, reimbursement methodologies, and population health statistics.</td>
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<td>Program Planning and Implementation in Rural Public Health focuses on the skills needed to conduct a rural health needs assessment in order to determine priority health issues within rural communities. This course also includes how to plan and design a health-related intervention to address the health needs identified during the rural health needs assessment.</td>
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<td>Overview and analysis of the U.S. health services system, including a detailed examination of how the system is organized, internal and external forces on the system, how services are delivered, and the mechanisms by which health care services are financed.</td>
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<td>Overview and analysis of the technology, planning, and leadership issues associated with health care information systems, including the challenges of implementing information systems for health care organizations and delivery systems.</td>
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<td>Structure, organization, and function of health care delivery organizations and systems with emphasis on leadership concepts and issues such as control, change management, communication, and decision making.</td>
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<td>Research methods and investigation in health and health care systems. Topics and problems focus on the application of quantitative methods by health care leaders in maximizing efficiency and effectiveness.</td>
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**COURSE DESC:**
- **Intervention Design and Implementation in Rural Public Health:** Focuses on intervention design and implementation in rural public health. Builds on information covered in HLTH 6000 related to conducting health-related needs assessment and program planning. Includes specific strategies and activities for designing and implementing interventions to be responsive to public health needs.
- **Gerontechnology:** An analysis of the health and environmental problems confronting an aging society and ways in which technology can be harnessed to address them. Topics and problems focus on existing technologies and their applicability for use by and for the elderly, and the identification of new technologies to enhance elderly independence both in the community and in healthcare settings.
- **Health Promotion and Health Behavior:** Theory and application of health promotion/education planning, implementation, and evaluation by health professions in a variety of settings. Emphasis on research related to determinants of health behavior, plus strategies and techniques used by professionals to foster human health.
- **Aging and Health:** Theories of aging involving changes in structure and performance presented. Emphasis on normal aging changes, positive mental health and aging, health promotion and maintenance of wellness, and community health.
- **Rural Health Disparities:** Includes factors influencing health outcomes in rural areas of the United States. Focuses on examining the disparities of access and availability of public health services, medical services, and other health-related services, in rural undeserved populations. Other issues include examining how socioeconomic status, ethnicity, geographic location, and cultural factors affect health outcomes in rural areas as well as how to reduce the existing rural health disparities.
- **Maternal and Child Health in Africa:** Examination of the health of mothers, infants, and children and the strategies for improving maternal and child health in the context of African health and sociocultural issues.
- **Health Care and People of Africa:** Examination of health care delivery services in the context of African cultures, population-based public health practice and the provision of health practice and the provision of health care facilities for the people of the African regions.
- **HIV/AIDS in Africa:** Examination of contemporary pandemic HIV/AIDS and the opportunistic infections as they affect morbidity and mortality rates in Africa and the complex interwoven factors underlying control and prevention, social concerns, and policy implications in African cultures.
- **Health Care Finance:** Financial administration concepts and tools (such as financial statement analysis, time value of money, cost analysis and rate-setting, budgeting, portfolio theory, asset pricing models, valuation methods, and cost of capital) essential in sustaining viability of various health care organizations.
- **Health Care Reimbursement:** Examination of payment mechanism characteristics and their effects on leadership decisions in various health care delivery organizations and systems.
- **Community Health Programs:** Institutional framework and activities of various agencies promoting and maintaining health of people of community, state, and nation.
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<td>GEC1: A-F; REQUISITE: Interface between the legal system and health care delivery system, considering the roles and rights of key U.S. health care stakeholders, including: patients, administrators, governing boards, state and federal government, third-party payors, and health care providers.</td>
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<td>Epidemiology in Health Administration</td>
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<td>GEC1: A-F; REQUISITE: Rational basis for setting priorities and allocating scarce health care resources, including use of methodologically sound health statistics; understanding of natural history, classification, and prevention levels of disease; measurement of morbidity and mortality; causal inference; appropriate sources of health care data; and epidemiological principles.</td>
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<td>Human Resources Leadership in Health Care</td>
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<td>GEC1: A-F; REQUISITE: Practical aspects of human resource leadership in various health care settings to optimize the performance of a diverse workforce.</td>
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<td>Strategic Planning and Marketing in Health Care</td>
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<td>GEC1: A-F; REQUISITE: This course focuses on the processes involved in strategic planning and marketing in health care organizations and explores community and health care needs assessments. This course serves as the capstone for the MHA program where students utilize strategic marketing design, analyze business scenarios, conduct feasibility studies, assess implementation strategies, and review evaluation methods in health care organizations.</td>
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<td>Ethical Issues in Health Care</td>
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<td>GEC1: A-F; REQUISITE: Exploration of dominant ethical theories and applicable principles relevant to current clinical and leadership issues in health care.</td>
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<td>GEC1: A-F; REQUISITE: Overview and analysis of the impact of managed care on care delivery; examination of key issues confronting administrators working for and with managed care organizations.</td>
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<td>GEC1: A-F; REQUISITE: Integration of MHA program learning with the problems of the practice environment by focus on a specific health care organizational project.</td>
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<td>Public Health Concepts</td>
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<td>GEC2: A-F; REQUISITE: PR Definitions of public health, organizational structure, history, law, ethics, essential services, global programs, and future public health. Unifying theme is health disparities of population groups.</td>
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<td>Social and Behavioral Sciences in Public Health</td>
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<td>GEC2: A-F; REQUISITE: PR Social and behavioral science concepts, diversity issues, theories of health education and promotion, applications to public health issues, and interventions in reference to communication, collaboration, and strategies.</td>
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<td>GEC2: A-F; REQUISITE: PR The course covers the fundamental epidemiological concepts, methods, and their practical applications. Health/disease status measurements, the principles of causality, and epidemiological study designs will be studied. Evaluation of risk factors and the effectiveness of interventions targeting them will be covered.</td>
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<td>GEC2: A-F; REQUISITE: PR Principles of biostatistics in the context of multiple public health applications including basic and advanced statistical techniques for analyzing and investigating public health issues including disparities.</td>
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<td>Airwater quality, food hygiene, sanitation municipal/infectious/hazardous waste, vector-borne disease, occupational health, legal and risk issues, global issues, and other special topics.</td>
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<td>Grant and Proposal Writing in Public Health</td>
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<td>Methods and techniques for writing and managing grant proposals to support public health programs. Emphasis on development of grant proposals, including narrative, program plan, evaluation design, time line, budget justification, identifying grant sources, managing funded projects, and developing requests for proposals.</td>
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<td>Public Health Practice and Issues</td>
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<td>In an organizational setting, the following topics will be explored: health informatics and communication, diversity and cultural proficiency, and public health professional ethics. These topics are emerging public health issues, which will be applied in a practice setting. This is a required course in the Master of Public Health program with two-thirds of the content being presented online and one-third in a practice setting.</td>
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<td>Research and investigation in health and health care. Topics and problems suitable for thesis writing, methods of research, writing practice, and critical analysis of outline for research study.</td>
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<td>Chronic Disease Epidemiology, Prevention, and Control</td>
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<td>The epidemiology of heart disease, hypertension, stroke, diabetes, cancer, chronic lung diseases, chronic neurologic disorders, and musculoskeletal diseases will be studied. Risk factors, extent, and modern public health approaches to prevention and control of major chronic diseases will be covered. The public health burden of chronic disease will also be discussed.</td>
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<td>Public Health Research and Evaluation</td>
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<td>GEC4: A-F, REQUISITE: HLTH 6730 and 6740 and admission to the MPH Program</td>
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<td>Public Health Research and Evaluation is a theoretical and applied course on research methods. Students will critically review journal articles, create research questions, conduct comprehensive literature reviews, employ qualitative and quantitative research methods that fall within institutional review board parameters, and develop and execute a data analysis plan. Culmination of coursework will be individual oral presentation and mock journal article.</td>
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<td>Interprofessional Applications of Epidemiology</td>
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<td>Interprofessional applications of epidemiology to public health, health care, and health policy decision-making will be covered. Evidence-based public health and health care, a critical appraisal of health interventions, pharmacoepidemiology, nutritional epidemiology, social epidemiology, and other emerging issues in epidemiology will be discussed.</td>
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<td>Quantitative Methods in Health Research</td>
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<td>The concepts of quantitative health research are discussed. Study designs, measures of disease frequency, screening, and validity and reliability of study results are covered. The concept of evidence-based patient care is studied. Applications of the probability theory and biostatistics to measurement of disease and risk factors are discussed.</td>
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<td>Selected topics not covered in regular offerings in health administration and closely related fields.</td>
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<td>Comprehensive, in-depth coverage of selected emerging issues, newly recognized needs/concerns to public health workers that are not fully covered in regular course offerings.</td>
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<td>Addresses public health competencies that need to be strengthened. The focus of this capstone will be on identifying a project of interest, developing the project, and producing the capstone proposal.</td>
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<td>The purpose of the integrative learning experience is to provide an opportunity for the student to apply the public health competencies acquired in the core courses to a public health project. It is the culminating experience in the Ohio University Master of Public Health program. This is a required culminating experience for MPH students to be taken after all core courses are completed, in partnership with a community organization/agency.</td>
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<td>Student teamed with faculty advisor and community preceptor(s) to apply public health concepts in a professional setting. Provides additional field experience for students.</td>
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<td>Supervised work experience in various aspects of administration and operation of health and health related programs.</td>
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<td>Advanced individual creative and scholarly work in health services administration and closely related fields.</td>
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<td>Application of principles and practices to selected problems of study in the field.</td>
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<td>Introduction to occupational hygiene and professions including historical developments, health and safety program concepts, social and legislative requirements, professional relationships, and general introduction to concepts of anticipation, recognition, evaluation, and control of exposure.</td>
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<td>Introduces field sampling and lab instrumentation and analytical methods common to industrial hygiene. Students required to interpret readings, analyze samples, and prepare appropriate reports.</td>
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<td>Basic toxicology of hazardous dusts, fumes, vapors, gases, and liquids found in the workplace. Techniques necessary to recognize, evaluate, and control exposure to organic solvents, metals, asbestos, lead, radon, and other substances will be introduced.</td>
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<td>Designed to impart a working knowledge of the principles, methods, and practices of controlling worker exposure to hazardous concentrations of air contaminants and to present logical methods of design, evaluation, and maintenance of such systems.</td>
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Office of the University Registrar
June 1, 2023
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<td>Explores the administrative, regulatory, and technical aspects of safety and hygiene in laboratory research environments. Chemical, biological, physical, and ergonomic hazards are studied. Emphasis is placed on the OSHA Chemical Hygiene Standard, hazardous waste rules, radiation safety, biosafety, OSHA Bloodborne Pathogens Standard, fumehoods and safety equipment, personal protective equipment, and wastes generated in the lab.</td>
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<td>Allows a student to study occupational hygiene and professions topics independently under the supervision of an instructor.</td>
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<td>Basic toxicology of hazardous dusts, fumes, vapors, gases, and liquids found in the workplace. Techniques necessary to recognize, evaluate, and control exposure to organic solvents, metals, asbestos, lead, radon, and other substances will be introduced.</td>
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<td>Designed to impart a working knowledge of the principles, methods, and practices of controlling worker exposure to hazardous concentrations of air contaminants and to present logical methods of design, evaluation, and maintenance of such systems.</td>
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<td>Laboratory Safety and Hygiene</td>
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<td>Explores the administrative, regulatory, and technical aspects of safety and hygiene in laboratory research environments. Chemical, biological, physical, and ergonomic hazards are studied. Emphasis is placed on the OSHA Chemical Hygiene Standard, hazardous waste rules, radiation safety, biosafety, OSHA Bloodborne Pathogens Standard, fumehoods and safety equipment, personal protective equipment, and wastes generated in the lab.</td>
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<td>Content integrates hazardous materials issues from the last century with evolving public health response requirements in the post-9/11 society.</td>
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<td>Course Desc: Advanced individual creative and scholarly work in occupational hygiene and professions, and closely related fields.</td>
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<td>Course Desc: This course offers a synthesis of the health, social, community, and physical factors of climate change that are related to public health outcomes. Topics include human health effects from vector-, water-, and foodborne diseases; disaster and weather-related health effects; and strategies to minimize or mitigate adverse public health outcomes.</td>
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<td>Course Desc: Global Public Health is typically a study-abroad offering lasting 2-5 weeks in the hosting country or continent, but it may be presented locally as well. In the course, basic public health elements of selected locations are explored and connections made in the larger context of global health issues.</td>
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<td>Course Desc: Synthesizes components inherent in current philosophical and religious views and beliefs, psychological and clinical dimensions, sociological factors, and ethical and moral issues of death in context of defining and coping with death.</td>
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**Office of the University Registrar**
June 1, 2023
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<td>Designed for social work students and other students interested in human services. Explores child abuse and neglect within an ecological and family systems perspective. Emphasizes an interdisciplinary viewpoint and incorporates experiences in the community. Examine theories of causation of child abuse and neglect, issues in recognition, assessment, intervention, treatment, follow-up, and related issues of family violence and substance abuse. Incorporates discussion of social work values, ethics, and historical traditions in child welfare practice, including understanding issues of diversity for individuals and families. Consider child welfare policy issues, including advocacy issues, in relation to child protection, intervention with diverse populations, and treatment. The questions we are asking in this course are: Using an ecological perspective, what are the meanings of child abuse and neglect to individuals, to families, and to society? Understanding some of these meanings, what are some recommendations for social policy response?</td>
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<td>Focuses on basic counseling, communication, and intervention skills needed by persons working with aged. Problems specific to later years discussed. Field work component provides opportunity for interaction with older adults.</td>
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<td>Examines the social work ethics, legal problems often faced by social work clients, rights of people with special needs, and social work in the criminal justice system.</td>
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<td>Focuses on management and supervision from the perspective of the beginning direct service social worker. In addition to an overview of principles of administration and supervision that are relevant to human service agencies, the course focuses on how social work interns and beginning employees can best make use of supervision and management to improve their practice and client services.</td>
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<td>Explores policy issues relevant to chemical abuse, theories concerning the causes of addiction, evidenced-based treatment and prevention, the effects of various drugs, and the ethics/social justice issues relevant to chemical abuse. Examines substance abuse across systems (micro, mezzo, and macro).</td>
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<td>Explores the history of mental health policies, cross-cultural issues, stereotypes associated with mental illness, the ethics of mental health practice, and social work practice based on a strengths model.</td>
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<td>Provides an overview of health care policy and service delivery and the roles filled by social workers. Examines the ways services are perceived by and delivered to diverse populations, emphasizing social work values.</td>
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<td>Review of available knowledge on critical issues and problems of aged in America. Attention devoted to social welfare programs and services designed to meet needs of elderly in various cultural groups.</td>
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<td>The second of a two-course sequence that covers the social welfare policy and practice content of the foundation curriculum for undergraduate social work education. Examines social policy stressing relationships between policy and social welfare organizations and agency funding; the practice of policy development and analysis; and the role of policy in social worker decision-making, advocacy, and practice. Expands on basic concepts, social work values, ethics, and principles.</td>
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<td>Presents a holistic approach to human development and assessing social functioning with emphasis on human diversity and integration of knowledge of behavior fundamental to the practice of social work. Examine human development utilizing the biopsychosocial and life course perspectives, with emphasis on human development of culture, race, ethnicity, gender, sexual orientation, and class.</td>
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**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**

- **SW 4921 Field Seminar I**
  - GEC3: A-F, REQUISITE: CR
  - Specific course content will vary with offering.

- **HSP SW 4224 Child Welfare II**
  - GEC1: A-F, REQUISITE: 12 Hours in Tier II Social Sciences and Sr only

- **HSP SW 4223 Child Welfare I**
  - GEC1: A-F, REQUISITE: SW 4223 and 12 hour Tier II Social Sciences and Sr only

- **HSP SW 4900C Special Topics in Social Work**
  - GEC3: A-F, REQUISITE: CR

- **HSP SW 4802 Social Work Practice II**
  - GEC1: A-F, REQUISITE: Sr and Social Work major (BS6605 or BA6601) and SW 4801

- **HSP SW 4801 Social Work Practice I**
  - GEC1: A-F, REQUISITE: Sr and Social Work major (BA6601 or BS6605)

- **HSP SW 4921 Field Seminar I**
  - GEC1: A-F, REQUISITE: First of a two semester series, taken concurrently with SW 4960 and 4920. Provides an opportunity to integrate field experience with coursework and personal reflection. Through discussion and journaling, students process activities, questions, and concerns related to the field practicum. Students develop analytical, written, and presentation skills through assignments focused on use of self within the context of a social service organization. A variety of practice issues are addressed in a regional context including diversity, social justice, social work values and ethics, self-understanding, and professional development. NOTE: this course may be retaken only once (excluding withdrawals) with permission.
### Field Seminar II
- **Title:** Field Seminar II
- **Component:** Seminar
- **Cred Hours:** 2
- **Repeat Hours:** 0
- **General Education:** N
- **Perm:** U30
- **Subsidy Level:** 0
- **ELearn Options:**
- **Majors Set Aside:**

#### Course Description:
The first of a two-course series that provides knowledge, concepts, and fundamental skills needed for beginning level practice in public and private child welfare. Focuses on understanding the mission and scope of child welfare practice, articulating the underlying philosophy and values that drive child welfare practice, and addressing cultural and relationship issues when working with families. The first course provides conceptual and practical information on identifying child maltreatment, assessing family needs and strengths, and determining both immediate and long-term risk to children of future maltreatment. The second course extends assessment process and folklore to include the role and impact of social welfare institutions and the services they provide.

#### Eligible Grades:
- **GEC1:** A-F

#### Requisite:
- MSW student with clinical concentration

#### Office of the University Registrar
- **Date:** June 1, 2023
- **Page:** 935 of 1005
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COURSE DESC:
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- **Counseling Older Adults**: Lecture 3 0 N G40 0
- **Social Welfare Law**: Lecture 3 0 N G40 0
- **Chemical Dependency**: Lecture 3 0 N G40 0
- **Mental Health and Social Work**: Lecture 3 0 N G40 0
- **Social Work in Health Care**: Lecture 3 0 N G40 0
- **Social Welfare Policy and Services I: History of Social Welfare and Social Work**: Lecture 3 0 N G40 0
- **Social Welfare Policy and Services II: Special Topics in Social Welfare**: Lecture 3 0 N G40 0
- **Human Behavior in the Social Environment I: Human Development and Diversity**: Lecture 3 0 N G40 0
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<td>Explores reciprocal influences of biology, psychology, and social functioning; analysis and beginning application of theories used in social work to assess systems at micro, mezzo and macro levels.</td>
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<td>First of a two-course sequence providing foundation knowledge and skills for social work practice. Provides a conceptual framework for generalist practice. Maintaining a person-in-environment focus, students utilize a strengths-based problem-solving model that incorporates awareness of the impact of social work values and ethics on all levels of practice. Students develop an understanding of how various aspects of diversity impact practice and formulate a range of practice interventions based on empowerment and social and economic justice within a rural environment. Also integrates content on social work practice methods and biological, psychological and social theories of human behavior to enable students to assess individuals and families. The professional role, the nature of self-knowledge, self-discipline, and availability of other resources required for professional performance are emphasized.</td>
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<td>Examine the systems in which people live, work, and are served, with a focus on principles of social work practice that may be used to empower people to access, negotiate with, influence, and change various systems within communities and organizations. Integrates content on social work practice methods and biological, psychological and social theories of human behavior to enable students to assess groups and the situations in which they are involved. The professional role, the nature of self-knowledge, self-discipline, and availability of other resources required for professional performance are emphasized.</td>
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<td>Enables students to focus on the study of a topic of particular interest to them which may not be of broad enough interest to warrant the development of a standard elective. Individually designed by a student and faculty member to meet educational needs not met by existing core curriculum or elective courses.</td>
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<td>Emphasizes agency-based practice focused on bringing about planned change in the organization. Encourages students to be as analytical about their organizations as they are about individuals, groups, and communities, and emphasize the partnership that should exist between direct service practitioners and managers to develop a supportive and open problem-solving environment in the social service agency. Problem definition, problem assessment, identification of intervention, design of interventions, use of staff, intervention costs and intervention effectiveness are covered.</td>
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<td>This capstone course incorporates content from the entire MSW curriculum, including the field practicum. It also includes case analysis reflecting problem based learning. Uses an action learning format with a theoretical base in cognitive constructionism, making use of projects and work tasks that simulate professional contacts to survey legislation, policies, theories, research, programs and practices.</td>
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**Course Descriptions:**

**Advanced Social Work Assessment:** This course introduces students to the assessment and accurate diagnostic understanding of mental disorders. Includes a focus on treatment interventions. Additionally, includes a focus on biopsychosocial spiritual assessments, the impact of difference and diversity, the impact of rural culture, and the implications of this knowledge for relationship building and treatment planning. Ethical issues related to assessment and diagnosis are also covered.

**Direct Practice with Children, Adolescents, and Groups:** Develops skills for social work practice with children and adolescents living in rural communities. Students will learn to evaluate a variety of intervention methods and theories, as applied to working with children and adolescents in individual and group settings. Focuses on diversity, gender and rural communities as contributors to child and adolescent development and incorporates environmental and systems perspectives.

**Social Work Administration:** Provides students with fundamental knowledge and skills in management and social work administration. Management theories consistent with social work values are provided for students to understand the roles and responsibilities of the social work administrator. Agency planning, program design, information management, decision making, leadership, supervision, staff development, board operations, and program evaluation are studied in the context of the rural environment, politics, ethics and values, race, and gender.

**Designing Rural Services:** Prepares students specializing in the administration of rural social service agencies to practice community development skills, including resource enhancement. Focus is on community-wide planning and implementation processes to develop and improve the delivery and impact of social services in rural communities. Emphasizes social work values and ethics as a basis for empowering and including diverse populations in community decision-making.

**Special Topics in Graduate Social Work:** Prepares students specializing in the administration of rural social service agencies to practice community development skills, including resource enhancement. Focus is on community-wide planning and implementation processes to develop and improve the delivery and impact of social services in rural communities. Emphasizes social work values and ethics as a basis for empowering and including diverse populations in community decision-making.

**Advanced Field Practicum I:** This field practicum course assists the student in progressively building upon the substructure of knowledge, skills, values, and ethics of social work practice which was acquired during the foundational field experience. Occurs within the context of academic work in the four curricular areas in conjunction with an individual placement in an agency in rural Appalachia and a close mentoring relationship with a field instructor. The specialized clinical or administrative field practicum prepares the student for advanced social work service delivery in their area of specialization.

**Advanced Field Practicum II:** This field practicum course builds upon the skills acquired in the first field practicum course. Students continue to progressively build upon the substructure of knowledge, skills, values, and ethics of social work practice. Occurs within a context of academic work in the four curricular areas in conjunction with an individual placement in an agency in rural Appalachia and a close mentoring relationship with a field instructor. Within this framework, the specialized clinical or administrative field practicum prepares the student for advanced social work service delivery in their area of specialization.
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<td>Prepares students to write a research proposal, in conjunction with their field supervisors, to address a problem of concern to their field agency. Explores quantitative and qualitative research methods, and the components of research proposal, including: problem formulation, development of hypotheses, and design of a sound, ethical study that conforms to IRB standards. The course also foreshadows data collection, analysis, interpretation and report writing.</td>
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<td>This course builds on previous course SW 6610, where students reviewed to basics of social work research methods to write a research project proposal. During the course, students will learn statistical analyses including descriptive and inferential statistics to complete the proposed research project approved by OU IRB and/or ethical guidelines of conducting social work research. Students will complete collection of data, and analysis of data using selective procedures. Students will use the appropriate analysis skills to analyze data collected for their evaluative or explanatory projects. Students will get experience of presenting their study verbally to their peers and other academic visitors such as field instructors and faculty members as well as write a publishable manuscript using APA style.</td>
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**Course Descriptions:**

- **HC 2600 Introduction to Ethical Community Engagement**
  - This course introduces students to fundamental principles of ethical community engagement that begin with an understanding of how first to engage with a community through the identification and elevation of its assets. Students are asked to reflect on their perceptions of communities with which they have no previous relationships, encouraged to interrogate the factors that have influenced those perceptions, and challenged to expand their understanding of those communities through research and engagement with community members. Through that process of self-reflection, students also are challenged to consider ways of engagement that are mutually beneficial to themselves and their community partners. In addition, this class explores the tension associated with navigating structural and cultural differences to find common goals and create partnerships that facilitate the achievement of community partners’ missions as well as academic expectations for the students.

- **HC 2400 Introduction to OHIO Honors**
  - This study-abroad course introduces students to the people and culture of the Andes through direct engagement with members of the community of Cusco. Students contribute to a community project in addition to exploring Cusco and nearby sites such as the Sacred Valley and Machu Piccu. To allow for more meaningful engagement on site, students study the culture and history of the region through texts and discussions prior to and during their time in Peru.

- **HC 2401 OHIO Honors Engagement Lab**
  - This project-based course provides students with an opportunity to explore the three OHIO Honors Program pathways - community engagement, research/creative activity, and leadership - in an applied context. Students are assigned to small, interdisciplinary groups, and each group works with a campus or community partner on a defined project over the course of the semester. In-class lectures focus on ethical approaches to each of the three pathways in addition to the theoretical foundations of experiential learning and interdisciplinarity.

- **HC 2420 OHIO Honors Engagement Lab in Health & Social Sciences**
  - This course uses interdisciplinary, team-based problem solving to introduce OHIO Honors students to the foundations of the three honors engagement pathways: leadership, community engagement, and research/creative activity. The activities and product align with a relevant university-related health and wellness initiative, as will be defined. Students work in an interdisciplinary team to research the campus context and needs related to the initiative topic, propose a relevant project, test and refine the proposal, and execute it. Lectures provide academic background on the topic and introduce students to a variety of problem-solving methods, such as evidence-based practice, systems thinking and design thinking, a creative, empathy-driven process for developing user-friendly solutions to everyday challenges people encounter. The lab sections guide students through the practical application of these problem-solving tools, help to explore ideas from lecture, and provide time and space for the team to work on the project.
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<td>This course introduces students to fundamental principles of ethical research and creative activity. Students are asked to reflect on their perceptions of how research and creative activity contribute to new knowledge and insights, encouraged to interrogate the factors that influence those perceptions, and challenged to expand their understanding of how individuals can ethically contribute to these endeavors through a multidisciplinary perspective. Through this process of self-reflection and peer discussions, students also are challenged to consider ways that their engagement in research/creative activity can be mutually beneficial to themselves, their field, and the greater public. In addition, this class explores the tensions associated with navigating the research/creative process, including interrogating personal, social, and cultural values, applying rigorous, systematic processes, and properly citing/acknowledging others' works to ensure that the knowledge and insights gained are rigorous, ethical, and contribute to the existing body of knowledge.</td>
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<td>This course introduces students to critical perspectives on leadership strategies and practices. Students are asked to reflect on their general perceptions of leadership as well as specific contexts in which they have observed leadership behaviors, and they are challenged to expand their understanding of who can practice leadership and how it can be ethically practiced. In addition, this class provides a socio-historical perspective on the evolution of leadership theory to help students understand the reciprocal effects of theory and changing cultural forces.</td>
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<td>Provides opportunities for students to learn rudimentary research skills. Each student works on a faculty member's research project as an apprentice learning how to conduct basic research with a discipline or across related disciplines.</td>
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<td>Prepares students to use scholarly resources to write senior thesis projects in the Honors Tutorial College. Students are required to master research methods, library resources, the integration of primary and secondary texts, discipline-specific documentation styles, and the conventions of critical writing. Students do extensive outside research, compose annotated bibliographies, write a research prospectus, revise their writing, and make presentations to the class about their work.</td>
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<td>This course introduces students to a variety of narrative theories and methodological approaches drawn from multiple academic disciplines, including psychology, rhetoric, anthropology, and literature. Students apply these theories in their analyses of personal essays, memoirs, autobiographies, and other examples of personal writing, as well as the construction of their own personal narratives.</td>
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<td>This course introduces students to the preparation, research, and writing processes necessary to apply for nationally competitive academic awards, graduate school, and professional school. Students develop application materials, research appropriate opportunities, and learn how to present their skills and experiences effectively in applications and interviews.</td>
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Office of the University Registrar
June 1, 2023
Page 943 of 1005
### GLC 3010 Global Economic Trends and Strategic Inst

**COURSE DESC:** Focuses on how strategic alliances are shaping and changing economic and political relations among the countries of the world, and the impact of such changes on society and culture. To foster contacts between American and international students in order to learn about other countries and cultures. To encourage teamwork and collaboration among students and faculty from different disciplines—both face to face and by using Intranet communication software.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** GLC 2030 or (GLC 203 and 204 and 205)

### GLC 2010 Business and Communication in Transitional Inst

**COURSE DESC:** Continuation of GLC 2020. Three weeks of 1st Summer Session. Working in conjunction with international students from partner university, GLC students finalize research begun in GLC 2020, prepare appropriate documents and reports, and make final presentation to clients.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Continuation of GLC 2020. Three weeks of 1st Summer Session. Working in conjunction with international students from partner university, GLC students finalize research begun in GLC 2020, prepare appropriate documents and reports, and make final presentation to clients.

### GLC 2020 Business and Communication in Transitional Societies

**COURSE DESC:** Team research and analysis of global issues, with an emphasis on business, communication, and international relations. Perform country, industry, and company analyses; recommend options and solutions; and present ideas orally and in writing. Focus on issues and challenges faced by companies, organizations, and nongovernmental organizations in transitional societies.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Intro to GLC. Understanding barriers and opportunities in countries and regions at various stages of development, and the significance of cross-national alliances. Team research and analysis of global ventures in various fields, accounting for relevant legal, economic, political, and social factors. Research and analysis geared toward development in such areas as agriculture, education, public health, the environment, nation-building, cultural, political and social democracy. Examines changing definitions of development and places emphasis on understanding the historical, social, economic, and political circumstances that impact development and communication strategies used to promote development.

### GLC 2030 Business and Communication in Transitional Societies (Abroad)

**COURSE DESC:** Continuation of GLC 2020. Three weeks of 1st Summer Session. Working in conjunction with international students from partner university, GLC students finalize research begun in GLC 2020, prepare appropriate documents and reports, and make final presentation to clients.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** Continuation of GLC 2020. Three weeks of 1st Summer Session. Working in conjunction with international students from partner university, GLC students finalize research begun in GLC 2020, prepare appropriate documents and reports, and make final presentation to clients.

### GLC 3010 Global Economic Trends and Strategic Alliances

**COURSE DESC:** Focuses on how strategic alliances are shaping and changing economic and political relations among the countries of the world, and the impact of such changes on society and culture. Research the development of bilateral trade relations, regional economic groups, and the growth and interdependency of global financial markets. Analysis of how such economic alliances are reflected in geopolitics and international diplomacy, and in cooperative global initiatives in such areas as natural resources, space exploration, education, and sports. Sample project: research global mergers, joint ventures, and alliances in the airline, automotive, and telecommunications industries.

**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:** GLC 2030 or (GLC 203 and 204 and 205)

### GLC 3010 Global Economic Trends and Strategic Alliances

**COURSE DESC:** Focuses on how strategic alliances are shaping and changing economic and political relations among the countries of the world, and the impact of such changes on society and culture. Research the development of bilateral trade relations, regional economic groups, and the growth and interdependency of global financial markets. Analysis of how such economic alliances are reflected in geopolitics and international diplomacy, and in cooperative global initiatives in such areas as natural resources, space exploration, education, and sports. Sample project: research global mergers, joint ventures, and alliances in the airline, automotive, and telecommunications industries.
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**Course Descriptions:**

- **Global Competition and Industry Trends:** Understanding international trade and global industry structures by comparing and contrasting joint ventures, mergers, and acquisitions. Comparison of markets and industries to determine the advantages and disadvantages of global and cross-industry expansion, and assessment of strategies for entry into new markets or new industries. Broadly defined to include commercial products and services, not-for-profit initiatives in education, or social and economic development. Identification of target market/audience; analysis of competition or environmental assessment.

- **International Internship:** Allows students to apply the knowledge and skills obtained in two years of project-based learning on global issues. Taken after sophomore year, with faculty approval. Written report and oral presentation on internship experiences to sophomore and junior GLC students upon return.

- **Honors Experience in Elementary Hindi I:** Honors Experience in Elementary Hindi I

- **Honors Experience: Elementary Hindi II:** Honors Experience: Elementary Hindi II

- **Intermediate Hindi-Urdu I:** Intermediate Hindi-Urdu I

- **Intermediate Hindi-Urdu II:** Intermediate Hindi-Urdu II

- **Special Topics in Hindi-Urdu:** Specific course content will vary with offering.
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June 1, 2023  
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Office of the University Registrar
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**ELIGIBLE GRADES:**
GEC1: A-F

**REQUISITE:**
Permission required and HTC

In depth discussion of various issues explored in Area Studies (OR) War and Peace Elective courses

| INST    | INST | 4001 | Diversity and Democracy | Seminar | 3 | 0 | 3 | BDP; CAP | N | U30 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC3: A-F, CR, PR

**REQUISITE:**
One course in Tier II Social Sciences or Humanities OR One Pillar course in Social or Behavioral Sciences or Humanities and Sr only CR

Synthesizes the fields of diversity, and our democratic society's promise for transformation and social change. Studies the social, philosophical, ideological, and historical foundations of diversity in the United States and internationally and asks how we can become transformative change agents in creating and sustaining a more diverse and global citizenry.

| INST    | INST | 4900 | Special Topics in International Studies | Lecture | 1 to 15 | 999 | N | U30 | 0 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC3: A-F, CR

**REQUISITE:**
Specific course content will vary with offering.

| INST    | INST | 4905 | Special Topics in Advanced African Languages and Literature | Lecture | 4 | 0 | I | U30 | 0 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR, PR

**REQUISITE:**
Permission required

Serves as a 3rd-year African language study. Complete intermediate level of appropriate language as approved by instructor.

| INST    | INST | 4910 | Internship | Internship | 1 to 10 | 10 | BLD | I | U30 | 0 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC6: CR, PR, F

**REQUISITE:**
Permission required and INST major and (Soph or Jr or Sr)

Designed to allow for a practical experience in an international organization or corporation in the U.S. or abroad to complement the theoretical base supplied in area studies and comparative cultures courses. The applied experience will allow you to see the practical way in which cross cultural issues and second language usage are manifested in a work environment. The internship experience will also allow you to identify personal learning goals that will enhance your career prospects.

| INST    | INST | 4911 | Special Topics in Advanced Southeast Asian Languages and Literature | Lecture | 4 | 0 | I | U30 | 0 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC4: A-F, CR

**REQUISITE:**
Permission required

Serves as a 3rd-year Southeast Asian language study. Complete intermediate level of appropriate language as approved by instructor.

| INST    | INST | 4930 | Independent Study | Ind Study | 1 to 15 | 999 | I | U30 | 0 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC3: A-F, CR

**REQUISITE:**
Permission required

Content varies by student.

| INST    | INST | 4950 | War and Peace Studies Seminar | Seminar | 3 | 0 | 3 | CAP | N | U30 | 50 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC1: A-F

**REQUISITE:**
Sr only

The aim is of the course is to question the root causes of violence and to explore pathways to sustainable peace from a multidisciplinary perspective.

| INST    | INST | 4960 | Global Problems, Local Solutions | Lecture | 3 | 0 | BSL; CAP | N | U30 | 60 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC1: A-F

**REQUISITE:**
1010, or ANTH 1010, or GEOG 2400 or POLS 2500 and SR only

In this course, students learn about complex global challenges that demand multiple and interdisciplinary solutions. These include human trafficking, challenges faced by refugees, climate change, loss of biodiversity, food insecurity and others. We use a global perspective to understand the extent of these problems, and focus our attention on how local communities around the planet come together to address them. As part of this consideration of human agency, we spend time learning about key local activists, their work, and the strategies they employ. We also evaluate ways in which the activities of such local communities can receive broader support. This course provides students with training on how to make effective oral presentations.

| INST    | INST | 4970T| International Studies Thesis Tutorial I | Tutorial | 1 to 3 | 6 | N | U30 | 0 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC1: A-F

**REQUISITE:**
Permission required and HTC

In depth discussion of thesis topic with thesis advisor and writing the thesis proposal

| INST    | INST | 4980T| International Studies Thesis Tutorial II | Tutorial | 1 to 10 | 999 | N | U30 | 0 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC1: A-F

**REQUISITE:**
Permission required and HTC

In depth discussion of data collection and research activity associated with thesis work.

| INST    | INST | 5000 | International Studies: Themes, Trends and Perspectives | Lecture | 4 | 0 | N | Q40 | 0 | 0 | 0 | 0 |

**ELIGIBLE GRADES:**
GEC1: A-F

**REQUISITE:**
Survey of major political, economic, and cultural themes in international studies through discussions on key contemporary issues. Acquaints graduate students with the fields and branches of International Studies and provides students with the tools to frame research questions within International Studies.
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<td>Introduction to interdisciplinary graduate study of the African continent with focus on social science and humanities perspectives.</td>
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<td>Uses methodologies from the social sciences to examine important issues in children's health, education, information dissemination, and medical interventions across the African continent. The children and youth of Africa are the world's most marginalized population group in terms of poverty and access to social resources. Addresses this situation from a variety of methodological and disciplinary angles, maternal literacy and children's health, for example.</td>
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<td>Study of historical, cultural, and political settings of Southeast Asia. Also provides an examination of themes of inquiry that have defined the field of Southeast Asian Studies.</td>
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<td>Introduction to geographical, historical, demographic, cultural, and political settings of Malaysia within the wider context of Southeast Asia. A survey of the historical development of Malaysia with emphasis on the period from the World War II.</td>
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<td>Designed to enable the holder of the Tun Abdul Razak Chair to present his or her particular specialization. This means the content of the course could be different from year to year, depending on the discipline of the holder. The focus will be on Malaysia, as well as other parts of Southeast Asia.</td>
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<td>Provides communication and development students with an overview of the field, including its interdisciplinary nature, a detailed introduction to their program of study, and an opportunity to know and interact with program faculty in order to facilitate faculty-student dialogue that might lead to identification of common interest, existing and new courses, and other relevant academic and research issues. Also introduces students to or emphasize specific aspects of the graduate student academic experience that are important to their success in the program such as plagiarism, graduate student life, preparing professional and academic conference presentations, submitting and presenting papers at academic conferences, and submitting papers to academic or professional publications.</td>
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<td>COURSE DESC:</td>
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<td>The evolution of epistemological, conceptual, and theoretical foundations of Development Studies; contemporary debates in development scholarship and implications for development practice.</td>
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<td>Study of literary periods, genres and movements, and the inherent liaison between literature, history, and culture.</td>
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**COURSE DESC:**

- **Global Citizen Journalism**: Citizen or participatory journalists are making differences throughout the world, enjoying some of the same exposure and reach as professional journalists working for traditional news outlets. INST3600/5600: Global Citizen Journalism will examine this social movement and place it in its real-world context. It will also help train and educate potential citizen journalists on how the journalism process works. On one hand, this course will serve as a media literacy primer, explaining how journalists choose their stories, sources, and reach their audience. On the other, it will help students understand how to take advantage of the information explosion the Internet has created to share their own stories and help combat the spread of 'fake news.'

- **Global Governance**: This course introduces students to the norms, practices, and structures underlying global collective order. It examines shifts from governments to governance in the management of international affairs, as well as the policy debates and coordination challenges these entail and the core theoretical concepts we use to understand them. How has increasing interdependence shaped the ways in which modern states and non-state actors identify and respond to collective goods and harms? The course begins with a consideration of new risks and rewards created by contemporary globalization in areas of security, aid and development, trade and finance, and human rights. We consider who 'wins' and 'loses' in the international system by addressing issues of power, authority, and legitimacy as well as the changing roles of states, formal and informal institutions (e.g. The UN, WTO), NGOs, and transnational corporations. We conclude by examining the formation of an 'international community' and assessing its capacity in responding to collective challenges such as poverty and inequality, trans- and sub-national political violence, economic regulation, cyber, energy, and environmental security, and humanitarian intervention.

- **Professional Development in International Studies I**: The course introduces students to contemporary issues and challenges faced by an International Studies professional.

- **Professional Development in International Studies II**: The course assists students in identifying appropriate professional opportunities in international studies and preparing for international studies related job interviews.

- **Special Topics in Africa: Contemporary Issues in Africa**: Thematic seminar on African issues current in the literature, human rights, gender, and religion.

- **Special Topics in Africa: Literature, Media, and the Arts**: Thematic seminar on African issues current in the literature, media, and the arts.

- **Special Topics in Africa**: Thematic seminar on African issues current in the literature, politics, development concerns, and health policies.

- **Special Topics in African Languages and Literature**: To develop communicative skills oral and written to enable the learners to engage in meaningful activities with other speakers. There is no language proficiency requirement.

- **Special Topics in Intermediate African Languages and Literature**: Focuses on enhancing the communicative skills in African languages. More advanced grammar and expanding vocabulary aiming at fluency in speaking, reading and writing simple stories using standard African languages will be emphasized. Complete elementary level of appropriate language as approved by instructor.
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June 1, 2023
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ELIGIBLE GRADES: GEC4: A-F, CR, PR

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COURSE DESC: Research relevant to the region engaging in, but not limited to, interpretative analysis of thematic materials, that allow students to focus on one or more of the region's idiosyncrasies.

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Office of the University Registrar
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**THAI 5220**

**Intermediate Thai II**

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**ELIGIBLE GRADES:**

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**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Thai speakers.

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**THAI 5310**

**Advanced Thai I**

Lecture 3 0 N G40 0

**ELIGIBLE GRADES:**

GEC2: A-F, REQUISITE: THAI 5220

**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Thai speakers.

**INST  INST**

**THAI 5320**

**Advanced Thai II**

Lecture 3 0 N G40 0

**ELIGIBLE GRADES:**

GEC2: A-F, REQUISITE: THAI 5310 or (531 and 532)

**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Thai speakers.

**INST  INST**

**THAI 5900**

**Special Topics in Thai**

Lecture 1 to 15 999 N G40 0

**ELIGIBLE GRADES:**

GEC4: A-F, REQUISITE:

**COURSE DESC:**

Specific course content will vary with offering.

**INST  INST**

**VIET 1110**

**Elementary Vietnamese I**

Lecture 4 0 2CP N U30 0

**ELIGIBLE GRADES:**

GEC1: A-F, REQUISITE:

**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Vietnamese speakers.

**INST  INST**

**VIET 1120**

**Elementary Vietnamese II**

Lecture 4 0 2CP N U30 0

**ELIGIBLE GRADES:**

GEC1: A-F, REQUISITE: VIET 1110

**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Vietnamese speakers.

**INST  INST**

**VIET 2110**

**Intermediate Vietnamese I**

Lecture 4 0 2CP N U30 0

**ELIGIBLE GRADES:**

GEC1: A-F, REQUISITE: VIET 1120

**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Vietnamese speakers.

**INST  INST**

**VIET 2120**

**Intermediate Vietnamese II**

Lecture 4 0 2CP N U30 0

**ELIGIBLE GRADES:**

GEC1: A-F, REQUISITE: VIET 2110

**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Vietnamese speakers.

**INST  INST**

**VIET 2900**

**Special Topics in Vietnamese**

Lecture 1 to 15 999 N U30 0

**ELIGIBLE GRADES:**

GEC3: A-F, REQUISITE:

**COURSE DESC:**

Specific course content will vary with offering.

**INST  INST**

**VIET 5110**

**Elementary Vietnamese I**

Lecture 4 0 N G40 0

**ELIGIBLE GRADES:**

GEC2: A-F, REQUISITE:

**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Vietnamese speakers.

**INST  INST**

**VIET 5120**

**Elementary Vietnamese II**

Lecture 4 0 N G40 0

**ELIGIBLE GRADES:**

GEC2: A-F, REQUISITE: VIET 5110

**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Vietnamese speakers.

**INST  INST**

**VIET 5210**

**Intermediate Vietnamese I**

Lecture 4 0 N G40 0

**ELIGIBLE GRADES:**

GEC2: A-F, REQUISITE: VIET 5120

**COURSE DESC:**

Culture based approach to increased language proficiency. Students continue to develop listening, reading, speaking, and writing skills as they study diverse history and customs of Vietnamese speakers.
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### Special Topics in Bioethics and Society

**Title:** Special Topics in Bioethics and Society  
**Component:** Ind Study  
**Cred Hours:** 3  
**Repeat Hours:** 6  
**ELIGIBLE GRADES:** GEC1: A-F  
**REQUISITE:**  
This seminar course will cover various issues in Bioethics, such as questions related to infectious diseases (vaccinations, quarantines and population health management), death and dying, genetic ethics, bioethical issues in a global health context, human reproduction, religion and bioethics, to name a few.

### Bioethics, Society and Justice

**Title:** Bioethics, Society and Justice  
**Component:** Seminar  
**Cred Hours:** 3  
**Repeat Hours:** 6  
**ELIGIBLE GRADES:** GEC1: A-F  
**REQUISITE:**  
This seminar course will cover various issues in Bioethics, such as questions related to infectious diseases (vaccinations, quarantines and population health management), death and dying, genetic ethics, bioethical issues in a global health context, human reproduction, religion and bioethics, to name a few.

### Capstone Experience in Bioethics and Society

**Title:** Capstone Experience in Bioethics and Society  
**Component:** Lecture  
**Cred Hours:** 3  
**Repeat Hours:** 0  
**ELIGIBLE GRADES:** GEC1: A-F  
**REQUISITE:**  
This course provides an outline of the American judicial system, regulatory structure and policy making process in relation to bioethical questions. It also dwells into specific elements of the American health system, such as basic health economics, payment systems and quality issues, and prepares students to structure and write a bioethics policy analysis.

### Capstone Experience in Bioethics and Society

**Title:** Capstone Experience in Bioethics and Society  
**Component:** Practicum  
**Cred Hours:** 3  
**Repeat Hours:** 0  
**ELIGIBLE GRADES:** GEC1: A-F  
**REQUISITE:**  
This course is a research-based course that allows students to focus on the implications that the certificate program bring to their particular discipline or area of interest, drawing upon the various required and elective courses to address a particular issue in their selected area of interest.

### Capstone Experience in Bioethics and Society

**Title:** Capstone Experience in Bioethics and Society  
**Component:** Research  
**Cred Hours:** 3  
**Repeat Hours:** 0  
**ELIGIBLE GRADES:** GEC1: A-F  
**REQUISITE:**  
This course is a research-based course that allows students to focus on the implications that the certificate program bring to their particular discipline or area of interest, drawing upon the various required and elective courses to address a particular issue in their selected area of interest.
### MASTER CURRICULUM FILE
### COURSE LISTING
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<td>The Osteopathic Approach to Patient Care 1 Course emphasizes health and wellness, and provides overarching generalist topics via sequential patient presentations. Biomedical, social, osteopathic, clinical, and health systems science curricular threads are streamlined and optimized for course sequence of topics. Classroom experiences emphasize application and integration of foundational concepts learned through faculty- and learner-directed study, and laboratory-based experiences complement and reinforce course topics. Clinical and community experiences emphasize patient-centeredness and team-based care, and relate back to course topics and patient presentations via critical reflection via longitudinal academic and professional coaching/mentoring.</td>
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<td>The Osteopathic Approach to Patient Care 2 Course emphasizes acute diseases, and provides overarching generalist topics via sequential patient presentations. Biomedical, social, osteopathic, clinical, and health systems science curricular threads are streamlined and optimized for course sequence of topics. Classroom experiences emphasize application and integration of foundational concepts learned through faculty- and learner-directed study, and laboratory-based experiences complement and reinforce course topics. Clinical and community experiences emphasize patient-centeredness and team-based care, and relate back to course topics and patient presentations via critical reflection via longitudinal academic and professional coaching/mentoring.</td>
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<td>COURSE DESC:</td>
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<td>The first in a series of longitudinal courses that guides students towards competence in patient-centered primary care. This course helps learners develop the skills needed to lead in health care delivery science, population health, communications, health care team leadership, health information technology and analytics, as well as, patient-centered medical home practice.</td>
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<td>This course contains a component called Transitions of Care (ToC) which gives learners exposure to hands-on experiences in a variety of care systems that help support patient management in a longitudinal fashion.</td>
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<td>The second in a series of longitudinal courses that guides students towards competence in patient-centered primary care. This course helps learners develop the skills needed to lead in health care delivery science, population health, communications, health care team leadership, health information technology and analytics, as well as, patient-centered medical home practice.</td>
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<td>The third in a series of longitudinal courses that guides students towards competence in patient-centered primary care. This course helps learners develop the skills needed to lead in health care delivery science, population health, communications, health care team leadership, health information technology and analytics, as well as, patient-centered medical home practice.</td>
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<td>This course provides students with an intensive overview of interprofessional education and health care delivery. In addition, students are exposed to experiential learning activities where they learn how teams of care givers evaluate and treat patients in key settings. These settings have been identified to foster the development of skillsets that leads to students being competent and successful in the patient-centered medical home model of health care delivery.</td>
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<td>COURSE DESC:</td>
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<td>This is the first of 8 courses in Health Systems Science and will serve as the framework for the additional coursework across the UME curricula in health systems. We will examine medical history related to the progression of the health system, insurance and payor history, and how patient communications and strong teamwork impact patient safety.</td>
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<td>This is the second of 8 courses in Health Systems Science and will build on skills from HSS1 in health systems. This will include examination of the health system function and failings. Further skills in teamwork and team communication strategies utilize information systems to evaluate the panel and community outcomes by zip code. These evaluations apply to team projects and quality improvement by team/panel. Initial education about community engagement and the use of executive management skills to address community partners round out HSS2.</td>
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<td>The first course of the Open Book Project elective series explores issues of social justice and inclusion in medicine. Grounded in Rita Charon's (2007, 2017) narrative medicine methodology, the Open Book Project elective (OBP1) introduces preclinical medical students to a unique framework for understanding, interpreting and interacting with the lived experiences of others; skills and techniques for empathy building, self-reflection, and connecting to others at a deeper, humanistic level; and an approach to clinical practice in which narrative sensibilities inform how physicians listen to and provide care to their patients. Through practice in the process of close reading, radical listening and expressing our own stories, narrative medicine facilitates relationship building and a deeper understanding of physicians and patients alike. Students will participate in two sessions of Visual Thinking Strategies (VTS) led by staff of the Kennedy Art Museum.</td>
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<td>The Open Book Project (OBP2) elective course builds upon the skills introduced in OBP1 while focusing on issues of social justice and inclusion in medicine. The Open Book Project elective (OBP2) deepens and expands preclinical medical students narrative medicine skills of close reading, radical listening and expressing their own stories. Students will engage with new selections of art, poetry, prose, and other works. Students will participate in one session of Visual Thinking Strategies (VTS) led by staff of the Kennedy Art Museum.</td>
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<td>The Open Book Project (OBP3) elective course builds upon the skills introduced in OBP1 and OBP2 (prerequisites) while maintaining a focus on issues of social justice and inclusion in medicine. The Open Book Project elective (OBP3) expects students to apply and demonstrate narrative competencies and develop group leadership skills. During the OBP3 students have the opportunity to author and facilitate sessions that apply the principles of narrative medicine learned in OBP1 and OBP2 focused on issues of social justice and inclusion. This course draws upon content in the Chronic Illness course, asking them to apply a narrative lens and, in this way, augments the clinical content delivered during their second year curriculum. Students will participate in one session of Visual Thinking Strategies (VTS) led by staff of the Kennedy Art Museum.</td>
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<td>This sixteen week course is the first in a series focusing on the fundamentals of interviewing patients for medical history and performing physical examinations of patients, including osteopathic, structural assessment and palpatory diagnosis; incorporating osteopathic manipulative examination and treatment into patient care and working as a member of a learning team to solve clinical problems related to osteopathic medical practice. Course content includes osteopathic manipulative (OMM) labs. Instructor expectations of the student are specified by a list of explicit OMM learning topics.</td>
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<td>The Osteopathic Approach to Patient Care 3 Course emphasizes chronic illness, and provides overarching generalist topics via sequential patient presentations. Biomedical, social, osteopathic, clinical, and health systems science curricular threads are streamlined and optimized for course sequence of topics. Classroom experiences emphasize application and integration of foundational concepts learned through faculty and learner-directed study, and laboratory-based experiences complement and reinforce course topics. Clinical and community experiences emphasize patient-centeredness and team-based care, and relate back to course topics and patient presentations via critical reflection via longitudinal academic and professional coaching/mentoring.</td>
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<td>Biomedical, social, osteopathic, clinical, and health systems science curricular threads are streamlined and optimized for course sequence of topics. Classroom experiences emphasize application and integration of foundational concepts learned through faculty- and learner-directed study, and laboratory-based experiences complement and reinforce course topics. Clinical and community experiences emphasize patient-centeredness and team-based care, and relate back to course topics and patient presentations via critical reflection via longitudinal academic and professional coaching/mentoring.</td>
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<td>COURSE DESC:</td>
<td>The fourth in a series of longitudinal courses that guides students towards competence in patient-centered primary care. This course helps learners develop the skills needed to lead in health care delivery science, population health, communications, health care team leadership, health information technology and analytics, as well as, patient-centered medical home practice.</td>
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<td>COURSE DESC:</td>
<td>The fifth in a series of seven longitudinal courses that guides students towards competence in patient-centered primary care. This course helps learners develop the skills needed to lead in health care delivery science, population health, communications, health care team leadership, health information technology and analytics, as well as, patient-centered medical home practice.</td>
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<td>COURSE DESC:</td>
<td>The sixth in a series of longitudinal courses that guides students towards competence in patient-centered primary care. This course helps learners develop the skills needed to become leaders in health care delivery science, population health, communications, health care team leadership, health information technology and analytics, patient-centered medical home practice, as well as in the community and in community agency management.</td>
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<td>COURSE DESC:</td>
<td>This is the fourth of seven courses in Health Systems Science and serves as additional coursework across the UME curricula in health systems. We focus on population health management across multiple contexts, medical and otherwise. Activities include employing Electronic Health Records to manage population-level data, understand the connections between data and payment, as well as perspectives from payers about information exchange. Students also hear from experts about U.S. health systems history, community development impact on health and equity, public health approaches to populations, and patient advocacy. They address the public and population through the creation of a community-oriented project addressing a high-risk health population.</td>
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<td>COURSE DESC:</td>
<td>This is the fifth of five courses in Health Systems Science and serves as framework for additional coursework across the UME curricula in health systems, which is incorporated into a combined course in clinical and health systems medicine. We focus on population health management across multiple contexts, medical and otherwise. Activities include employing Electronic Health Records to manage population-level data, understanding the connections between that data and payment, and describing the concurrent financial management practices used in complex delivery systems. Students also hear from experts about the history of community development, the intersection of behavioral health and criminal justice, as well as the role and function of ethics in clinical settings. They will address public and population health through the construction of a community oriented project addressing a high-risk health population leveraging the skills and knowledge developed over the course of the program in quality improvement, systems thinking and community based organizations and population medicine.</td>
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<td>REQUISITE:</td>
<td>Offered only to 2nd year OUCOM students in good standing</td>
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<td>COURSE DESC:</td>
<td>This course is the first in a series of two courses available to 2nd year osteopathic medical students. This course provides second year Osteopathic medical students with an opportunity to advance their skills in, understanding of and capacity to teach Osteopathic manipulative medicine (OMM) beyond the level possible through the standard year 1 &amp; 2 curricula. This course is designed to assist student in developing their teaching skills, including supervising the progressing of their 1st year students and by doing so will allow the students to deepen their understanding and refine their palpatory skills. Additionally, students will have the opportunity to evaluate articles relevant to the osteopathic philosophy, principles and practices and to learn new diagnostic and therapeutic skills beyond the standard OMM preclinical courses.</td>
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| OST     | OST  | OCOM | 7110 | Osteopathic Manipulative Medicine Honors 1 | Lecture | 2          | 0            | N               | M60 | 0            |               |                |
|         |      |      |      | REQUISITE: | Offered only to 2nd year OUCOM students in good standing |
|         |      |      |      | COURSE DESC: | This course is the second in a series of two courses available to 2nd year osteopathic medical students. This course provides second year Osteopathic medical students with an opportunity to advance their skills in, understanding of and capacity to teach Osteopathic manipulative medicine (OMM) beyond the level possible through the standard year 1 & 2 curricula. This course is designed to assist student in developing their teaching skills, including supervising the progressing of their 1st year students and by doing so will allow the students to deepen their understanding and refine their palpatory skills. Additionally, students will have the opportunity to evaluate articles relevant to the osteopathic philosophy, principles and practices and to learn new diagnostic and therapeutic skills beyond the standard OMM preclinical courses. |
|         |      |      |      | ELIGIBLE GRADES: | GEC5: CR, F |

| OST     | OST  | OCOM | 7115 | Osteopathic Manipulative Medicine Honors 2 | Laboratory | 2          | 0            | N               | M60 | 0            |               |                |
|         |      |      |      | REQUISITE: | Offered only to 2nd year OUCOM students in good standing |
|         |      |      |      | COURSE DESC: | This course is the second in a series of two courses available to 2nd year osteopathic medical students. This course provides second year Osteopathic medical students with an opportunity to advance their skills in, understanding of and capacity to teach Osteopathic manipulative medicine (OMM) beyond the level possible through the standard year 1 & 2 curricula. This course is designed to assist student in developing their teaching skills, including supervising the progressing of their 1st year students and by doing so will allow the students to deepen their understanding and refine their palpatory skills. Additionally, students will have the opportunity to evaluate articles relevant to the osteopathic philosophy, principles and practices and to learn new diagnostic and therapeutic skills beyond the standard OMM preclinical courses. |
|         |      |      |      | ELIGIBLE GRADES: | GEC5: CR, F |

| OST     | OST  | OCOM | 7902 | Introduction to Clinical Education | Clinical | 6          | 0            | N               | M60 | 0            |               |                |
|         |      |      |      | REQUISITE: | Offered only to 3rd year OUCOM students |
|         |      |      |      | COURSE DESC: | This course will have online coursework and live presentation orientation on relevant topics to clinical education customized to prepare the student for success in Years 3 and 4. The student will learn Basic and Advanced Cardiac Life Support for clinicians and will complete the necessary skill check offs to become certified by the American Heart Association. Students will participate in a skills camp to prepare them for the clinical skills necessary for success in Years 3 and 4. |
|         |      |      |      | ELIGIBLE GRADES: | GEC5: CR, F |

| OST     | OST  | OCOM | 7923 | Primary Care Associateship in Osteopathic Manipulative Medicine and Family Medicine | Practicum | 2 to 30 | 30 | N | M60 | 0 |               |                |
|         |      |      |      | REQUISITE: | Successful completion of OMS years one and two including passage of COMLEX level 1. Successful academic progress in OMS year 3. |
|         |      |      |      | COURSE DESC: | The Primary Care Associateship (PCA) in Osteopathic Manipulative Medicine (OMM) and Family Medicine is a competitive undergraduate immersion in academic medicine. During their term of service, PCA's function as integral members of the Departments of Primary Care and OMM, assisting with all phases of department operations including teaching, assessment, facilitation, tutoring, and mentorship of preclinical medical students. In addition, students complete a structured faculty development and physician leadership program, advance scholarly work, and develop clinical skills in primary care, osteopathic manipulative medicine and specialty areas of interest. Teaching activities, clinical experiences and research options are contracted with the instructor to align PCA learning needs with the curricular needs of the College. The associateship program is designed to promote interest in osteopathic medical education, osteopathic primary care practice, and to support the ongoing development of selected students as leaders within their communities. |
|         |      |      |      | ELIGIBLE GRADES: | GEC5: CR, F |

| OST     | OST  | OCOM | 7930 | Directed Studies in Pre-clinical Osteopathic Medicine | Ind Study | 1 to 30 | 30 | N | M60 | 0 |               |                |
|         |      |      |      | REQUISITE: | |
|         |      |      |      | COURSE DESC: | Directed Studies in Pre-clinical Osteopathic Medicine is a course in which osteopathic medical students pursue directed independent work under the guidance of a faculty member. A student who undertakes this course usually does so to explore in more depth areas covered broadly in courses, to conduct research, to participate in sanctioned global health activities abroad, to prepare to remediate content or a COMLEX failure or to explore topics not ordinarily covered in the curriculum. |
|         |      |      |      | ELIGIBLE GRADES: | GEC5: CR, F |
COURSE DESC: Pediatrics is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. The purpose of this course is to provide an early research experience for students who have successfully completed the Year 1 medical school curriculum. This course will complement the current Patient-Centered Continuum (PCC) and Clinical Presentation Continuum (CPC) curricula currently offered by the College of Osteopathic Medicine. It will also better prepare the students to fulfill future research requirements, such as those in the CORE (Centers for Osteopathic Research & Education) and/or residencies and fellowships. Published research has shown that early research exposure for medical students improves their future attitudes and interest in research (Ley & Rosenberg, 2007), increases their productivity as physicians (Zier, Friedman, & Smith, 2006), better trains medical students to critically assess medical literature (Guillory & Sharp, 2003), and can help to interest medical students in research and academic careers (Solomon, et.al., 2003).

ELIGIBLE GRADES: GEC5: CR,

COURSE DESC: Internal Medicine is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. The purpose of this course is to provide a student with an opportunity to develop and enhance their knowledge and skills at the level of a beginning to intermediate researcher. The student, under the guidance of their research mentor, designs and execute an original research project as part of their preclinical medical training. Original research is designed specifically to allow a flexible approach for students to obtain first-hand experience on the design, development, and/or completion of activities that span a range of research topics, including but not limited to: basic science, clinical science, human subjects/patient based research, epidemiology, and health systems science.

ELIGIBLE GRADES: GEC5: CR,

PR, F

COURSE DESC: Family Medicine is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. Educational activities rely on the application and integration of foundational concepts in family medicine through faculty- and learner-directed study. Additionally, course topics are reinforced through rotation-specific clinical experiences.

Throughout this course, students work to acquire and demonstrate the foundational knowledge and basic skills necessary to practice family medicine. They explore the attitudes and behaviors that enable excellent patient care, consider the principles underlying this field and discuss the value of family medicine as an integral part of any health system.

ELIGIBLE GRADES: GEC5: CR, PR, F

COURSE DESC: General Internal Medicine is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. Educational activities rely on the application and integration of foundational concepts in internal medicine through faculty- and learner-directed study. Additionally, course topics are reinforced through rotation-specific clinical experiences.

In this course, students perform comprehensive evaluations of patients and develop differential diagnoses and treatment plans for the most common adult patient illnesses, using a team-based approach to patient care. Students also explore clinical situations and patient presentations that are relevant to internal medicine.

ELIGIBLE GRADES: GEC5: CR, PR, F

COURSE DESC: Pediatric Medicine is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. Educational activities rely on the application and integration of foundational concepts in pediatric medicine through faculty- and learner-directed study. Additionally, course topics are reinforced through rotation-specific clinical experiences.

In this course, students perform comprehensive physical exams, calculate fluids and medications, and identify common pediatric diseases and emergencies. Furthermore, students practice communication skills, care of the special needs patient, pediatric osteopathic manipulative treatment, and explore health care systems.
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<th>Title</th>
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<td>Obstetrics and Gynecology is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. Educational activities rely on the application and integration of foundational concepts in obstetrics and gynecology through faculty- and learner-directed study. Additionally, course topics are reinforced through rotation-specific clinical experiences.</td>
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<td>In this course, students review the basic principles and practices of obstetrics and gynecology. Students also explore the management of medical concerns specific to women, including the normal physiologic changes throughout their lifespan, as well as the pathophysiology of obstetric and gynecologic disease.</td>
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<td>Emergency Medicine is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. Educational activities rely on the application and integration of foundational concepts in emergency medicine through faculty- and learner-directed study. Additionally, course topics are reinforced through rotation-specific clinical experiences.</td>
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<td>In this course, students participate in the assessment and treatment of emergency department patients. Students gain exposure to patient presentations and pathology that range from minor to life-threatening, refine H&amp;P techniques, verbal presentation and procedural skills, and gain an appreciation for the role of the emergency department in the health care system.</td>
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<td>Psychiatry is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. Educational activities rely on the application and integration of foundational concepts in psychiatric medicine through faculty- and learner-directed study. Additionally, course topics are reinforced through rotation-specific clinical experiences.</td>
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<td>In this course, students demonstrate and apply key concepts in the identification, clinical assessment, and treatment of common psychiatric disorders.</td>
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<td>General surgery is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. Educational activities rely on the application and integration of foundational concepts in surgical medicine through faculty- and learner-directed study. Additionally, course topics are reinforced through rotation-specific clinical experiences.</td>
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<td>In this course, students perform comprehensive evaluations of patients and develop differential diagnoses and treatment plans for the most common surgical conditions, including preoperative to postoperative care. Students also explore clinical situations, patient presentations, and common complications that are relevant to the surgical specialty.</td>
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<td>This one- or two-week (preceptor and CORE site dependent) required course for 3rd or 4th year medical students is designed to expand their knowledge of pain and palliative care. Dealing with life-threatening illnesses requires complex interdisciplinary care to maximize quality of life. This course will expose students to the physical, emotional, social and spiritual needs of those near the end of life in multiple venues (hospital, office, home and/or residential care).</td>
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<td>After completing one required four-week rotation in General Internal Medicine (OCOM 8100), students must complete an additional eight weeks of internal medicine selectives. These selectives may consist of two-, three-, or four-week rotations in the following approved internal medicine specialties: adolescent medicine, gastroenterology, allergy and immunology, general internal medicine, oncology, cardiology, geriatrics, pulmonology, Critical Care/ICU, hematology, rheumatology, hospital medicine, sports medicine, endocrinology, infectious disease, or nephrology.</td>
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<td>After completing one required four-week rotation in General Internal Medicine (OCOM 8101), students must complete an additional eight weeks of internal medicine selectives. These selectives may consist of two, three, or four-week rotations in a subspecialty approved by the American Board of Internal Medicine. Recently the Board has approved Hospice and Palliative Medicine as a subspecialty, so this selective is being added to the options available to students. The purpose of the Hospice and Palliative Medicine (HPM) rotation is to provide the student with an overview of hospice care and palliative medicine. The student is expected to encounter the following diseases and conditions on the rotation: *End-Stage chronic obstructive pulmonary disease (COPD) *End-Stage congestive heart failure (CHF) *Aspiration Pneumonia *Altered mentation/delirium/dementia *Severe coronary artery disease (CAD) *Palliative management of surgical patients *End-Stage Renal failure/dehydration *Uncontrolled diabetes mellitus *Stroke *Sepsis *End-Stage Pancreatitis *Stage IV Cancer</td>
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<td>Osteopathic Medicine, Manipulation and Principles 3B continues OCOM 8120 as a blended course that teaches students to incorporate osteopathic principles and practice into care of patients in hospitalized or ambulatory settings. Educational activities rely on the application and integration of foundational concepts of osteopathic medicine in both small and large group settings. Student are expected to participate in large group learning sessions and then demonstrate both osteopathic integration and manipulative skills related to specific patient presentations while in a small group lab setting.</td>
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<td>Students are required to select four weeks of surgical subspecialty rotation(s) to supplement/complement the basic required four-week General Surgery (OCOM 8140) rotation. No more than 12 weeks may be spent in surgical rotations (excluding OCOM 8140). Surgical subspecialties may be completed in either 2 two-week rotations or 1 four-week rotation.</td>
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<td>Students are required to select four weeks of surgical subspecialty rotation(s) to supplement/complement the four-week General Surgery (OCOM 8140) rotation. Surgical specialties that may be completed in 2 week rotations include OB/Gyn surgery, oncologic surgery, ophthalmologic surgery, orthopedic surgery, otolaryngology, plastic and reconstructive surgery, proctology and urology.</td>
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<td>Students are required to select four weeks of surgical subspecialty rotation(s) to supplement/complement the four-week General Surgery (OCOM 8140) rotation. No more than 12 weeks may be spent in surgical rotations (excluding the general surgery rotation). Surgical subspecialties may be completed in 2 week rotations or 1 four-week rotation.</td>
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<td>Students are required to select four weeks of surgical subspecialty rotation(s) to supplement/complement the four-week General Surgery (OCOM 8140) rotation. No more than 12 weeks may be spent in surgical rotations (excluding the general surgery rotation). Surgical subspecialties may be completed in 2 week rotations or 1 four-week rotation.</td>
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### College, Department/School, Prefix

#### Course Listing

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**Course Description:**

- **Elective - Continuity in Primary Care:** This course offers opportunities for the 3rd and 4th year student to attain knowledge and skill in one or more areas of special interest related to his/her development as a future osteopathic family physician. A limited number of rotations may be scheduled in one-week blocks (EKG reading, nuclear medicine, radiology, anesthesiology, laboratory medicine, podiatry, house nights, substance abuse, pain management, Osteopathic Manipulative Medicine, palliative care, pharmacy, ophthalmology, wound care, introduction to research); the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.

- **Elective - Cardiology:** This course offers opportunities for the 3rd and 4th year student to attain knowledge and skill in one or more areas of special interest related to his/her development as a future osteopathic family physician. A limited number of rotations may be scheduled in one-week blocks (EKG reading, nuclear medicine, radiology, anesthesiology, laboratory medicine, podiatry, house nights, substance abuse, pain management, Osteopathic Manipulative Medicine, palliative care, pharmacy, ophthalmology, wound care, introduction to research); the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.

- **Elective - Cardiovascular, Vascular and Thoracic Surgery:** This course offers opportunities for the 3rd and 4th year student to attain knowledge and skill in one or more areas of special interest related to his/her development as a future osteopathic family physician. A limited number of rotations may be scheduled in one-week blocks (EKG reading, nuclear medicine, radiology, anesthesiology, laboratory medicine, podiatry, house nights, substance abuse, pain management, Osteopathic Manipulative Medicine, palliative care, pharmacy, ophthalmology, wound care, introduction to research); the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.

- **Elective - Otorhinolaryngology:** This course offers opportunities for the 3rd and 4th year student to attain knowledge and skill in one or more areas of special interest related to his/her development as a future osteopathic family physician. A limited number of rotations may be scheduled in one-week blocks (EKG reading, nuclear medicine, radiology, anesthesiology, laboratory medicine, podiatry, house nights, substance abuse, pain management, Osteopathic Manipulative Medicine, palliative care, pharmacy, ophthalmology, wound care, introduction to research); the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.

- **Elective - Emergency Medicine:** This course offers opportunities for the 3rd and 4th year student to attain knowledge and skill in one or more areas of special interest related to his/her development as a future osteopathic family physician. A limited number of rotations may be scheduled in one-week blocks (EKG reading, nuclear medicine, radiology, anesthesiology, laboratory medicine, podiatry, house nights, substance abuse, pain management, Osteopathic Manipulative Medicine, palliative care, pharmacy, ophthalmology, wound care, introduction to research); the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.

- **Elective - Family Medicine:** This course offers opportunities for the 3rd and 4th year student to attain knowledge and skill in one or more areas of special interest related to his/her development as a future osteopathic family physician. A limited number of rotations may be scheduled in one-week blocks (EKG reading, nuclear medicine, radiology, anesthesiology, laboratory medicine, podiatry, house nights, substance abuse, pain management, Osteopathic Manipulative Medicine, palliative care, pharmacy, ophthalmology, wound care, introduction to research); the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.
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Office of the University Registrar
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### Master Curriculum File

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**Eligible Grades:**
- **GEC5:** CR,
- **PR:** F

**Requisite:**
- **GEC5:** CR,
- **PR:** F

**Office of the University Registrar**

June 1, 2023

Page 980 of 1005
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Office of the University Registrar
June 1, 2023
Page 981 of 1005
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COURSE LISTING
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| OST     | OST  | OCOM |       | 8261 | Elective - Hospital Medicine  | Clinical  | 4 to 24    | 24    | N                 | M60  | 0             |                |                  |
|         |      |      |        |      | REQUISITE:                    |           |            |       |                   |      |               |                |                  |
|         |      |      |        |      | GEC5: CR,                     |           |            |       |                   |      |               |                |                  |
|         |      |      |        |      | PR, F                         |           |            |       |                   |      |               |                |                  |

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| OST     | OST  | OCOM |       | 8262 | Elective - House Nights       | Clinical  | 2 to 24    | 24    | N                 | M60  | 0             |                |                  |
|         |      |      |        |      | REQUISITE:                    |           |            |       |                   |      |               |                |                  |
|         |      |      |        |      | GEC5: CR,                     |           |            |       |                   |      |               |                |                  |
|         |      |      |        |      | PR, F                         |           |            |       |                   |      |               |                |                  |

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| OST     | OST  | OCOM |       | 8263 | Elective- Hematology/Oncology | Clinical  | 4 to 24    | 24    | N                 | M60  | 0             |                |                  |
|         |      |      |        |      | REQUISITE:                    |           |            |       |                   |      |               |                |                  |
|         |      |      |        |      | GEC5: CR,                     |           |            |       |                   |      |               |                |                  |
|         |      |      |        |      | PR, F                         |           |            |       |                   |      |               |                |                  |

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| OST     | OST  | OCOM |       | 8264 | Elective-Gynecology Surgery   | Clinical  | 4 to 24    | 24    | N                 | M60  | 0             |                |                  |
|         |      |      |        |      | REQUISITE:                    |           |            |       |                   |      |               |                |                  |
|         |      |      |        |      | Offered only to OUCOM 3rd and 4th Year students|
|         |      |      |        |      | GEC5: CR,                     |           |            |       |                   |      |               |                |                  |
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| OST     | OST  | OCOM |       | 8265 | Elective- Women's Health      | Clinical  | 4 to 24    | 24    | N                 | M60  | 0             |                |                  |
|         |      |      |        |      | REQUISITE:                    |           |            |       |                   |      |               |                |                  |
|         |      |      |        |      | GEC5: CR,                     |           |            |       |                   |      |               |                |                  |
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| OST     | OST  | OCOM |       | 8266 | Elective- Forensic Pathology  | Clinical  | 4 to 24    | 24    | N                 | M60  | 0             |                |                  |
|         |      |      |        |      | REQUISITE:                    |           |            |       |                   |      |               |                |                  |
|         |      |      |        |      | GEC5: CR,                     |           |            |       |                   |      |               |                |                  |
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ELIGIBLE GRADES: GEC5: CR,

PR, F

REQUISITE: Offered only to OUCOM 3rd and 4th Year students

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ELIGIBLE GRADES: GEC5: CR,

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ELIGIBLE GRADES: GEC5: CR,

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REQUISITE: Offered only to OUCOM 3rd and 4th Year students

COURSE DESC: This rotation introduces medical students to the state legislative process, state health policy development and implementation, and the role of physicians in developing and shaping health policy. Students will spend time with the Ohio Osteopathic Association (OOA) Executive Director and attend coalition strategy meetings, legislative committees that deal with healthcare issues, shadow a legislator who is a member of the House or Senate Health Committee, and assist the OOA in researching current topics, drafting policy statements and assisting with legislative and agency briefings.

ELIGIBLE GRADES: GEC5: CR,

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REQUISITE: Offered only to OUCOM 3rd and 4th Year students

COURSE DESC: Elective courses offer opportunities for the 3rd and 4th year student to attain knowledge and skill in one of more areas of special interest related to his/her development as a future osteopathic family physician. This course offers an opportunity for students to attain skill in caring for college students on a clinical rotation, for example at Campus Care on the Ohio University campus. The student's knowledge will be enhanced by direct patient care experiences and didactic lectures.

ELIGIBLE GRADES: GEC5: CR,

PR, F

REQUISITE: Year 3 or 4 Osteopathic Medical Student

COURSE DESC: Elective courses offer opportunities for the Year 3 and 4 students to attend knowledge and skill in one or more areas of special interest related to their development as a future osteopathic family physician. A limited number of rotations may be scheduled in one-week blocks (EKG reading, nuclear medicine, radiology, anesthesiology, laboratory medicine, podiatry, house nights, substance abuse, pain management, Osteopathic Manipulative Medicine, palliative care, pharmacy, ophthalmology, wound care, introduction to research); the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.

ELIGIBLE GRADES: GEC5: CR,

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REQUISITE: Year 3 or 4 Osteopathic Medical Student

COURSE DESC: Elective courses offer opportunities for the 3rd and 4th year student to attain knowledge and skill in one of more areas of special interest related to his/her development as a future osteopathic family physician. This course offers an opportunity for students to attain skill in caring for patients with neurological disorders. The student's knowledge will be enhanced by direct patient care experiences and didactic lectures.
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<td>COURSE DESC:</td>
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<td>This course offers opportunities for the Year 3 and 4 students to attain knowledge and skill in one or more areas of special interest related to their development as a future osteopathic family physician. A limited number of rotations may be scheduled in one-week blocks, the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.</td>
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<td>REQUISITE: Completion of HCOM Year 2, including OCOM 7902 and 8005 PR, F</td>
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<td>Medical and Surgical Subspecialties is a four-week blended course that integrates biomedical, social, osteopathic, clinical, and health systems science into the clinical learning environment experience. Educational activities rely on the application and integration of foundational concepts in subspecialty patient care locations and aims to expose the primary care committed individual to specialty care. Upon completion of this course, the student is prepared to make educated referrals, and establish and maintain co-management relationships with other health professionals.</td>
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<td>Clinical simulation in medical education is a two-week, blended course that integrates biomedical, social, clinical, and health systems science into the simulated clinical learning environment experience. Educational activities rely on the application and integration of foundational concepts in case development, clinical practice guidelines, and learner assessment through faculty- and learner-directed study. Additionally, course topics are reinforced through rotation-specific experiences such as planning and performing medical simulation. Students will gain a basic understanding of the principles of medical simulation through a combination of self-study guides and hands-on experience. The student will work under the supervision of the Simulation Director and Simulation Staff.</td>
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<td>REQUISITE: Heritage College students only PR, F</td>
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<td>COURSE DESC:</td>
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<td>This four-week clinical course is designed to give hands-on experiences to 3rd and/or 4th year students in the medical management of common disease processes encountered in primary care ambulatory practice with patients of all ages.</td>
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<td>Lecture</td>
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<td>COURSE DESC:</td>
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<td>Osteopathic Medicine, Manipulation and Principles 4 is the final course in a series and is designed to refine osteopathic manipulation medicine skills and highlights osteopathic cranial concepts and principles. Educational activities rely on the application and integration of foundational concepts of osteopathic medicine in a small group setting, including near peer teaching, and completion of an oral and written case report.</td>
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<td>COURSE DESC:</td>
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<td>Students may take this course and use their vacation time in order to obtain experience and exposure to a variety of medical fields and preceptors without receiving credit toward graduation requirements.</td>
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<td>COURSE DESC:</td>
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<td>Specific course content will vary with offering.</td>
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<td>4 to 24</td>
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<td>COURSE DESC:</td>
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<td>The purpose of this rotation is to provide an opportunity for the student to explore issues in the delivery of health services in other countries. This rotation is not intended to transform the student into a specialist, but rather it is to provide a survey of the specialty. Students will need to use a logical and appropriate clinical approach to the care of patients in a developing country setting, utilizing locally available resources, and applying principles of evidence-based decision-making and problem-solving. These experiences are designed not only for students considering careers in international health, but for increasing the understanding of any future physician practicing in the United States who may care for patients from other countries. The experience is also designed to deepen the awareness of all participants regarding the determinants of health and illness and diverse methods of approaching health problems in settings with varied cultural, socio-economic and political characteristics. These experiences help students develop sensitivity to health disparities and their causes, including health, social, economic and environmental factors.</td>
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### OCOM 8912 Elective - Academic Medicine
**Course Description:** The purpose of this elective rotation is to provide the student with the opportunity to develop or enhance his/her knowledge and skills to a level appropriate for a beginning researcher. A limited number of rotations may be scheduled in one-week blocks (EKG reading, nuclear medicine, radiology, anesthesiology, laboratory medicine, podiatry, house nights, substance abuse, pain management, Osteopathic Manipulative Medicine, palliative care, pharmacy, ophthalmology, wound care, introduction to research); the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.

**Eligible Grades:** GEC5: CR,

**Component:** Tutorial

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### OCOM 8921 Elective - Academic Osteopathic Manipulative Medicine
**Course Description:** The purpose of this elective rotation is to provide the student with the opportunity to enhance his/her knowledge and skills to a level appropriate for an intermediate student instructor in Osteopathic Manipulative Medicine. To accomplish this, the rotation provides a broad overview of Academic Osteopathic Manipulative Medicine. The student is expected to encounter and participate in a variety of experiences while working within the year 1 & 2 OMM academic curricula and in the supervised OMM clinic, with supervised hospital participation when feasible.

**Eligible Grades:** GEC5: CR,

**Component:** Practicum

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### OCOM 8925 Health Policy and Systems
**Course Description:** Health Policy and Systems is a course to be completed in either the third or fourth year of students training. The course is comprised of structured components necessary to increase students awareness of the design and logic of the U.S. health care system; cost, quality, and access to health care services; the training of the American health care workforce; and how the U.S. compares to a selection of other health systems.

**Eligible Grades:** GEC5: CR,

**Component:** Seminar

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### OCOM 8930 Directed Studies in Osteopathic Medicine
**Course Description:** This course offers opportunities for the 3rd and 4th year student to attain knowledge and skill in one or more areas of special interest related to his/her development as a future osteopathic family physician. A limited number of rotations may be scheduled in one-week blocks (EKG reading, nuclear medicine, radiology, anesthesiology, laboratory medicine, podiatry, house nights, substance abuse, pain management, Osteopathic Manipulative Medicine, palliative care, pharmacy, ophthalmology, wound care, introduction to research); the remainder may be scheduled in 2 or more week blocks with the understanding that only a total of 12 weeks of elective rotations may be spent in any specialty except primary care (including family practice, general internal medicine and pediatrics), excluding the time spent in assigned rotations.

**Eligible Grades:** GEC5: CR,

**Component:** Ind Study

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### OCOM 8931 Elective in EKG Reading - Self Study
**Course Description:** The EKG Reading Self Study elective uses resources provided by OU-HCOM to assist student in learning the basics of reading and interpreting electrocardiographs (EKGs). A variety of EKGs will be presented to the student to learn from, and textbooks will be used to assist the student in understanding the interpretation of normal and abnormal cardiac rhythms. At the end of the week of self-study the student will be given an examination consisting primarily of rhythm strips to interpret and correctly identify.

**Eligible Grades:** GEC5: CR,

**Component:** Ind Study

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### OCOM 8940 Research Elective - Introduction to Research
**Course Description:** The purpose of this rotation is to provide the student with the opportunity to develop or enhance his/her knowledge and skills to a level appropriate for a beginning researcher in preparation for engaging in an actual research study. This course is available for the student who wants to design and participate in specially selected research addressing questions derived from osteopathic clinical practice and philosophy under the direction of basic science or clinical faculty.

**Eligible Grades:** GEC5: CR,

**Component:** Research

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### OCOM 8942 Research Elective - Critical Literature Review
**Course Description:** The purpose of this elective rotation is to provide the student with the opportunity to develop or enhance his/her knowledge and skills to a level appropriate for a beginning researcher. Permission to participate must be given by the CORE Research Director and the Assistant Dean Clinical Education; the student must also be in good academic standing. This rotation provides a broad overview of critical review of literature via hands-on experience. In hospital and ambulatory settings (as appropriate), the student is expected to encounter a variety of experiences that may lead to a clinical question answerable through the conduct of an extensive and critical review of the literature. To achieve rotation objectives, the student is expected to apply research-based concepts of diagnosis and management to the patient, develop a working knowledge of both inpatient and outpatient treatment modalities, research design, understanding basic statistical results and interpretation, human subject protection, manuscript writing, and dissemination of research findings as means of contributing to evidence-based medicine. Throughout the rotation, students should have multiple opportunities to perform different aspects of a critical literature review and to practice problem-solving skills.

**Eligible Grades:** GEC5: CR,
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<td>COURSE DESC:</td>
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<td>The purpose of this rotation is to provide the student with the opportunity to develop or enhance his/her knowledge and skills to a level appropriate for a beginning researcher. To accomplish this, the rotation provides an opportunity to write a case report and submit it for publication. A case report is defined as an account of the signs, symptoms, diagnosis, treatment and follow-up of a patient that follows an unusual or noteworthy case presentation. A case report can consist of a single-case study or a multiple-case study (N&lt;11). In hospital and ambulatory settings (as appropriate), the student potentially may encounter unique or rare illnesses/diseases or treatment and therapy. To achieve the rotation objectives, the student is expected to apply the concepts of diagnosis and management to the patient, develop a working knowledge of both inpatient and outpatient treatment modalities, be familiar with human subjects protection and its implication on collection of patient information, write the paper following a target journal's submission guidelines, and submit the manuscript for publication as means of contributing to evidence-based medicine. Throughout the rotation, students should have multiple opportunities to perform different aspects of scholarly work and to practice problem-solving skills. The student should enroll for the research rotation only after they have found an acceptable case to report; the rotation should not be used to locate a case to report upon.</td>
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<td>The purpose of this rotation is to provide the student with the opportunity to develop or enhance his/her knowledge and skills to a level appropriate for a beginning researcher. Permission to participate must be given by the CORE Research Director and the Assistant Dean Clinical Education; the student must also be in good academic standing. Student research can consist of any of the following types of studies: a retrospective study, a prospective study, a survey study or a meta-analysis. To accomplish this, the rotation provides a broad overview of research via hands-on experience. To achieve rotation objectives, the student is expected to apply research-based concepts of diagnosis and management to the patient, develop a working knowledge of both inpatient and outpatient treatment modalities, research design, statistics and hypothesis testing, human subject protection, protocol development, and dissemination of research findings as means of contributing to evidence-based medicine. Throughout the rotation, students should have multiple opportunities to perform different aspects of research and to practice problem-solving skills.</td>
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<td>This capstone course provides the opportunity for Heritage College Dual Degree Program (DDP) students to demonstrate their ability to effectively integrate and successfully apply the knowledge and skills acquired during their DDP, in real-life situations. Students are asked to propose a culminating educational project on a defined scholarly question, or a problem of particular professional and/or personal interest, whose solution requires a multidisciplinary approach. The completion of this educational project takes into consideration each student’s distinct academic background and educational experience, and is performed under the guidance of a faculty mentor/advisor.</td>
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**ELIGIBLE GRADES:** GEC1: A-F

**REQUISITE:**
- Introduction to Law Enforcement Technology: GEC1: A-F
- Ethics and Legal Issues: GEC1: A-F
- Real Estate Principles and Practices: GEC1: A-F
- Real Estate Law: GEC1: A-F
- Real Estate Appraising: GEC1: A-F
- Real Estate Finance: GEC1: A-F
- Contemporary Issues in Real Estate: GEC1: A-F
- Approaches to Workforce Effectiveness: GEC1: A-F

**COURSE DESC:**
- Introduction to Law Enforcement Technology: Examines the philosophy and history of law enforcement, overview of crime and police problems, organization and jurisdiction of local, state, and federal law enforcement agencies, survey of professional career opportunities and qualifications required. Instructional goals are learner centered.
- Ethics and Legal Issues: Provides a fundamental base of knowledge concerning contemporary law enforcement ethical and legal issues such as use of force, corruption, professional behavior, code of ethics, ethical dilemmas, and historical cases of ethical misconduct.
- Real Estate Principles and Practices: Real property as the basic resource with which real estate professionals work is explored. Students examine land and its description, rights and interests in real estate, contract law and real estate contracts, title transfer, deeds, leases, financing and mortgages, taxes, home ownership, urban planning, brokerage operations, appraisal and value, applied real estate math, and Ohio requirements for real estate licenses.
- Real Estate Law: Real Estate Law and all legal areas which impact real estate professionals are explored. Students examine the law of agency as applied to real estate brokers and sales personnel, law of fixtures, estates, conveyancing of real estate, mortgages and liens, license laws of Ohio, and zoning.
- Real Estate Appraising: The real estate appraising course exposes students to the practice and process of appraising real property in Ohio. It provides students with information about the appraising profession, the methods of real estate appraisal, and the appraiser licensing process.
- Real Estate Finance: An introduction to the essential elements of real estate finance includes the current real estate market, the types and sources of real estate loans, the real estate residential and commercial loan process, the foreclosure process in Ohio, the role and function of the secondary market, the government involvement in real estate finance, and the construction and development lending process.
- Contemporary Issues in Real Estate: Students investigate current issues in the field of real estate affecting real estate professionals.
- Approaches to Workforce Effectiveness: Obtaining skills that employers need is vital to being successful. Two highly desirable skills of oral communication and listening skills are developed through this course. Students will also be introduced to the complex workplace and the skills necessary for the twenty-first century workplace.
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Office of the University Registrar
June 1, 2023
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<td>COURSE DESC: Continuation of select basic soldier skills (1010, 1010L) that are essential to the Army’s ability to win on the modern battlefield. Instruction on military map reading and land navigation, introduction to small unit tactics with emphasis on movement techniques, squad operations orders and the Army’s after action review process. Also teaches goal setting, problem solving, written communication skills, presentation skills, and the Army’s core leadership competencies. Optional opportunities: Two-hour lab (1020L), participation in physical fitness sessions. No military obligation incurred.</td>
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<td>COURSE DESC: Course continues instruction in basic skills by applying teamwork as a small group. Teaches the fundamentals of land navigation, team building, problem solving, squad movement, Army Values, and field-craft. Enhances survival awareness through lectures, films, and participation. Teaches skills in effective briefing and writing. Teaches leadership skills in interpersonal communications, adaptivity, group dynamics, and leadership/behavior theory. Focuses students on planning for projects from start to finish using troop leading procedures and Operations Orders. A two-hour optional Leadership Lab, MSC 2010L, one day a week is available.</td>
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<td>COURSE DESC: Course builds upon knowledge gained in MSC 2010. Further developing student's understanding of military leadership and leadership techniques. Topics discussed include the principles of war, warrior ethos and the army values. Students are introduced to the eight troop leading procedures and the squad orders process. Students continue to develop their map reading and land navigation skills through classroom practical exercises. Course also covers time management, terrorism awareness, team goal setting, and problem solving techniques. Students learn the basics of problem solving and operations execution from beginning to completion. Leadership traits and styles are covered with a capstone presentation and self analysis prior to the end of the course. Teaches the basic duties of the commissioned and non-commissioned officer. Some classes may be held outdoors. A two-hour optional Leadership Lab, MSC 2020L, is held once a week.</td>
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Office of the University Registrar
June 1, 2023
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**COURSE DESC:**

Leader's Training Course (LTC) is a four-weeks intensive classroom and field training program held in the summer at Fort Knox, Kentucky. By transforming yourself through this rigorous training, you will qualify for enrollment in the Army ROTC Advanced Course. At LTC you experience the Army firsthand by developing your potential in the most important ways—mentally, physically and emotionally. You will be grouped into squads where you will gain experience in all leadership roles—culminating in verbal and written feedback on your improvement. You will also receive a stipend, transportation to and from Fort Knox, housing and meals. The first phase begins with Physical Training (PT) and Drill and Ceremony (D&C) which instill self-discipline and prepare you for the rigors and challenges of the upcoming weeks. The second phase builds on the basics Cadets have learned by expanding into adventure training in the field. Combat Water Survival Training, rappelling, land navigation and marksmanship training provide physical challenges that test Cadets individually while developing teamwork skills.

In the third phase, Cadets learn squad-level operations by taking part in demanding field exercises.
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<td>MSC 4010</td>
<td>Continuation of MSC 4010. Increased emphasis on critical thinking skills and ability to quickly identify and resolve complex leadership issues. Discussions and exercises to improve communication and networking skills while increasing knowledge of student's area of focus in the U.S. Army. Topics include career management, OER/NCOER /resume writing, unit letters of introduction/cover letters, interviewing, goal setting, presentation skills, public relations, and officiership. Students will also learn force protection, battle analysis, combat lifesaving techniques, and supply/maintenance management. Students will also learn about dealing with agencies and countries outside the U.S., equal opportunity in the workplace, the prevention of sexual harassment, and financial management. Outside the classroom all of the areas will be developed through assigned duties in the Cadet chain of command as well as planning and leading the activities of the Corps of Cadets to include physical training, Military Science Lab, and special events. A required Leadership Lab (MSC 4020L), a battlefield staff ride, and participation in three one-hour sessions for personal and organizational physical fitness will be conducted.</td>
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<td>Two-hour lab designed to reinforce skills learned in MSC courses. Labs are conducted mainly at the Ridges but may also take place in classrooms. Senior Cadets plan, prepare and execute all training events conducted. Fourth year Cadets serve as the instructors, leading all Cadets in practical exercises on small unit tactics, land navigation, patrolling and the field leaders reaction course. The Senior Cadets also serve as graders, evaluating the performance of all Cadets in leadership positions. Lab allows Senior Cadets to exercise their leadership skills by instructing, evaluating and mentoring the subordinate Cadets.</td>
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ELIGIBLE GRADES: GEC1: A-F

REQUISITE: BSS major and Sr only

COURSE DESC: Seminar for Bachelor of Specialized Studies seniors, examining opportunities, challenges, and issues of the 21st-century workforce, and issues relevant to post-graduation success. Includes engaging in self-assessment, reflection, and analysis of degree program, and developing knowledge of job search strategies and professionalism.
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**COURSE DESC:** Multicultural Policing: Cultural Perspectives in Criminal Justice develops within students a broad understanding of social justice from a criminal justice construct and the appropriate response of criminal justice practitioners performing criminal justice functions in an increasingly diverse society. Students explore emerging strategies for policing in a diverse society as well as the correct police response to emergent dimensions of social or cultural diversity including the homeless, mentally ill, gangs, documented and undocumented immigrants, and multicultural issues as they relate to terrorism and homeland security. Students examine, compare, and contrast the various characteristics of emergent multicultural groups in America including their history, politics, everyday life, behaviors, religion, and predict their potential impact on criminal justice functions.
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<td>Introduction to the fundamentals of criminal investigation; crime scene search and recording; collection and preservation of physical evidence, scientific aids, modus operandi, sources of information, interviews and interrogation, case preparation and management. Overview of actual laboratory analysis performed on physical evidence as if collected at the crime science for submission to a crime laboratory.</td>
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<td>Issues involved in working with a deaf victim or suspect. Covers ADA requirements for law enforcement, courts, and attorneys.</td>
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<td>Examines law relating to registration of motor vehicles, driver's license; vehicle code sections most often encountered and violated, regulation and traffic control, traffic accident investigation, traffic accident report forms; types and uses in a contemporary law enforcement agency. Lectures supplemented with in-class practical problem solving exercises to develop critical thinking and expose student to the practical side of traffic education, engineering and education and its application in a contemporary criminal justice system.</td>
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<td>Overview of the science of corrections and the contemporary issues in this field. Identifies and examines the contemporary issues that confront the field of corrections; the courts, detention, sentencing, adult institutions, and juvenile institutions as these issues impact the criminal justice system (police and the courts). Students engage in class discussions on all aspects of correctional issues. Students research issues, submit, and present reports on their findings to the class.</td>
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<td>Introduction to the principles of unarmed self-defense from the perspective of a criminal justice practitioner.</td>
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<td>Examines the basic principles of terrorism and homeland security as they apply in today's global environment. Explores the various definitions of terrorism, varieties of terrorism, rise of religious fundamentalism as a basis for terrorism, contemporary terrorist threats, and principles of emergency response to terrorist incidents.</td>
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<td>Provides an opportunity to develop and apply core law enforcement competencies, skills, abilities, and knowledge through practical work experiences within a law enforcement organization.</td>
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<td>Examines the fundamental principles of criminalistics, forensic science, role of the laboratory and their relationship to the criminal investigation process; crime scene search and recording, collection and preservation of physical evidence; scientific aids, modus operandi, sources of information, investigative follow-up and case preparation which represent a partial list of topics. Instructional goals are teacher directed and learner centered.</td>
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<td>Examines criminal justice research methodology, emphasizing the development of practical reasoning skills necessary for the comprehension and critical evaluation of criminal justice statistical information. Develops knowledge of Internet surveys, research ethics, research methodology and design, and data analysis.</td>
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Quantitative Applications in Criminal Justice Research

Course Description: Examine quantitative applications in criminal justice research. Introduces the student to the use of statistical inferences and tests of significance to answer criminal justice research questions. Explore the application of multivariate statistics from a criminal justice construct. Develop a working knowledge of statistical research applications such as SPSS in criminal justice research problems.

Eligible Grades: GEC1: A-F
Requisite: WARNING: not COMS 3520 or PSY 2110 or MATH 2500

Lecture 3 0 N U30 0

Chemistry and the Law

Course Description: Examines the role of chemistry in the courtroom. Rules of evidence, admissibility and expert testimony extensively examined. Explores the relationship of logic, ethics, and wrongful convictions from the perspective of a forensic chemist. Particular emphasis given to forensic chemistry related to the disciplines of latent fingerprints, fire debris and explosives, DNA, controlled substances and toxicology. Application of course content in a mock trial involving testimony as an expert witness required.

Eligible Grades: GEC1: A-F
Requisite: Jr or Sr

Lecture 3 0 N U30 0

Mass Murder in the United States of America: Implications for Criminal Justice

Course Description: The purpose of this course is to explore serial murder to include the distinctions between definitions, causes and motivations of homicide categories that are gleaned from a detailed analysis of case studies. From analysis of these case studies, students infer and analyze the implications of mass murder for criminal justice practitioners throughout the United States of America.

Eligible Grades: GEC1: A-F
Requisite: Jr or Sr

Lecture 3 0 N U30 0

Contemporary Issues in Criminal Justice Personnel Management

Course Description: The purpose of this course is to examine contemporary evidence based practices in criminal justice personnel management critical to the success and development of today's criminal justice practitioners. Through case studies and review of theoretical articles from the literature, students develop a foundational knowledge of personnel management principles, processes and strategies as they apply to the unique context of today's criminal justice organizations.

Eligible Grades: GEC1: A-F
Requisite: Jr or Sr

Lecture 3 0 N U30 0

Forensic Science Capstone

Course Description: This summative capstone experience provides students with the opportunity to demonstrate competency in the management of evidence from the crime scene to the courtroom through the application of professional knowledge, technology, critical thinking and analysis skills gained over their course of study in the B.S. Forensic Chemistry Program.

Eligible Grades: GEC1: A-F
Requisite: LET 3500, CHEM 4840 and 4840L

Lecture 3 0 N U30 0

Special Topics in Law Enforcement Technology

Course Description: Specific course content will vary with offering.

Eligible Grades: GEC3: A-F
Requisite: CR

Lecture 1 to 15 999 N U30 0

Criminalistics and Criminal Investigation for Forensic Chemists

Course Description: Examines the fundamental principles of criminalistics, forensic science, role of the laboratory and their relationship to the criminal investigation process; crime scene search and recording, collection and preservation of physical evidence; scientific aids, modus operandi, sources of information, investigative follow-up and case preparation which represent a partial list of topics. Instructional goals are teacher directed and learner centered.

Eligible Grades: GEC1: A-F
Requisite: LET 3500, CHEM 4840 and 4840L

Laboratory 3 0 N U30 0

Criminalistics and Criminal Investigation for Forensic Chemists

Course Description: Examines the fundamental principles of criminalistics, forensic science, role of the laboratory and their relationship to the criminal investigation process; crime scene search and recording, collection and preservation of physical evidence; scientific aids, modus operandi, sources of information, investigative follow-up and case preparation which represent a partial list of topics. Instructional goals are teacher directed and learner centered.

Eligible Grades: GEC1: A-F
Requisite: LET 3500, CHEM 4840 and 4840L

Laboratory 3 0 N U30 0

Chemistry and the Law

Course Description: Examines the role of chemistry in the courtroom. Rules of evidence, admissibility and expert testimony extensively examined. Explores the relationship of logic, ethics, and wrongful convictions from the perspective of a forensic chemist. Particular emphasis given to forensic chemistry related to the disciplines of latent fingerprints, fire debris and explosives, DNA, controlled substances and toxicology. Application of course content in a mock trial involving testimony as an expert witness required.

Eligible Grades: GEC1: A-F
Requisite: Let 3500, CHEM 4840 and 4840L

Lecture 3 0 N U30 0

Fundamentals of Information Technologies

Course Description: Introduction to the fundamentals of computers with an emphasis on computer literacy. Topics include: history of computers, computer components, Internet and Web 2.0, computer security, ethics, and privacy, computer careers and certification, and electronic files management.

Eligible Grades: GEC1: A-F
Requisite: LET 3500, CHEM 4840 and 4840L

Lecture 3 0 N U20 0

Keyboarding I

Course Description: Introduction to touch keyboarding using a personal computer with emphasis on keyboard mastery, correct technique, and body position. Technique will be developed using straight copy, typical business correspondence, tabulation, and reports.
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<th>Title</th>
<th>Component</th>
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<th>General Education Perm</th>
<th>Subsidy Level</th>
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<th>Majors Set Aside</th>
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<td>1220</td>
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<td>GEC1: A-F</td>
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<td>Touch keyboarding and document processing using a personal computer with emphasis on keyboarding mastery, building speed and improving accuracy. Production work involves creation of reports, correspondence, and business forms using various methods.</td>
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<td>UNC</td>
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<td>OAT</td>
<td>1420</td>
<td>Medical Terminology for Administrative Professionals</td>
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<td>Study of the structure and usage of medical words and terms as related to medical billing and coding. Emphasis on spelling and defining commonly used medical terminology including prefixes, suffixes, root words, plural forms, special endings, abbreviations, symbols, and their combining forms.</td>
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<td>Study of the structure and usage of legal words and terms as related to legal assisting and paralegal studies. Emphasis on spelling and defining commonly used legal terminology including prefixes, suffixes, root words, plural forms, special endings, abbreviations, symbols, and their combining forms.</td>
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<td>Emphasizes the enhancement of office skills, best practices, and procedures as they relate to an administrative assistant in an office environment. General office routines including roles and responsibilities introduced as well as discussion of electronic and paper file systems.</td>
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<td>Emphasizes the enhancement of office skills, best practices, and procedures as they relate to an administrative assistant in a medical office. Instruction on general medical office routines including roles and responsibilities as well as electronic and paper file systems are utilized.</td>
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<td>Emphasizes the enhancement of office skills, best practices, and procedures as they relate to an administrative assistant in a legal office. Instruction on general law office routines including roles and responsibilities as well as electronic and paper file systems utilized.</td>
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<td>1890</td>
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<td>Studies in selected subject areas related to office technology under the direction of a faculty member. May be repeated up to 5 credit hours.</td>
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<td>OAT</td>
<td>2000</td>
<td>Desktop Publishing</td>
<td>Lecture</td>
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<td>Development of skills in desktop publishing applications with emphasis on web page design, graphics, and publishing information. Preparation of newsletters, brochures, photos, web pages, and catalogs of professional quality.</td>
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<td>UNC</td>
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<td>OAT</td>
<td>2210</td>
<td>Dictation and Transcription</td>
<td>Lecture</td>
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<td>Development of machine transcription skills from taped dictation and various other methods of recording. Topics focus on transcribing materials into mailable copy using current word processing software with an emphasis on grammar, punctuation, proofreading, and formatting skills .</td>
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<td>2250</td>
<td>Applications in Word Processing</td>
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<td>Introduction to software applications in word processing with emphasis on professional communications.</td>
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<td>OAT</td>
<td>2260</td>
<td>Applications in Spreadsheets</td>
<td>Lecture</td>
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<td>Introduction to software applications in spreadsheets with emphasis on professional communications.</td>
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<td>OAT</td>
<td>2270</td>
<td>Applications in Presentations</td>
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<td>Introduction to software applications in presentations with emphasis on professional communications.</td>
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<td>Applications in Databases</td>
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<td>Introduction to software applications in databases with emphasis on professional communications.</td>
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<td>Offers extensive and detailed practice in written communications for business, industry, and professions. Creation of a variety of business forms including email, letters, memoranda, and reports. Emphasis placed on spelling, word usage, and grammar skills.</td>
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<td>Math D004 or Math D005 or Tier 1 Math or Math placement 1 or higher</td>
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<td>Emphasizes practical mathematical calculations typical of a business situation. Concentration on problem-solving techniques necessary to perform calculations accurately and efficiently.</td>
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<td>REQUISITE:</td>
<td>Introduction to medical insurance coding for an administrative assistant in a medical office setting; emphasis on ICD 9, CPT coding and HIPAA.</td>
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<td>Medical Coding II</td>
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<td>REQUISITE:</td>
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<td>Advanced instruction in medical insurance coding for an administrative assistant in a medical office setting; emphasis on ICD/CPT coding, HIPAA regulations, and CPC certification.</td>
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<td>REQUISITE:</td>
<td>Experience in the use of electronic health records software applications with emphasis on standards, medical databases, patient charting, customization of templates, billing and coding, collections, claims, HIPAA legislation, and clinical tools.</td>
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<td>GEC1: A-F</td>
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<td>REQUISITE:</td>
<td>Essentials of working as an administrative assistant in a medical office with a special emphasis on clinical techniques.</td>
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<td>GEC1: A-F</td>
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<td>REQUISITE:</td>
<td>Development of time management skills with emphasis on managing multiple priorities/multitasking using software organizational tools and methods. Stress management and the implications of time in its relationship to stress discussed.</td>
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<td>Broad-based foundation in legal studies and business as it relates to the paralegal in a law office environment. Emphasis placed on legal documentation, terminology, records, research, correspondence, communication, and technical skill requirements. Information needed for CLA (Certified Legal Assistant) and CP (Certified Paralegal) certification provided.</td>
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<td>Involves principles and practices of management flow of information within an enterprise. Includes basic management and supervisory functions including planning, controlling, organizing, and leading as applied to office services, physical facilities, systems and procedures, work measurement and standards, and business information systems. Emphasis on matters of personnel as related to the administrative assistant.</td>
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<td>Effective use of management techniques and equipment in meeting informational needs of business and industry via process documentation (technical writing), feasibility studies, and workflow diagramming. Emphasis on designing ergonomic office spaces utilizing process flow and design applications.</td>
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<td>Development of specialized business writing skills with an emphasis on technical documents and graphics used to communicate directions, instructions, reports, proposals, processes, and other business forms.</td>
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<td>Introduction to essential elements of project management for the business analyst via application software. Emphasis placed on managing resources such as people, budgets, equipment, and time utilizing reporting tools invaluable for planning small and large projects.</td>
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<td>Special topics and problems encountered in field experience discussed. Advancements in technology and applications addressed as needed. Career opportunities, ideas, and experiences shared to find possible answers to questions arising in actual work situations. Preservation of program coursework (artifacts) as evidence of learned skills may be required. May be taught in two separate entry and exit formats.</td>
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Office of the University Registrar
June 1, 2023
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**ELIGIBLE GRADES:**
- GEC1: A-F, CR
- GEC3: A-F, CR
- GEC5, CR, PR, F
- GEC6, CR, PR, F

**REQUISITE:**
- (Fr or Soph)
- Permission required from eLearning OHIO and ENG 1510
- (Fr or Soph) and WARNING: No credit for both this course and the following: UC 1101 and UC 1102
- WARNING: No credit for both this course and the following: UC 1100

**COURSE DESC:**
- Helps students assess current study behaviors and attitudes and then adopt techniques that increase effectiveness in managing time, taking notes, reading and comprehending test material, and preparing for exams. Emphasizes regular practice and application of strategies discussed. Especially recommended for new students who did not study very much in high school and/or do not have a well-developed system of effective studying.
- Concentrates on managing time and preparing for and taking examinations.
- Improves ability to select important information in lectures, discussions, and textbooks, organize it in note form, and review it. Emphasizes regular practice and use of organized notetaking systems.
- The purpose of the Student Transition Seminar is to assist students in making a successful transition to their selected academic programs, both academically and personally. For those transferring to Ohio University, the course covers material on knowledge and skills necessary to navigate the institution. For those moving from one academic program to another, pertinent information regarding the new program is given. This course fosters a sense of belonging and promotes engagement in the curricular and co-curricular aspects of a student's academic discipline.
- The seminar course associated with thematic or discipline-specific learning communities. Topics may include introduction to disciplinary norms, academic expectations of specific colleges and programs and research and creative opportunities at Ohio University.
- Seminar designed to assist adult students in clarifying career, personal, and educational goals with emphasis on documenting college-level learning from prior experience and documenting this learning for assessment.
- This course guides students to clarify their academic and professional interests. This is accomplished through a combination of seminar style discussion and reflection activities. In addition, students gain and develop a set of skills, tools and practices intended to support students in being agents of change in their respective communities.
- This course focuses on understanding leadership, civic engagement and social change in the global, national and local contexts. We utilize the loci of our identities to frame the meaning we derive from leadership and civic engagement.
- This course introduces students to critical perspectives on leadership strategies and practices via readings, discussions, and experiential learning opportunities. Students develop self-awareness, knowledge and skills through exploring different leadership models, analyzing social and contextual environmental influences, and executing a community-focused project.
- The first-year seminar for Margaret Boyd Scholars is designed to introduce selected scholars to a variety of disciplines and approaches to women's scholarship at the university.
- Ohio Fellows Program Seminar and Activity is an individually tailored, interactive education encounter that fosters in-depth learning and engagement with students and faculty from all majors. Seminar sessions and scheduled activities challenge students to discuss important topics of the day and seek collaborative and multidisciplinary solutions while fostering skills in leadership, decision-making, and problem solving.

**COURSE LISTING**

**SORTED BY College, Department/School, Prefix**

**Office of the University Registrar**
June 1, 2023
Page 1004 of 1005
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ELIGIBLE GRADES: GEC3: A-F, CR

COURSE DESC:
- **Special Topics in University College**
  - Specific course content will vary with offering.
- **Bobcat Student Orientation Theory and Practice**
  - Permission required
- **University Professor**
  - Title and requisite in Course Offerings.
- **Special Topics in University Professor**
  - Specific course content will vary with offering.
- **University Professor**
  - Title and prerequisites available in Course Offerings.