

Baseline Data from Murray State University Student Data:

Experiential Learning: Spring 2010-Summer 2012

Abstract

Student demographic and academic achievement data for two calendar years (Spring 2010 to Summer 2012) were used to create baselines for experiential learning outcome data. Analyses were conducted by examining performance in experiential learning related-courses with respect to student demographics and academic achievement to determine baseline measures, to identify any specific demographic or academic indicators of experiential learning performance, and to compare performance and participation in required and optional experiential learning-related courses. In a sample of experiential learning-related general education courses, high school GPA was the strongest predictor of success, even after accounting for ability. Gender and ACT scores were also predictive, but not for all courses. Performance in experiential learning-related courses was a significant predictor of retention: higher course grades were associated with increased probabilities of retention. Student participation in optional experiential learning-related courses is low, and grades in all experiential learning-related courses were positively skewed. This data will be used to develop the Murray State University's Quality Enhancement Plan that promotes applying skills and knowledge learned in the classroom to real-world settings.

Introduction

The Murray State University (MSU) community, including students, faculty, staff, alumni, and employers, identified the topic of applying knowledge and skills in a real world setting as a key area that the university should focus on improving. Accordingly, MSU identified baseline data skills associated with the ability to apply knowledge and skills in a real world setting, and then conducted analyses of student data to determine whether these skills were a relative weakness for Murray State students.

Transdisciplinary skills that would enable students to apply knowledge and skills in a real world setting successfully were identified. Because we wished to identify student learning outcomes that would be appropriate across all the disciplines pursued at Murray State, we sought construct definitions that were general and flexible enough to be applied to multiple approaches, assignments, and disciplines. Consequently, the American Association of Colleges and University's VALUE rubrics for critical thinking, creative thinking, inquiry and analysis, problem solving, and integrative learning were used for construct definitions and criteria. The VALUE rubrics were developed at a national level by faculty experts who used existing rubrics and research to create and validate rubrics for institutional assessment of these common learning outcomes.

The following definitions from the VALUE rubrics were used:

- Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an

imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

- Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
- Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
- Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Method

Data were compiled from two sources provided by the Registrar's office. One set of files consisted of semester-by-semester class rolls and grade data for every Murray State undergraduate enrolled from Spring 2010 to Summer 2012. A separate set of files provided individualized academic records for each student enrolled in each of these semesters. This set of files included demographic data such as state of residence, high school attended, age, ethnicity, and gender. Academic achievement data included ACT English, Math, Reading, and Composite test scores, high school rank, and high school GPA. For students enrolled in multiple semesters, these data were redundant across the files. However, each file also included dynamic data such as term GPA, enrollment status, and class standing.

Both sets of files were coded with unique and anonymous student identification numbers, making it possible to match the student data to grade data. Different combinations of these data files were used in the analyses as noted in the Results section. All analyses were completed using SPSS version 20. Analyses were conducted to determine baseline measure by examining performance in courses that included significant experiential learning components with respect to student demographics and academic achievement; to identify any specific demographic or academic indicators of experiential learning performance; and to compare performance and participation in required and optional experiential learning-related courses.

Results

The first objective was to establish a baseline measure by examining performance in courses that included a significant experiential learning component. Experiential learning components were defined as critical thinking, creative thinking, analysis, problem-solving, and integrative learning, and courses were identified as experiential learning-related courses through an analysis of course objectives. Courses with more than 95% of the course objectives related to one or more of these components were considered experiential learning-related for the purposes of this study. Appendix A provides the full list of identified courses and their course objectives. Grade distributions were produced by aggregating enrollment files across the available semesters (Spring 2010, Summer 2010, Fall 2010, Spring 2011, Summer 2011, Fall 2011, Spring 2012, Summer 2012) as well as across course sections within semesters. Grades were coded as A, B, C, D, E, AU (audit), and W (drop). Baseline distributions for selected critical thinking courses are presented in Appendix B.

In order to examine the relationship between performance in experiential learning-related courses and individual student demographics and academic achievement, it was first necessary to

merge the enrollment and class rolls files. This merge was done by first restructuring the aggregate class rolls file that contained a separate entry for each grade in each course so that each student was placed in their own row with each of their grades in columns, coded by course subject, number, and the semester in which it was taken. This structure made it possible to match students' anonymous identification numbers with the enrollment files containing their demographic and academic achievement data for each semester. The restructuring was done using the merge function in SPSS. Because a separate enrollment file was provided for each semester, individual student data was imported for the first semester in which the student was enrolled and redundant information was discarded. However, because these files contained an enrollment status variable, it was possible to use these data to determine how many semesters in which the student was enrolled. Thus, the merged file contained a dichotomous variable for each semester that indicated whether or not the student was enrolled that semester. For the dynamic data, new variables were created for each additional semester for which a student had data. These included term GPA, cumulative GPA, number of hours enrolled, and class standing. The class standing variable in particular made it possible to select out specific cohorts for analysis.

The next objective was to determine whether any specific demographic or academic indicators of experiential learning performance could be identified. To accomplish this goal, a hierarchical regression model was built that controlled for demographic factors in early steps and academic performance factors in later steps. A sampling of courses from the core University Studies curriculum was selected in order to represent a broad range of areas of study (Accounting, Biology, World Civilizations, Geography, History, Humanities, Political Science, Psychology, and Spanish). Because grade distributions were relatively normal for these courses,

grades were treated as a continuous dependent variable. Drops and audits were not included in these analyses as there was no way to treat these variables as continuous with the grade variable.

A separate regression equation was computed for performance in each course (ACC 201, BIO 221, CIV 201, COM 161, ENG 105, GSC 110, HIS 221, HUM 211, POL 140, PSY 180, and SPA 102). Each step of the regression equation predicted performance in the course from the variable(s) entered at that step, controlling for any variance accounted for by variables in previous steps. The specific model was as follows:

Step 1: Gender

Step 2: Ethnicity (White, Asian, Black, Hispanic, Multicultural)

Step 3: State of origin (KY, TN, IL, IN, MO)

Step 4: ACT (English, Math, Reading)

Step 5: High school GPA

Gender was treated dichotomously. Ethnicity and State of origin were dummy-coded. ACT scores and High school GPA were treated as continuous variables.

Patterns of results were similar across courses. In general, females outperform males, although this difference was not always significant. The gender gap was most pronounced in English and Psychology. Generally, blacks underperformed relative to other ethnic groups. However, this finding should be interpreted with a great deal of caution given their small representation in the sample.

Not surprisingly, ACT scores were highly predictive of success. A couple of surprising findings are worth noting, however. For BIO 221, only ACT English scores predicted success

(controlling for ACT Math and ACT Reading). For most classes, however, ACT Math scores seemed to be the stronger predictor. For ENG 105 and SPA 102, ACT Math was the only significant predictor (controlling for ACT English and ACT Reading). For two courses, POL 140 and PSY 180, all three ACT scores independently predicted success, suggesting that these courses in particular require a highly integrated set of academic skills.

In the final step of the model, high school GPA scores were also generally predictive of success. This result was true for all of the courses except ACC 200, HIS 221, and SPA 102. This suggests that even after accounting for ability, past performance is a strong predictor of future performance.

Having established some of the antecedents of performance in a sampling of experiential learning-related courses, a third objective was to determine whether performance in these courses was predictive of academic success in general. Retention in particular was a variable of interest; that is, are students who are successful in experiential learning-related courses more likely to remain at Murray State? In order to examine retention, a longitudinal approach has to be taken—to look at the impact of performance in one semester on a relevant criterion variable in a future semester. To do this analysis, the Fall 2010 first-time freshmen cohort was selected. Retention was defined simply as a dichotomous variable indicating whether or not the student was enrolled Spring 2011. To determine if performance in an experiential learning-related course could predict whether first-time freshmen returned for a second semester, the previous model was used with the following modifications: first, the addition of performance in the course in question as a 6th step in the regression equation, and second, controlling for term GPA to uncouple performance in the course from overall semester performance. Because the outcome variable was dichotomous, the logistic regression model was used. Logistic regression provides a

likelihood statistic known as an odds ratio that can be translated into a probability that the predictor contributes to inclusion in the variable of interest (in this case, retained vs. not retained).

Three courses from the list of experiential learning-related courses with high first-semester enrollment rates were examined: PSY 180, ENG 105, and COM 161. For all three courses, performance was a significant predictor of retention. Each course grade increase was associated with increased probabilities of retention ranging from 53% (PSY 180) to 57% (ENG 105). That said, these probabilities, while significant, were lower than those based on overall term GPAs. Nevertheless, they were unique indicators of retention.

A final objective was to examine participation rates in courses that have a strong experiential learning component to see if there are differences in participation when the course is required or optional. Courses were identified as experiential learning-related courses based on both the course description provided in the *Murray State University Course Bulletin* and the course objectives on syllabi. Courses were split into two groups: required and optional experiential learning-related classes.

Participation in optional experiential learning-related courses is extremely low, averaging 21% of those students enrolled in experiential learning courses across the university, and ranging from .7% to 32% of enrollment in all colleges or schools except for the College of Business. The College of Business is an anomaly, with 76% of participation in experiential learning-related courses in optional courses and only 24% in required courses.

Required courses are either pass/fail or, if graded, predominantly As were earned. Graded courses were divided into two groups: those in which 80% or more of the students earned As, and those in which fewer than 80% of students earned As. In 41% of all required

courses, 80% or more of the students in that class earned As. When the target was lowered to 70% of students in the course earning As, the sample of required courses was evenly split, with 50% of all required courses awarding As to 70% or more of enrolled students. A similar analysis conducted on pass/fail required courses revealed that 86% of required courses using a pass/fail grading scheme awarded passes to 80% or more of enrolled students.

Optional courses were also skewed in student performance. In 66% of optional experiential learning-related courses, 80% or more of the students in that class earned As. In 76% of optional experiential learning-related courses using a pass/fail grading scheme, 80% or more of the students in that course earned passes.

While predictive analyses were planned prior to data analysis, interpretation of the descriptive statistics led us to abandon these predictive analyses. For optional courses, enrollment was too low to provide meaningful results. Even collapsing across courses would not provide a useful prediction of student success because the few courses that have higher enrollments would carry the bulk of the variance and, thus, skew the results. Similarly, the lack of variance in grade distributions in required experiential learning-related courses did not provide enough variance to predict any meaningful outcomes.

Discussion

Across the broad range of areas of study (Accounting, Biology, World Civilizations, Geography, History, Humanities, Political Science, Psychology, and Spanish), gender, ethnicity, ACT, and high school GPA were found to be specific demographic/academic indicators of experiential learning-related performance. State of origin was not found to have an impact on experiential learning-related performance, which suggests that variance in state and school

curriculum and opportunities may not play as large a role as might have been expected. If this is the case, it would eliminate this factor as a potential barrier, and allow the QEP to focus on other factors that might have a bigger impact. Similarly, since gender and ethnicity were predictive—but not consistently predictive—these factors may not be the most useful to concentrate on first.

The three demographic indicators (gender, ethnicity, and state of origin) were entered in the first three steps of the hierarchical regression because the model assumed that they would have the earliest and, subsequently, the potentially greatest impact on student performance. Instead, the two academic indicators (ACT scores and high school GPA) were stronger and more consistent predictors of experiential learning-related performance than the three demographic indicators. Since these indicators are related to student attitudes, behavior, environment, and opportunities and are reflective of more recent events, the QEP may be able to have a larger positive influence on experiential learning-related performance than if a demographic variable accounted for the largest variance in performance.

PSY 180, ENG 105, and COM 161 are experiential learning-related courses with high first-semester enrollment rates; ENG 105 and COM 161 are required University Studies courses and all three courses are common prerequisites for other courses. Course grade increases were associated with increased probabilities of retention ranging from 53% (PSY 180) to 57% (ENG 105), yet this finding should be interpreted with caution. While it would be tempting to conclude that succeeding in an experiential learning-related course makes students more likely to be retained, this conclusion is not warranted from these regression analyses as they are inherently correlational in nature. It is quite likely that unmeasured underlying variables contribute to both experiential learning-related course success as well as retention. On the other hand, many of

these potential variables were already controlled for in the regression analysis, through demographics and academic achievement variables.

When Murray State University students had the opportunity to take an experiential learning-related course, they generally opted not to do so. The anomaly of the results from the College of Business, in which more students took optional experiential learning-related courses may stem from changes in recommended curriculum that no longer match the Bulletin's description. Three of the required College of Business courses did not have students enrolled in them over the two years of data.

However, student grades indicate that students who completed experiential learning-related courses—required and optional—were successful in them. This finding underscores one benefit of courses that invite students to engage in behaviors related to experiential learning. This finding could be linked to the timing of many of the experiential learning-related courses, which tended to be capstone courses, especially if required: students who persist in their course of study may be more successful at higher-level courses. Additionally, experiential learning-related courses occurring close to graduation may be seen as more closely related to desired career experiences and, accordingly, perhaps student perception of the relative value of these courses may be higher, which in turn, may improve performance. A significant number of experiential learning-related courses are graded with a pass-fail scheme, which may result in an artificially positive set of results, since limiting evaluations to two options may gloss over relative weaknesses in students' critical thinking, creative thinking, problem solving, analysis, and integrative thinking in these classes.

Suggestions

Analysis of the baseline data, drawn from individualized academic records, demographic data such as state of residence, high school attended, age, ethnicity, and gender, and academic

achievement data included ACT English, Math, Reading, and Composite test scores, high school rank, and high school GPA, provide several suggestions for QEP development and future assessment.

High school GPA, ACT scores, gender, and race, which were predictive of success in experiential learning-related courses, could be used to identify students who may be likely to need additional resources to be successful in applying knowledge and skills in a real-world setting. Additionally, since many of these opportunities in which students could apply knowledge and skills in a real world setting tend to occur later in a course of study, these markers may help faculty design pedagogical approaches to improve the student learning outcomes earlier in their curriculum, which would later result in students benefiting more from those experience-rich activities.

Since ACT Math scores seemed to be the strongest predictor of all the ACT subscores, this academic success variable might help identify students at risk or possible approaches to improving both participation in experience-rich opportunities and the ability to apply knowledge and skills in a real world setting. Further investigation about the skills and knowledge needed to succeed on the ACT Math scores may help refine pedagogical approaches or identification and removal of barriers.

Comparing future performance of students in these experiential learning-related courses to the baseline grade distributions will indicate the impact of the QEP; additionally, because courses range in both discipline and level, relative improvements may provide more information about differentiated impact of the QEP and courses, disciplines, or level that could be targeted for more specific interventions.

Since the hierarchical regression model was effective in identifying specific demographic and academic indicators of experiential learning-related performance, similar analyses could be conducted in early years of the QEP to determine whether identifying and removing barriers to participation in experiential learning opportunities and providing platforms for the ongoing exchange of ideas/techniques for developing new experiential learning opportunities and for strengthening existing ones has positively impacted student performance in these classes. Additional factors, such as major, participation in experience-rich activities, and attitudes toward application of knowledge in a real world setting, could be added to the regression model.

Appendix A

Course objectives listed in course syllabi were evaluated and coded for their alliance with the student learning outcomes associated with applying knowledge and skills in a real world setting, or experiential learning. The codes next to objectives refer to the learning outcome that the objective maps onto:

A = inquiry and analysis

Crit = critical thinking

Creat = creative thinking

I = integrative learning

P = problem solving

Courses in which 95% or more of the course objectives mapped onto one or more of the experiential learning outcomes listed above were identified as experiential learning-related courses. They are listed in the following tables, along with the course objectives. Courses are grouped by course level.

100-200 level Courses		
Course #	Title	Objectives
AGR 130	Agricultural Economics	A. Understand and use the basic language (jargon and terminology) of agricultural economics (A, I). B. Demonstrate a basic understanding of economic principles as applied to the student's area of interest within agriculture (A). C. Exhibit understanding of the economic decisions made by consumers and producers of food and fiber products (A, Crit). D. Identify the role of government and farm programs in establishing the well-being of farm households (I). E. Appreciate the importance of economics in your everyday life!(I)

AGR 199	Contemporary Issues in Agriculture	<p>A. Identify and prioritize key U.S. and Global agricultural issues (I).</p> <p>B. Conduct research to increase their knowledge about issues (A, Crit).</p> <p>C. Analyze information to effectively communicate both sides of an issue (A, I).</p> <p>D. Interact and participate in group discussion (A).</p> <p>E. Form independent decisions utilizing critical thinking and conflict resolution skills (P, Crit).</p> <p>F. Gain self-confidence in their ability to make rational decisions (A, I).</p> <p>G. Gain knowledge in agriculture and its relation to society (I).</p>
AGR 200	International Agricultural Experience	<p>A. To acquaint students with international agriculture through travel/study abroad (I).</p> <p>B. To develop students' understanding of international products/processing (I).</p> <p>C. To enable students to visualize world food production, as well as, develop an understanding of the importance of international trade in agricultural products (I).</p> <p>D. To utilize international experiences to develop new and innovative ideas (Crit, I).</p> <p>E. To establish contacts and relationships with international agricultural businesses/production facilities for current and future gain (A, I).</p> <p>F. To provide experiences in internationally- based travel/study abroad (A).</p> <p>G. To allow students to experience international cultures and developments (A).</p>
AGR 269	Introduction to Forestry	<p>A. To select a problem (I).</p> <p>B. To outline the problem (A, I).</p> <p>C. To study the problem (A, Crit, I).</p> <p>D. To report on the problem (A, I).</p>
ENG 100	Basic Writing	<p>1. Generate essays using a variety of modes to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content (A).</p> <p>2. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (A, P, Crit).</p> <p>3. Produce clear, grammatically correct, and coherent writing in which the development, organization, style, usage, and diction are appropriate to task, purpose, and audience (A).</p> <p>4. Develop and strengthen writing through the recursive process of planning, drafting, revising, editing, or trying a new approach (A).</p> <p>5. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others (A).</p> <p>6. Conduct a short inquiry-based research project, demonstrating understanding of the subject under investigation (A, P, Crit).</p> <p>7. Gather relevant information from multiple print and digital</p>

		<p>sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (A, Crit).</p> <p>8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (on demand or single sitting) for a range of tasks, purposes, and audiences (A).</p>
REA 095	Reading Workshop	<p>A. To use basic comprehension skills (identify topic, main idea [thesis], and supporting details) (A, Crit)</p> <p>B. To use context clues and structural analysis to discover the meaning of new vocabulary (A, P)</p> <p>C. To recognize and use various patterns of organization found in textbook and prose writing (A)</p> <p>D. To practice critical thinking skills (identify author's purpose, intended audience, and point of view) (Crit)</p> <p>E. To understand and use various previewing and study strategies appropriate for both the type of material to be read and the learning style of the reader (I)</p> <p>F. To view reading as a two way process of communication, a silent but active dialog with the writer in which the reader predicts, interprets, and questions the content (I).</p>
REA 100	Fundamental Reading Skills	<p>A. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (A, Crit).</p> <p>B. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (A, Crit).</p> <p>C. Analyze how and why ideas develop over the course of a text (Crit).</p> <p>D. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone (Crit).</p> <p>E. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole (Crit).</p> <p>F. Assess how point of view or purpose shapes the content and style of a text (A, Crit).</p> <p>G. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as words (A).</p> <p>H. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and</p>

		<p>sufficiency of the evidence (A).</p> <p>I. Analyze how two or more texts address similar themes or topics in order to compare the approaches the authors take or to build knowledge (Crit).</p> <p>J. Read and comprehend texts independently and proficiently (A).</p>
ACC 201	Principles of Managerial Accounting	<p>A. Apply financial statement analysis to assess the profitability and solvency of a business (A).</p> <p>B. Prepare a statement of cash flows to assess the financial condition of a business (A, P).</p> <p>C. Recognize the differences between managerial and financial accounting (me).</p> <p>D. Distinguish between job-order and process cost accounting systems and demonstrate the ability to use each system (I).</p> <p>E. Classify costs by their behavior, distinguish between variable and absorption costing, and apply cost-volume-profit analysis in decision making (A).</p> <p>F. Recognize the importance of budgeting and prepare the major components of a master budget (I).</p> <p>G. Describe standard cost systems and calculate and interpret variances from standard manufacturing costs (A).</p> <p>H. Apply differential analysis to decision making, including product pricing concepts and overhead cost allocation methods (A, Crit).</p>
CSC 101	Introduction to Problem Solving Using Computers	<p>A. use logical reasoning to develop an algorithm involving branching and looping to solve practical problems (A, P, Crit).</p> <p>B. create simple programs in a procedural and object-oriented programming language to test algorithms (A).</p> <p>C. understand computer security issues (I).</p> <p>D. understand basic networking concepts (I).</p> <p>E. create web pages using web authoring software and then modify the resulting HTML code (A).</p>
CSC 201	End User Technology Support and Management	<ul style="list-style-type: none"> Effectively manage an office/educational computing operation (A). Spec, troubleshoot and repair a computer (A, P, Crit). Install software and perform maintenance (A). Support operations ranging from several computers up to several hundred (A). Pass one of the several certification exams with respect to hardware support (A).

CSC 232	Visual Basic Programming I	<ul style="list-style-type: none"> • Use the Visual Basic Graphical User Interface to create and execute programs (A). • Implement event driven programs in Visual Basic (A). • Utilize structured programming techniques, apply appropriate programming styles and documentation commonly seen in program construction (A, Crit). • Use the VB programming language to solve problems typically encountered in mathematics, business and other technically oriented fields of study (A, P).
CSC 235	Programming in C++	<ol style="list-style-type: none"> 1. Write C++ programs in a well-structured format using both the procedural and object oriented programming paradigms (A). 2. Use stream-oriented input and output features to read and write data to standard devices and sequential files (A). 3. Process numeric and non-numeric data (A). 4. Control program execution using if, if-else, switch, and break statements (A). 5. Implement iterative control structures with for, while and the continue statement (A). 6. Manipulate data in single and higher dimensional arrays (A, Crit). 7. Use pointers and references to access and manipulate data (A). 8. Use library and user-defined functions and procedures (A). 9. Use records (struct and class) to organize heterogeneous data (A). 10. Create and use objects as C++ classes (A). 11. Create and use derived classes using single and multiple inheritance (A). 12. Create and use generic classes using templates (A). 13. Respond to run-time error conditions using exceptions (A). 14. Use facilities provided by the Standard Template Library (A). 15. Create programs comfortably in both the Microsoft Windows and Linux operating environments (A).
CSC 260	COBOL I	<p>Today's systems analyst must be familiar with business functions within the organization as well as technical design, implementation, and development techniques. The COBOL programming techniques taught in this course will enable the student to develop technical skills while simultaneously preparing him or her for "real world" management information systems applications. Emphasis will be placed on complete and accurate processing of transactions and on proper and acceptable programming style (A, I). The student will be able to write a program that will load and search a table, do an error analysis of a program, output data in a form that can be easily read, clearly document a program and perform basic mathematical operations within a program (A, P, Crit, Creat).</p>
ECO 190	CONSUMER ECONOMICS	<ul style="list-style-type: none"> • To provide the student with the skills necessary to manage his/her own personal financial affairs in a competent manner and to be an informed consumer (A, I). • To provide the student with a foundation for later work in the personal financial planning field, including work toward the designations of Certified Financial Planner (C.F.P.) and Chartered

		<p>Financial Consultant (Ch.F.C.)(A, I)</p> <ul style="list-style-type: none"> • To study the products and services provided by the financial services industry(A, Crit).
ECO 231	Principles of Microeconomics	<ol style="list-style-type: none"> 1. Understand the role of markets in economic outcomes (with particular attention to outcomes related to price, quantity, profits, and efficiency) (I). 2. Understand the role of market structure on market outcomes (with particular attention to outcomes related to price, quantity, profits, and efficiency) (I). 3. Understand the role of government in the economy (I). 4. Understand the role of incentives in economic outcomes (I). 5. Be able to solve economic problems using a variety of tools including: critical thinking, graphical analysis, mathematical analysis and written analysis (A, P, Crit).
ECO 200	Economics & Politics	<ol style="list-style-type: none"> 1. An understanding of basic economic concepts including opportunity costs, supply and demand, public goods, GDP, unemployment, and international trade (I). 2. The ability to use basic economic concepts to evaluate various campaign proposals (A, Crit). 3. An understanding of the role of government and the fundamental differences between private and public decision making (I). 4. An understanding of the role of special interest groups (I).
JMC 283	Fundamentals of Photography (Principles of Photojournalism)	<ol style="list-style-type: none"> A. discuss and define the terms used in photography (A, Crit). B. have sufficient knowledge of photography to select the correct equipment, settings and supplies for each particular assignment (A, I). C. be able to properly expose sensor at all ISO speeds (A). D. be able to properly process image files (A). E. be able to make web images and prints from exposed and processed digital images (A). F. be able to evaluate the print in relation to composition and as a communication medium (A, Crit, I). G. to have basic understanding and working knowledge of photography needed in the various fields of education and industry (A, I).
JMC 168	Contemporary Mass Media	<ol style="list-style-type: none"> 1. To recognize and discuss the nature of mass media, including newspapers, magazines, books, recorded sound, radio, broadcast and cable TV, film, and Internet(A, Crit, I). 2. To identify and discuss generally the ethical codes and laws regulating media (A, Crit, I). 3. To demonstrate familiarity with the history, nature and employment prospects in the fields of newsgathering, advertising and public relations (A). 4. To demonstrate a general knowledge of the concepts of communication models, audience analysis, theories of mass communication research, social effects and criticism of the media (A,

		P, Crit).
JMC 194	Advanced Reporting	<p>A. To identify a public affairs story in either print or electronic format(A)</p> <p>B. to use advanced techniques of reporting and writing to disseminate a public affairs story to the public(A)</p> <p>C. to research a current ethical issue affecting public affairs reporting(A, P, Crit, I)</p> <p>D. to research a legislative issue on either the state or federal level and to report how that issue could affect society(A, P, Crit, I)</p> <p>E. to research one area of public affairs reporting and disseminate that information to the class(A, P, Crit, I), and</p> <p>F. to examine the coverage of a current major public affairs story(A, Crit).</p>
JMC 294	Advanced Reporting	<p>A. To identify a public affairs story in either print or electronic format(A)</p> <p>B. to use advanced techniques of reporting and writing to disseminate a public affairs story to the public(A)</p> <p>C. to research a current ethical issue affecting public affairs reporting(A, P, Crit, I)</p> <p>D. to research a legislative issue on either the state or federal level and to report how that issue could affect society(A, P, Crit, I)</p> <p>E. to research one area of public affairs reporting and disseminate that information to the class(A, P, Crit, I), and</p> <p>F. to examine the coverage of a current major public affairs story(A, Crit).</p>
BPA 215	Business Communication	<p>A. understand the communication process, its importance, and its role in a business enterprise (I).</p> <p>B. recognize human nature and the role of communication in human relations (I).</p> <p>C. apply the principles underlying all communication, especially how to handle business problem situations with letters, memos, and written and oral reports (A, I).</p> <p>D. demonstrate form, style, and tone for more effective letters, memos, and written and oral reports (A).</p> <p>E. further develop the power to inform and persuade others through the use of language (A).</p> <p>F. gather, organize, and evaluate facts and ideas in order to reach conclusions and make recommendations (A, Crit).</p> <p>G. appreciate the importance of international business communication, understand the complexity of cross-cultural communication, learn guidelines for cross-cultural communication, and become aware of key resources in international business</p>

		communication (I).
BPA 235	Records Management	<p>Discuss the objectives and importance of establishing a records management program in business and government organizations (Crit, I).</p> <p>Identify the components of the records management system in the creation, use, maintenance, and disposition of records (A, Crit).</p> <p>Recognize types of records are commonly stored, how they are stored, and the equipment available for storage purposes (A, I).</p> <p>Describe the features of centralized, decentralized, and combination storage systems (A, I).</p> <p>Discuss the objectives of and procedures for conducting a records inventory and analysis (A, Crit, I).</p> <p>Discuss the advantages and disadvantages of the three basic filing classification systems (A, Crit, I).</p> <p>Distinguish the various ways in which records are categorized within a records maintenance program (A).</p> <p>Identify the vital records of an organization and distinguish between the different values a record may have (A, Crit).</p> <p>Identify the procedure for developing and securing records archives (A, Crit).</p> <p>Recognize the role of electronic records storage and retrieval (A, I).</p> <p>Distinguish between the different microforms and identify the record manager's role in micrographics (A, Crit).</p> <p>Describe the purpose of computer and non-computer assisted storage and retrieval systems (A, Crit).</p> <p>Discuss the rationale behind a forms design, control, and management system (A, Crit, I).</p> <p>Utilize both paper and computer-based filing systems (A).</p>
MKT 285	EMERGING TECHNOLOGIES IN MARKETING	<p>1) A basic knowledge of selected emerging technologies in the business world (I),</p> <p>2) introductory level skills in each emerging technology (A, I),</p> <p>3) the ability to integrate the benefits of the new technologies in a business setting (A, Crit, Creat), and</p> <p>4) effective written and oral communication skills (A, I).</p>

OSY 140	Beginning Word Processing	<p>Create and format a simple document using Microsoft Word 2003. (A, Crit)</p> <p>Save, retrieve, and print simple documents and multi-sectional documents. (A)</p> <p>Find, insert, and manipulate clipart and other graphic objects. (A)</p> <p>Create, modify, and format tables and tabular information. (A)</p> <p>Utilize problem-solving skills related to word-processing activities. (A, P)</p> <p>Demonstrate critical-thinking skills related to word-processing activities.(A, Crit)</p>
OSY 141	Beginning Word Processing	<p>To provide an elementary introduction to personal computer equipment.(I)</p> <p>To provide a beginning level understanding of spreadsheet.(I)</p> <p>To develop problem-solving skills related to spreadsheet activities.(A, P)</p> <p>To develop critical-thinking skills related to spreadsheet activities.(A, Crit)</p> <p>To provide activities which will reinforce the concepts of spreadsheet applications.(A, I)</p>
OSY 142	Beginning Databases	<p>Create simple databases using design view and templates (A).</p> <p>Modify and maintain a database records and tables. (A, Crit)</p> <p>Create and use queries and forms. (A)</p> <p>Format and modify reports. (A, Creat)</p> <p>Create relationships between tables. (A, Creat)</p>
OSY 214	OFFICE INFORMATION SYSTEMS	<p>General</p> <p>The student is expected:</p> <ol style="list-style-type: none"> 1. To become aware of numerous procedures and tasks incorporated in an office operation (A, I) 2. To gain proficiency in the execution of those procedures and tasks (A, I) 3. To grasp the importance of personal attributes in successful office operations (A, I) <p>Specific</p> <p>Upon completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Use the computer to support decision-making and problem-solving tasks (A, Crit, I) 2. Use the applications software program Word 2002 to perform specific tasks/applications and/or produce documents with proficiency (A, Crit) 3. Work well with other people and be aware of the importance of good interpersonal skills (A, P) 4. Set realistic work goals (A, P) 5. Organize work in a timely fashion (A, P) 6. Set and follow priorities and adjust them as needs change (A, Crit, P) 7. Make intelligent decisions regarding office matters/procedures

		<p>when presented with several alternatives (A, Crit, P)</p> <p>8. Proofread accurately completed documents (A, I)</p> <p>9. Transcribe in mailable form letters/memos from machine transcription (A)</p>
RES 136	REAL ESTATE APPRAISING	<p>Analyzes the basic principles of property use and value, and the locational factors affecting valuation; treats the theory and practice of real estate appraisal, introduces the cost, market and income approaches, the appraisal process and the techniques of area and site analysis (A, Crit, P).</p> <p>Report writing and the appraisal report are covered as are the scope of the real estate appraising and the ethics of the professional appraiser (I).</p>
RES 226	REAL ESTATE FINANCE	<p>This course will cover topics ranging from real estate markets, credit instruments and procedures, appraisal, finance laws and contracts, types of residential and commercial mortgages, alternative finance methods, and sources of finance, loan underwriting, closings, problems loans and foreclosure.</p> <p>The objective of the course is to become familiar with the art and language of real estate finance so that the student can ultimately make informed decisions dealing with the finance of real estate (A, I, Crit).</p>
RES 242	REAL ESTATE LAW	<p>This course will cover topics ranging from introduction to the legal system and sources of law, easements, air rights, water rights, premise liability, fixtures, liens, describing land interest, present and future interest in real estate, landlord tenant relationship, residential and commercial leases, deeds, co-ownership of real estate, and the broker-agent's role in the transfer of real estate. We will also examine the purchase contract, real estate finance and closings, transfer of real estate after death – wills, estates and probate, constitutional issues in real estate and zoning.</p> <p>The objective of the course is to become familiar with the language of real estate law so that the student can ultimately make informed decisions during the process of acquiring or disposing of real estate</p>

		(A, I, Crit).
COM 160	Managing Public Speaking Anxiety	<p>A. explain the meaning, contexts, causes and effects of CA; (A, I)</p> <p>B. identify the types of CA that they experience; (A, Crit)</p> <p>C. design a personal action plan utilizing the most appropriate interventions for their own CA; (A, Crit, P)</p> <p>D. apply deep breathing to reduce CA; (A)</p> <p>E. apply cognitive restructuring to reduce CA; (A)</p> <p>F. apply systematic desensitization to reduce CA; (A)</p> <p>G. apply visualization to reduce CA;(A) and</p> <p>H. utilize physical exercise and interpersonal support to reduce CA. (</p>
COM 161	Introduction to Public Speaking	<ul style="list-style-type: none"> • understand the communication process(I) • conduct an audience analysis(A, Crit) • select and adapt a topic to meet the needs and interests of the audience(A, Crit, P) • demonstrate the ability to collect, analyze, and use information to develop and adapt messages for particular audiences, purposes, and settings(A, Crit, P, I) • describe and evaluate one's own presentations and the presentations of others(A, Crit) • exhibit effective delivery skills by using voice, body, and gestures in presentations(A) • accept the view of public speaking as a dialogue with an audience(A) • speak competently, confidently, and ethically in public communication situations(A, I) • demonstrate effective listening skills through peer evaluations(A)
COM 201	Communication Foundations and Theory	<ol style="list-style-type: none"> 1. Delineate the Greek/Roman rhetorical influence on the foundation of the communication discipline (A, I) 2. Understand basic principles of communication theory design and how theory is developed through research (I) 3. Explain the interpersonal perspectives of the field of communication studies (A, Crit) 4. Understand the basic influences of culture on the communication process and explain the basic differences inherent among cultures (I) 5. Determine and apply the principles of effective small group communication, leadership, and member roles (A, Crit, I) 6. Describe the approaches of design, communication networks, and communication flow within organizations (A, I) 7. Think critically about theoretical concepts; express those ideas effectively in written/oral communication; and apply them to their personal and professional lives(Crit, A)

COM 260	Communication Ethics	<p>A. explain the relationship between ethics and communication competence (A, I);</p> <p>B. articulate a more sophisticated, personal philosophy of communication ethics; (A, Crit)</p> <p>C. analyze the ethical challenges of various communication processes and contexts; (A, Crit)</p> <p>D. apply theories of ethics to improve communication processes in diverse contexts (A, Crit, P); and</p> <p>E. explain their ethical obligations and responsibilities as competent communicators (A, Crit).</p>
COM 261	Debate	<ul style="list-style-type: none"> • To analyze arguments and evidence(Crit) • To strengthen reasoning skills(A) • To present information in an organized and articulate manner(A, P) • To enhance verbal, nonverbal and critical thinking skills(A, Crit) • To work effectively alone and with others(A, P)
CTE 200	Introduction to Career and Technical Education	<p>A. Define and explain career and technical education. (KTS #1,9)(A, I)</p> <p>B. Articulate a clear philosophy of career and technical education in a global society (KTS #1, 9) (A, I)</p> <p>C. Understand the Kentucky Teacher Code of Conduct, legal aspects of teaching and explain how laws and court decisions affect the school environment and teaching. (KTS #1) (A, I)</p> <p>D. examine their primary cultures and the major cultures from which their students might come, and explore how diversity, ethnicity or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment. (KTS #9)(Crit, A)</p> <p>E. develop an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, demands of teaching in career and technical education, and employment potential. (KTS #9)(A, I)</p> <p>F. observe and compare various aspects of middle school and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools. (KTS #7)(A, Crit)</p> <p>G. become familiar with professional literature within education and reflect on the intersections between theory and practice. (KTS #1, 9)(I)</p> <p>H. examine psychological and philosophical foundations of education and will develop an initial personal educational philosophy. (KTS #1, 9) [This may be used as a possible working e-portfolio artifact.](Crit)</p> <p>I. gain insights concerning KERA Initiatives, Performance Standards, No Child Left Behind, and/or apply theory obtained in class about facets of Educational Reform. (KTS #1, 9)(I)</p> <p>J. create a working e-portfolio. (KTS #6)(Creat)</p> <p>K. examine classroom management strategies-CHAMPs. (KTS #3, 4)(A, Crit, I)</p> <p>L. Attend session to learn about admission to teacher education</p>

		process at MSU (KTS #9)(I)\
CTE 272	Organizing and Managing School Learning Facilities	<p>A. develop a comprehensive plan of organization for a laboratory (shop) (KTS #1, 3, 6);(Creat, P, Crit)</p> <p>B. design and establish work stations to simulate the actual work environment (KTS #2);(Creat, A, Crit)</p> <p>C. initiate orders for supplies, materials, and equipment (KTS #1, 3, 4, 8);(A)</p> <p>D. develop materials handling and inventory control skills (KTS #1, 2, 3, 4, 8);(A, I)</p> <p>E. develop a methodical process for equipment maintenance (KTS #1, 3, 6);(Creat, Crit)</p> <p>F. manage “live” work within the curriculum and classroom (KTS #1, 2, 3, 4, 6); and(A)</p> <p>G. develop standards of behavior for safety and to maximize learning (KTS #3)(Creat, A)</p>
CTE 274	Basic Assessment and Curricula for CTE	<p>A. Incorporate discipline specific national and state level standards into instructional planning (KTS #2)(A, Crit)</p> <p>B. Identify, access, and incorporate school and community resources into instructional planning (KTS #9)(A, Crit)</p> <p>C. Identify and plan appropriate instructional sequences and use to improve instruction (KTS #2, 3)(A, Crit)</p> <p>D. Access, interpret, and incorporate current literature in curriculum development (KTS #9)(A, Crit)</p> <p>E. Develop appropriate performance assessments linked to learning goals and objectives (KTS #5)(A, Creat, P)</p> <p>F. Plan to accommodate diverse learning styles and intelligence (KTS #2, 3, 7)(A)</p> <p>G. Develop a program evaluation plan that includes planning for improvements (KTS #7, 9)(Creat, Crit, P)</p>

		<p>H. Discuss the importance of quality student assessment, evaluation, and feedback (KTS #5, 8)(A, I)</p> <p>I. Develop effective instructional materials that meet the needs of all learners (KTS #2, 4, 6)(Creat, A, I)</p>
EDP 260	Psychology of Human Development	<p>A. Utilize Blackboard to access some course documents and assignments and collaborative learning (KTS 6)(A, I)</p> <p>B. Develop an understanding of the theories of human development as a psychological foundation for life and for teaching (KTS 3)(I)</p> <p>C. Apply the theories to all aspects of the course work (KTS 3)(A)</p> <p>D. Become familiar with contemporary issues and trends in the field of human development(I)</p> <p>E. Form a holistic and integrated perceptual frame of reference for human development over the lifespan and the intrinsic value of diversity in people (KTS 2)(A, Crit, I)</p> <p>F. Apply the knowledge of human development to the context of working with individuals in work settings and in the classroom (KTS 4)(A)</p> <p>G. Participate effectively and professionally in collaborative situations within the classroom setting through group activities (KTS 8)(A, I)</p> <p>H. Utilize reflective statements through assessment, self-report, and class activities (KTS 7)(A, I)</p> <p>I. Connect and integrate knowledge and experience of human development across cultures (KTS 4)(Crit, A)</p> <p>J. Utilize technology through group activities and some class assignments (KTS 6)(A, P)</p> <p>K. Reflect upon growth and development as a reflective decision-maker (KTS 7)(A, Crit, P)</p> <p>L. Explore human development from a multicultural perspective (KTS 2)(A, P, Crit)</p>

EDU 103	Issues and Practices of American Education	<p>A. identify the legal aspects of teaching and explain how laws and court decisions affect the school environment and teaching. (KTS #1) (IECE KTS 1)(A, Crit, I)</p> <p>B. examine their primary cultures and the major cultures from which their students might come, and will explore how diversity, ethnicity or exceptionalities affect teaching, teacher-pupil interactions, and the classroom environment. (KTS #9) (IECE KTS 1,2,3)(A, I)</p> <p>C. develop an understanding of various aspects of teaching including professional and ethical concerns, professional and financial rewards, demands of a teaching career, and employment potential. (KTS #9) (IECE KTS 1,5,7)(A, I)</p> <p>D. observe and compare various aspects of early elementary, middle school, and secondary educational settings with regard to differences in roles, the nature of the teacher-pupil relationship, and the structure and organization of the schools. (KTS #7) (IECE KTS 5)(A, Crit)</p> <p>E. become familiar with professional literature within education and reflect on the intersections between theory and practice. (KTS #1, 9) (IECE KTS 1,2,3,5)(A, I)</p> <p>F. examine psychological and philosophical foundations of education and will develop an initial personal educational philosophy. (KTS #1, 9) (IECE KTS 1,2,3,5) [This may be used as a possible working e-portfolio artifact.](A, I)</p> <p>G. gain insights concerning KERA Initiatives, Performance Standards, No Child Left Behind, and/or apply theory obtained in class about facets of Educational Reform. (KTS #1, 9) (IECE KTS 1,5)(A, I, Crit)</p> <p>H. create a working e-portfolio. (KTS #6) (IECE KTS 1-10)(Creat)</p> <p>I. examine classroom management strategies-CHAMPs. (KTS #3, 4)(I)</p>
EDU 106	Tutoring and Mentoring in Schools	<p>A. recognize the behavior of ethical peer interactions with respect to students' rights to privacy, appropriate discussion topics and information sharing, and guidelines for when student talk or behavior should be shared with a school authority;(A, I)</p> <p>B. study and practice the basic skills and techniques of peer tutoring;(A, I)</p> <p>C. review and role play the skills and techniques of peer mentoring;(A, I)</p> <p>D. locate resources for tutoring and mentoring that meet student instructional needs;(A, Crit, I)</p> <p>E. identify simple assessment techniques to provide feedback and information about student progress;(A, I)</p> <p>F. keep accurate and detailed records of tutoring and mentoring sessions;(A)</p> <p>G. write reflections to self-evaluate tutoring and mentoring skills;(A, I)</p> <p>H. complete a debriefing session of tutoring or mentoring sessions; and(A, Crit)</p> <p>I. successfully complete 22 hours of field experiences.(A)</p>

GUI 100	Self-Development and Career Exploration	<p>A. Identify and apply appropriate test-taking strategies. (A, Crit)</p> <p>B. Identify and apply appropriate time management strategies. (A, Crit)</p> <p>C. Identify resources to support career planning. (Crit)</p> <p>D. Identify and apply characteristics of effective communication. (A, Crit)</p>
GUI 251	Seminar in Leadership Development and Experiential Activities I	<p>A. Identify and apply effective leadership strategies with students under supervision. (A, Crit)</p> <p>B. Serve as a vital link between students and the residential colleges. (A, I, P)</p> <p>C. Identify and apply effective networking strategies with other campus leaders. (A, Crit)</p> <p>D. Identify and apply appropriate policy and procedure for first year experience leaders. (A, Crit)</p>
GUI 252	Seminar in Leadership Development	<ul style="list-style-type: none"> • Serve as a leader and role model for your assigned students and others(A, P, Crit) • Develop leadership skills by attending GUI 252 and RCC meetings(I, A) • Exemplify leadership throughout all Great Beginnings Events(A) • Attend events and campus activities, and go to meals with assigned students throughout Fall Semester(A) • Reflect and assess Freshman Year Leader Experience(A, I, Crit)
HPE 175	Foundations of Health and Physical Education	<p>A. Demonstrate historical knowledge (written quiz) of the health and physical education profession (KTS #1).(I)</p> <p>B. Demonstrate understanding (written quiz) of the philosophy, aims and objectives of the profession of teaching health and physical education (quiz on organizations such as AAHPERD, national documents, national and state standards, core content and write their own philosophy (KTS #1).(I)</p> <p>C. Document professional opportunities (written and group assignment) in the field of health and physical education. (KTS #9)(A, I)</p> <p>D. Discuss the challenges and trends affecting health and physical education in schools, neighborhoods and society (KTS #1).(I, Crit, A)</p> <p>E. Document (notebook) the necessary professional preparation required for the health and physical education student including: (KTS #9)</p> <ol style="list-style-type: none"> 1. Programs of Study (Crit, A) 2. Professional preparation curriculum (Crit, A) 3. State requirements (Crit, A) 4. Certifications (PRAXIS exams, KTIP) (Crit, A) 5. Field Experience (Crit, A) 6. Professionalism (Crit, A) <p>F. Talk (discussion and group work) and write intelligently (paper) about the role of health and physical education and programs within the context of the school setting including: (KTS #1).</p> <ol style="list-style-type: none"> 1. Defining the curriculum (cognitive, affective, and psychomotor). (A, Crit, I)

		<p>2. Describing the fundamental importance of health and physical education to a healthy lifestyle and lifetime of wellness. (A, Crit, P)</p> <p>3. Comparing and contrasting the unique outcomes of health and physical education within education. (A, Crit)</p> <p>4. Identify and describe theories and models of health and physical education programs (test) (A, I)</p> <p>G. Understand and describe the basic principles of Wellness (quiz, discussion, group work): (KTS #1)</p> <p>1. Concepts of health-related fitness (I)</p> <p>2. Role of exercise (I)</p> <p>3. Deterrents of wellness: Lifestyle choices (I)</p> <p>4. Impact and assessment of physical activity among nation's youth(I)</p>
MID 270	Teaching and Learning in the Middle Grades	<p>A. Increase understanding of instructional principles and technology relevant to middle school teaching. (KTS #1, 4, 6, 7)(I)</p> <p>B. Acquire information relating to classroom management techniques for middle school classrooms. (KTS #2, 7, 9)(I)</p> <p>C. Recognize diversity among middle school students, and differentiate curriculum and instruction for diverse students. (KTS #1, 2, 3, 4, 5, 6)(A, Crit, I)</p> <p>D. Gain an understanding of attributes and growth characteristics of middle school students and the curriculum implications for the group. (KTS #1, 2, 3, 4, 5)(I)</p> <p>E. Recognize the assessment of learning of middle school students. (KTS #45, 7, 9)(A, Crit, I)</p> <p>F. Be able to explain the historical development of the Junior High School, and the cultural and social forces creating the Middle School concept. (KTS #7, 9)(A, I)</p> <p>G. Obtain knowledge of the techniques necessary to promote student positive selfconcepts and self-reliance. (KTS #7, 8)(I)</p> <p>H. Attain knowledge of several major learning theories and the learning strategies which emanate from the theories. (KTS #3, 4)(I)</p> <p>I. Recognize the transitional nature of grades 5-8; specifically the challenges of bridging the gap between students at this age and in lower elementary grades as well as in high school grades. (KTS #1, 2,</p>

		3, 4)(A, Crit, P, I)
PHE 289	Officiating Soccer	<p>A. describe the "start of play." (A, I)</p> <p>B. explain the two times that the ball is out of play(A, I)</p> <p>C. be able to distinguish between a goal which may be counted and one which should be disallowed(Crit, A, I)</p> <p>D. state when to give a throw-in and the components of an acceptable throw-in(A, I)</p> <p>E. state when to award a goal kick and how a goal kick is properly taken(A, I)</p> <p>F. recognize when to award a corner kick and the proper components of a properly taken corner kick(A, I)</p> <p>G. recognize fouls and misconduct(A, I)</p> <p>H. correctly state cause and effect for game re-starts(A, I)</p> <p>I. define offside(A, I)</p>
ART 101	Introduction to Drawing	<p>This class is the introduction to drawing. We will start with a problem introducing some language about the organization of abstract form in two dimensions.(I)</p> <p>Throughout the course we will work with composition and with issues of aesthetic and expressive form.(I, A)</p> <p>We will also work to acquire the skills of portraying three-dimensional form and space on the two-dimensional plane of the paper.(A, I)</p> <p>This will involve an introduction to basic perspective and to the use of value to show how light models form.(I)</p> <p>Finally we will work with a few different media, as we will observe the relationship between different tools and different kinds of expression.(A, I)</p> <p>We will progress through a series of problems designed to develop a sensitivity to drawing concepts and techniques; to value, to composition, to volume, light and space as the necessary elements of recreating perceptual experience.(I, A, Crit)</p> <p>We will also incorporate the more abstract aspects of drawing side by side with the more perceptually based aspects.(Crit)</p>

ART 111	Two-dimensional design	<p>A. To possess a working knowledge of the Elements and Principles of Design vocabulary. "Working Knowledge refers to awareness of the ten elements and eight principles as listed in most design texts, the ability to imagine in the conscious mind (picture) examples of the elements and principles, and to be able to identify their application and presence in personal and observed art work."(A, I)</p> <p>B. To develop a skill in color manipulation and a knowledge of basic color theory. (Creat, I, A)</p> <p>C. To develop originaive skills in the process of individual concept development and to be aware of the undesirability of relying on "cliché" or secure images which require little imagination or originaive energy to produce. (Creat, A)</p> <p>D. To become aware of effective design concepts both historical and contemporary with emphasis on twentieth century art and artists. (I)</p> <p>E. To be given the opportunity to participate in structured, but open-ended studio design activities that require thinking and individual problem solving, compliment contemporary two-dimensional design concerns, and allow for valid foundation experiences.(Crit, P, A)</p> <p>F. To become more aware of the nature of nonverbal communication in the form of visual organization. (I, A)</p> <p>G. To develop the inner faculties of perception, imagination, will, reason and intuition as well as the outer faculties of sight, smell, taste, touch and hearing.(Creat, A, I)</p>
ART 112	3-Dimensional Design	<p>A. To stimulate self-expression within the limitations of specific visual problems. (Creat, P)</p> <p>B. To bring about awareness of visual problem solving as it relates to advanced courses in all media and to environmental concerns.(P, Crit)</p> <p>C. To explore and become proficient in various three-dimensional media and techniques. (A, I)</p> <p>D. To understand the nature of nonverbal communication in the form of visual organization. (I)</p> <p>E. To explore the self: perception, intellect, emotions, kinesthetic sensitivity, talent as all these relate to visual organization.(Creat, Crit, A)</p>
ART 298	Mid-Degree Review Seminar	To assess the level of competency in creative thinking, drawing and design skills, color knowledge and the application of these factors in 2- and 3-dimensional media.(Crit, Creat, P, A)
CHN 105	Contemporary Chinese Culture	<p>A. Understand Chinese culture in its geographical, historical, social, psychological, political, economic, and artistic dimensions (I)</p> <p>B. Develop an understanding and awareness of Chinese cultural values (A, I)</p> <p>C. Gain knowledge of some of the similarities and differences between Chinese culture and American culture (I)</p> <p>D. Understand the major cultural issues that affect communication between China and the United States (Crit, I)</p> <p>E. Have the potential to build better relationships with people from other cultures(Crit, A</p>

CIV 201	World Civilizations I	<p>A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat)</p> <p>B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>C. Understand the roles and applications of science and technology in the solution of the problems of a changing world;(P, I)</p> <p>D. Demonstrate a critical understanding of the world's historical, literary, philosophical, and artistic traditions;(Crit, A, P, I)</p> <p>E. Understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues.(Crit, I)</p>
CIV 202	World Civilizations II	<p>A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat)</p> <p>B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>C. Understand the roles and applications of science and technology in the solution of the problems of a changing world;(P, I)</p> <p>D. Demonstrate a critical understanding of the world's historical, literary, philosophical, and artistic traditions;(Crit, A, P, I)</p> <p>E. Understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues.(Crit, I)</p>
CIV 290	Special Topics in World Civilizations	<p>A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat)</p> <p>B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>C. Understand the roles and applications of science and technology in the solution of the problems of a changing world;(P, I)</p> <p>D. Demonstrate a critical understanding of the world's historical, literary, philosophical, and artistic traditions;(Crit, A, P, I)</p> <p>E. Understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues.(Crit, I)</p>
ENG 099	Transitions	<p>A. Take advantage of services and opportunities offered by the university;(A)</p> <p>B. Recognize and begin to explore academic and co-curricular options offered by the Department of English and Philosophy; and(Crit, A, I)</p> <p>C. Develop skills that will facilitate success in the study of English and philosophy.(Crit, A, I)</p>

ENG 101	Composition	<p>A. writing and critical thinking skills, as reflected in substantive content;(Crit, P)</p> <p>B. an awareness of audience and purpose;(I)</p> <p>C. effective organization and development of ideas;(Crit, A, P, I)</p> <p>D. appropriate style, diction, and voice;(I)</p> <p>E. the ability to thoughtfully evaluate and productively revise their own work;(Crit, A, Creat, I)</p> <p>F. the ability to read and analyze works by peers and professional writers; and(A, I)</p> <p>G. competence in the usage, grammar, mechanics, and punctuation expected of academic writing in English(I)</p>
ENG 102	Composition and Research	<p>A. Gain an understanding of academic and professional writing situations, audiences, and processes;(I)</p> <p>B. Gather research material from a variety of sources, including the library and electronic sources;(Crit, A, P)</p> <p>C. Analyze, summarize, paraphrase, quote, and document sources;(Crit, A)</p> <p>D. Critically evaluate and synthesize material from multiple sources; and(Crit, P)</p> <p>E. Produce skillful source-based writing, including adequate support and logical development of arguments.(Crit, A, Creat, I)</p>
ENG 105	Critical Reading, Writing, and Inquiry	<p>A. Knowledge of rhetorical elements, methods, and aims of expository and persuasive writing, along with an understanding of the intersections among audience, context, and author/creator;(A, Creat, I)</p> <p>B. Competence in examining complex ideas and situations and in developing cohesive, well-researched arguments for relevant audiences;(Crit, A, P, I)</p> <p>C. Capability to effectively integrate the work of multiple authors into their own analytic and persuasive writing with appropriate documentation and style;(Crit, A, P, Creat, I)</p> <p>D. Various methods for research, including where and how to obtain the most effective, relevant, and credible sources; and(Crit, A, P)</p> <p>E. Understanding of thoughtful revision with regard to their own work, and improvement of their command of style, clarity, organization, voice, as well as English language usage and mechanics.(Creat, I, Crit)</p>
ENG 109	Oral Skills Workshop for International Students	<p>A. Communicate effectively with others in the classroom.(Crit, P)</p> <p>B. Comprehend a spoken lecture by using effective listening skills and strategies.(Crit, P)</p> <p>C. Actively participate in group and class discussions.(Crit, A, P)</p> <p>D. Reflect upon listening experiences outside of the classroom by keeping a listening journal.(Crit)</p> <p>E. Speak in front of a classroom effectively and appropriately both individually and in groups.(Crit, P, I)</p>

ENG 110	Text Skills Workshop for International Students	<p>A. Improve writing skills in the areas of writing essays and assignments for classes.(I)</p> <p>B. Improve reading speed and comprehension of advanced academic texts.(I)</p> <p>C. Improve ability to write papers in other courses through individual feedback and instruction.(A, I)</p> <p>D. Improve research skills and develop strategies for avoiding plagiarism.(Crit, A, P, I)</p> <p>E. Learn and practices test taking strategies, especially those for timed essays or long-answers.(A, I)</p>
ENG 150	Honors Rhetoric, Composition, and Research	<p>A. Understand the basic rules of Standard Written English;(I)</p> <p>B. Know the basic theory of the art of rhetoric;(I)</p> <p>C. Be able to compile and organize an effective, college-level research paper; and(Crit, A, P, I)</p> <p>D. Be able to apply rhetorical practices in both oral and written presentations.(A, I)</p>
ENG 150	Honors Rhetoric, Composition, and Research	<p>A. Understand the basic rules of Standard Written English;(I)</p> <p>B. Know the basic theory of the art of rhetoric;(I)</p> <p>C. Be able to compile and organize an effective, college-level research paper; and(Crit, A, P, I)</p> <p>D. Be able to apply rhetorical practices in both oral and written presentations.(A, I)</p>
ENG 201	Appreciation of Literature	<p>A. Demonstrate knowledge of literary terminology and the ability to apply it appropriately;(A, I)</p> <p>B. Demonstrate an understanding of the content and structure of the works assigned in the course;(A, I)</p> <p>C. Demonstrate an ability to read and analyze literary texts; and(Crit, A, I)</p> <p>D. Communicate that understanding and ability effectively, whether orally or in writing.(A, P)</p>
ENG 204	Advanced Expository Writing	<p>The student will produce a logically structured, well-developed and convincing documented researched Expository paper that demonstrates his/her ability to engage in the discourse specific to his/her discipline.</p> <p>(Crit, A, P, Creat, I)</p>
ENG 205	Writing for the Social Sciences	<p>The student will produce a logically structured, well-developed and convincing documented researched Expository paper that demonstrates his/her ability to engage in the discourse specific to his/her discipline.</p> <p>(Crit, A, P, Creat, I)</p>
ENG 214	Introduction to Creative Writing	<p>A. Define terms essential to the study of poetry, fiction, and the creative process.(A, Creat</p> <p>B. Analyze and appreciate the work of established writers.(Crit)</p> <p>C. Analyze and appreciate the work of their classmates.(Crit)</p> <p>D. Understand the requirements of the creative writing workshop.(A, Creat, I)</p>

ENG 221	Introduction to English Studies	The student will demonstrate critical reading, analysis, and writing skills used in the study of drama, poetry, and fiction.(Crit, A, P) Students will have a working knowledge of vocabulary and terminology used in literary study.(I)
ENG 224	Writing in the Professions	A. Analyze rhetorical situations in order to assess the needs and agendas of multiple audiences and to recognize organizational patterns of communication.(Crit) B. Understand the value of clear and effective writing in a variety of disciplines.(Crit, P, I) C. Create documents sensitive to the needs of international or intercultural rhetorical situations.(A, Creat) D. Write a variety of practical documents, including proposals, reports, summaries, memos, letters, and email.(A) E. Use computers to create visually effective documents.(Crit, A, P, Creat) F. Present reports orally.(A)
ENG 226	Argument and Discourse	A. Understand and utilize the canons of rhetoric(I) B. Differentiate the topics, methods, and conventions of rhetoric and argumentation(Crit) C. Recognize and analyze a rhetorical situation or discourse community(Crit) D. Critically analyze historical and contemporary public discourse(Crit, P) E. Appropriately apply categorical arguments to a rhetorical situation(A, I) F. Prepare and present an effective short spoken argument(Crit, A, P) G. Effectively develop a sequence of written arguments utilizing various approaches(Crit, A, P, I)
ENG 228	Standard English Usage	A. Understand and use the terminology of Standard English usage.(I) B. Practice identifying standard and non-standard elements in written English.(A) C. Change non-standard English forms to follow Standard English conventions.(Crit, P) D. Analyze and discuss examples of Standard English in academic and professional writing.(Crit, A) E. Expand their active vocabulary.(I)
FRE 105	Introduction to French Culture	A. Heighten awareness and tolerance of cultural diversity.(I) B. Identify characteristics of a specific cultural group.(A, P) C. Analyze the influences of geography, history, traditions and contemporary developments on a modern European state.(Crit, A, I) D. Improve interpersonal communication skills.(I) E. Increase and refine awareness and appreciation of French speaking peoples and their cultures.(I)

FRE 203	French for the Working World	<p>A. Have a solid foundation in all major grammatical structures of the language.(I)</p> <p>B. Possess an active vocabulary for Intermediate language production as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>C. Understand intermediate level spoken French at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in French.(Crit, A)</p> <p>E. Read and understand a variety of intermediate level texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>G. Better understand the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or French.(I)</p> <p>I. Increase and refine awareness and appreciation of French-speaking peoples and their cultures.(A, I)</p> <p>J. Have developed the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level. (Crit, A, P, I)</p> <p>K. Have learned how to problem-solve with language and how to predict patterns of form and usage. (Crit, P, I)</p> <p>L. Have the means to integrate skills gained in previous French courses with oral and written communication based on contexts for the working world.(A)</p>
GDS 201	Introduction to Gender and Diversity Studies	<p>A. gain an appreciation of interdisciplinary studies that focus on these three themes--multiculturalism, class, and gender—from different disciplinary foci;(I)</p> <p>B. learn to examine issues of ethnicity and race, social and economic class, femininity and masculinity, heterosexuality and homosexuality from the perspectives offered by social scientists, humanists, novelists, playwrights, poets, artists, literary critics, and art historians; and(Crit, A, P, I)</p> <p>C. develop a subtle reading of social, cultural, and political issues that appreciates the ways in which class, gender, and ethnicity effect one's values and perspectives. (Crit, A, P, I)</p>
GER 101	Fundamental Communication in German	<p>A. Understand and communicate in German in written and spoken form for the novice level.(Crit, A, P, I)</p> <p>B. Gain a foundation in the elementary grammatical structures of the German and English languages.(I)</p> <p>C. Improve cognitive as well as interpersonal communications skills, whether in English or German.(I)</p> <p>D. Acquire an understanding and appreciation of the German-speaking cultures(A, I)</p>

GER 201	Intercultural Communications in German	<p>A. Have a solid foundation in all major grammatical structures of the German language.(I)</p> <p>B. Possess an active vocabulary for intermediate language production as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>C. Understand intermediate level spoken German at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in German.(Crit, A)</p> <p>E. Read and understand a variety of intermediate level texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>G. Improve understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or German.(I)</p> <p>I. Increase and refine awareness and appreciation of German-speaking peoples and their cultures.(A, P, I)</p> <p>J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, P, I)</p> <p>K. Learn how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)</p>
GER 202	Practical Applications in German	<p>A. Have a solid foundation in all major grammatical structures of the German language.(I)</p> <p>B. Possess an active vocabulary for intermediate language production as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>C. Understand intermediate level spoken German at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in German.(Crit, A)</p> <p>E. Read and understand a variety of intermediate level texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>G. Improve understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or German.(I)</p> <p>I. Increase and refine awareness and appreciation of German-speaking peoples and their cultures.(A, P, I)</p> <p>J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, P, I)</p>

		K. Learn how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)
GER 203	German for the Working World	<p>A. Have a solid foundation in all major grammatical structures of the German language.(I)</p> <p>B. Possess an active vocabulary for intermediate language production as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>C. Understand intermediate level spoken German at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in German.(Crit, A)</p> <p>E. Read and understand a variety of intermediate level texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>G. Improve understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or German.(I)</p> <p>I. Increase and refine awareness and appreciation of German-speaking peoples and their cultures.(A, P, I)</p> <p>J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, P, I)</p> <p>K. Learn how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)</p>

GER 210	Intermediate Conversational German	<p>A. Possess an active vocabulary for Intermediate level language production in real-life situations as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>B. Have a solid foundation in all major grammatical structures of the German language.(I)</p> <p>C. Understand Intermediate level spoken German at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in German.(Crit, A)</p> <p>E. Read and understand a variety of Intermediate level, especially authentic, texts (i.e. texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with acceptable pronunciation and intonation for the Intermediate level.(A, I)</p> <p>G. Improve understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or German.(I)</p> <p>I. Increase and refine awareness and appreciation of German-speaking peoples and their cultures.(A, P, I)</p> <p>J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>K. Learn how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)</p>
HIS 099	Freshman Transitions	<p>A. make the transition to college, and specifically to Murray State University.</p> <p>B. become familiar with the value of the liberal arts and the purpose of higher education. (I)</p> <p>C. understand the History program at Murray State University. (I)</p> <p>D. consider the questions: What is History? Why study History? How does one study History?(I)</p> <p>E explore the relationships between courses, careers, and personal goals.(Crit, A)</p> <p>F. develop skills that will make them more successful learners.(Crit, A, I)</p> <p>G. become familiar with a wide variety of opportunities and services available at the university (including KHS and other Study Abroad programs, tutoring services, and career services).(A, I)</p> <p>H. understand academic policies and procedures at Murray State University.(I)</p> <p>I. have healthy lifestyles, and to develop time management and study skills.(Crit, A, P, I)</p> <p>J. consider History as a "Calling."(A)</p>

HIS 201	Modern Europe	<p>A. demonstrate a knowledge of the main events, social developments, and leaders of Europe from the 16th to the 21st century;(Crit, A, I)</p> <p>B. assess the impact of the development and spread of Humanism, religious reform, the scientific revolution and Enlightenment, the French Revolution, industrialization, parliamentary government, socialism, nationalism, Romanticism, Realism, World Wars, the advent of global history; and(Crit, A, P, I)</p> <p>C. compare the New Imperialism of the late nineteenth century to the earlier colonial empires.(Crit, A, Creat)</p> <p>D. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)</p>
HIS 221	American Experience to 1865	<p>A. Understand what history is, why it is important to study, and how it may be studied;(I)</p> <p>B. Identify and understand the major themes of American history to 1865;(A, I)</p> <p>C. Describe the major personalities, institutions, and events of American history to 1865;(A)</p> <p>D. Analyze both foreign and domestic policy during this period;(Crit)</p> <p>E. Evaluate both the successes and failures of the United States during this period;(Crit)</p> <p>F. Read and study sources other than class notes and the textbook;(A, I)</p> <p>G. Apply sound standards of information gathering, analysis, and evaluation;(Crit, A, P, I)</p> <p>H. Communicate ideas effectively through writing.(Crit, A, P)</p>
HIS 222	American Experience since 1865	<p>A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat)</p> <p>B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>C. Demonstrate a critical understanding and knowledge of American history;(Crit, A, P, I)</p> <p>D. Understand the dynamics of cultural diversity, of economic and political systems, and of complex moral and ethical issues.(Crit, I)</p>
HUM 211	Western Humanities Tradition	<p>A. Engage in critical analysis of presented material;(Crit, A, P)</p> <p>B. Demonstrate a familiarity with the world's historical, literary, philosophical, and artistic traditions;(A, I)</p> <p>C. Critically analyze a variety of literary and philosophical works;(Crit, P)</p> <p>D. Communicate ideas effectively; and(Crit, A, P)</p> <p>E. Demonstrate the ability to make informed ethical choices.(Crit, A, P, I)</p>

HUM 212	The Humanities In the Modern World: Diversity	<p>A. Identify significant contemporary ideas as expressed in literary and philosophical works from a variety of western and nonwestern cultures;(A)</p> <p>B. Demonstrate an understanding of the diverse positions expressed in the works read in the course;(A, I)</p> <p>C. Critically analyze a variety of literary and philosophical works from both western and nonwestern sources;(Crit, P)</p> <p>D. Communicate understanding of literature and philosophy in both clearly-written essays and oral presentations.(A, I)</p>
HUM 215	Humanities in the Contemporary World: Border Crossings	<p>A. identify the complexities of an issue explored through works from a variety of Western and non-Western cultures;(Crit, A)</p> <p>B. critically analyze a variety of texts from both Western and non-Western sources;(Crit, P)</p> <p>C. synthesize ideas from the diverse positions expressed in the works examined in the course;(Crit, A, P, I)</p> <p>D. consider, evaluate, and communicate their own position on an issue in response to the course content.(Crit, A, Creat)</p>
JPN 210	Intermediate Conversational Japanese	<p>A. Possess an active vocabulary for intermediate level language production in real-life situations as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>B. Have a solid foundation in all major grammatical structures of the Japanese language.(I)</p> <p>C. Understand intermediate level spoken Japanese at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in Japanese.(Crit, A)</p> <p>E. Read and understand a variety of intermediate level, especially authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with acceptable pronunciation and intonation for the intermediate level.(A, I)</p> <p>G. Improve understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or in Japanese.(I)</p> <p>I. Increase and refine awareness and appreciation of Japanese people and their culture.(P, I)</p> <p>J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>K. Learn how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)</p>
LBA 099	Transitions	<p>A. Successfully accomplish the transition to university study ;(I)</p> <p>B. Take advantage of services and opportunities offered by the university;(A)</p> <p>C. Recognize and begin to explore academic and co-curricular options for Liberal Arts majors;(Crit, A, I)</p>

		D. Develop a knowledge base and support system that will facilitate success at Murray State.(Crit, A, I)
LST 242	Real Estate Law	The objective of the course is to become familiar with the language of real estate law so that the student can ultimately make informed decisions during the process of acquiring or disposing of real estate. (Crit, P, I)
LST 250	Mock Trial	A. Develop an understanding of the Federal Rules of Evidence. (A, I) B. Develop an ability to use evidentiary principles in the midst of litigation. (Crit, A, I) C. Learn to use the rules of procedure in a trial setting. (A, I) D. Learn to use the facts and law in a case to create a theory of the case.(A, Creat, I) E. Develop an ability to select the best evidence to support a theory of the case.(Crit, A, I) F. Learn to create and deliver an effective opening statement and closing argument.(Crit, A, P, Creat, I) G. Learn to effectively question a witness through both direct and cross examination.(Crit, P, I) H. Develop leadership and teamwork skills in the context of competition, while representing the University.(Crit, A, I)
MLA 099	Transitions	A. Make the transition to college and, more specifically, to Murray State University. B. Familiarize him/herself with the purpose and desired outcomes of higher education.(I) C. Develop positive relationships with both instructors and peers.(Crit, A, I) D. Strengthen student knowledge of academic policies, procedures, and regulations.(I) E. Be informed about the variety of support services available.(Crit, A, P, I) F. Explore relationships between courses and education, careers, and personal goals.(Crit, A) G. Identify and define the reasons for seeking a college education.(A) H. Facilitate the development of skills to become a more successful learner.(Crit, A, I)
MLA 105	Introduction to Contemporary Culture	A. Understand the culture of a selected country in its geographical, historical, social, psychological, political, economic, and artistic dimensions. (Crit, I) B. Develop an understanding and awareness of culture values of a selected country. (A, I) C. Gain knowledge of some of the similarities and differences between a selected country and American culture. (Crit, I) D. Understand the major cultural issues that affect communication between a selected country and the United States. (Crit, I) E. Have the potential to build better relationships with people from

		other cultures.(Crit, A)
MLA 201	Intermediate Modern Language I	<p>A. Have a solid foundation in all major grammatical structures of the target language.(I)</p> <p>B. Possess an active vocabulary for intermediate language production as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>C. Understand intermediate level spoken target language at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in target language.(Crit, A)</p> <p>E. Read and understand a variety of intermediate level texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>G. Improve understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or target language.(I)</p> <p>I. Increase and refine awareness and appreciation of target language-speaking peoples and their cultures.(A, P, I)</p> <p>J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>K. Learn how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)</p>
MLA 202	Intermediate Modern Language II	<p>A. Have a solid foundation in all major grammatical structures of the target language.(I)</p> <p>B. Possess an active vocabulary for intermediate language production as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>C. Understand intermediate level spoken target language at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in target language.(Crit, A)</p> <p>E. Read and understand a variety of intermediate level texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>G. Improve understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or</p>

		<p>target language.(I)</p> <p>I. Increase and refine awareness and appreciation of target language-speaking peoples and their cultures.(A, P, I)</p> <p>J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>K. Learn how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)</p>
MLA 210	Intermediate Modern language Conversation	<p>A. Discuss people, personal relationships, cities, media, family, and nature.(Crit, A)</p> <p>B. Discuss likes and dislikes.(Crit, A)</p> <p>C. Narrate events in the past using the present perfect, past perfect, preterit, and imperfect.(A)</p> <p>D. Express desires and opinions, belief, and unbelief using commands and the present and present perfect subjunctive and the imperfect subjunctive. (Crit, A)</p> <p>E. Discuss future and hypothetical situations and express conjecture about past and future events. (Crit, A)</p> <p>F. Use pronouns to avoid repetition and add clarity. (A)</p> <p>G. Understand intermediate level spoken target language at normal conversational speed. (I)</p> <p>H. Write complex sentences in the target language in order to express oneself. (Crit, A)</p> <p>I. Read and understand a variety of intermediate texts, including texts written by a native speaker for a native speaker audience.(A, I)</p> <p>J. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>K. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>L. Develop problem-solving skills with language and be able to predict patterns of form and usage.(Crit, A, P, I)</p> <p>M. Improve understanding of the grammar, structure, and vocabulary of English and the target language.(I)</p> <p>N. Improve all interpersonal communication skills in English and in the target language.(I)</p> <p>O. Increase and refine understanding and appreciation of target language-speaking peoples and their cultures.(A, I)</p>
MUS 106	Music in Film	<p>To provide the student a working knowledge of the function and use of music in film from the development of moving pictures to present day. (Crit, A, I)</p>

MUS 107	Introduction to American Musical Theatre	To help the student to understand the historical and cultural context in which Broadway musicals were originally created and are acclaimed today.(A, I) To provide the student with the opportunity to research a variety of musical forms and styles; to focus upon aural and visual effects, acting, plot development and marketing of the American musical both in general and with respect to specific works;(Crit, A, P, I) to assist the student in becoming more aware of the changing nature of the American musical since its inception.(I)
MUS 114, 214,314, 414,514	Applied Percussion (Majors)	A. Students will learn percussion performance techniques and musicianship.(Crit, P, I) B. Students will expand their knowledge of standard percussion repertoire.(I) C. Students will gain confidence and competency as a performer through the experiences in various solo percussion performances. (Mallet Percussion, Timpani, Snare Drum, Drum Set, Ethnic Percussion)(Crit, P, I)
MUS 116, 216,316, 416,516	Applied Organ Study	to develop technique and musicianship as well as competency as a performer and musician.(Crit, A, P, I)
MUS 117, 217,317, 417,517	Applied Piano Study	to develop technique and musicianship as well as competency as a performer and musician.(Crit, A, P, I)
MUS 118, 218,318, 418,518	String (Violin, Viola, Cello, Bass) Applied Lessons	To develop performing skills and teaching skills.(Crit, A, P, I)
MUS 119, 219,319, 419,519	Applied Voice	§ Students will learn vocal technique and musicianship.(I) § Students will acquire knowledge of standard vocal repertoire.(I) § Students will gain confidence and competency as performers through experience in solo situations.(Crit, P, I)
MUS 121	Intermediate Guitar	A. Perform major/minor/pentatonic scales.(A) B. Play basic 12-bar blues forms in all keys.(A) C. Negotiate I-IV-V and I-ii-V chord progression within the keys most commonly utilized on the guitar.(Crit, A, I)

MUS 123	Introduction to Music Education	<p>A. Observe and record professional characteristics, attitudes, and expectations.(A, I)</p> <p>B. Develop an understanding of various aspects of the profession including professional and ethical concerns, personal rewards, demands of a career in music education, and professional development.(A, I)</p> <p>C. Become familiar with professional literature and journals.(I)</p> <p>D. Evaluate career-related media and resources.(Crit)</p> <p>E. Demonstrate logical sequencing of knowledge, skills, attitudes and values in the development of effective curricula in music.(Crit, A, P, I)</p> <p>F. Be introduced to 20th century developments in the field of music education.(Crit, A, I)</p> <p>G. Observe, evaluate, and refine presentational skills.(Crit, A, P, I)</p> <p>H. Begin to compose a philosophy of music education, which demonstrates an understanding of the role of music in the total development of the person.(A, I)</p> <p>I. Become aware of the impact of K.E.R.A. and the National Standards, including learner outcomes, professional standards, core content, and portfolio assessment.(Crit, Creat, I)</p> <p>J. Become familiar with the Teacher Education process at Murray State University, including policies, procedures, and conceptual framework.(I)</p> <p>K. Reaffirm their commitments to music teaching. They will desire to stay current in their chosen fields, making a commitment to life-long learning.(I)</p>
MUS 130	Class Voice for Non-Majors	<p>1. To make students aware of the basic physiology of singing (I)</p> <p>2. To help students develop vocal technique and performance etiquette (Crit, A, P, I)</p> <p>3. To allow students to become more musically expressive through the act of singing (A, I)</p> <p>4. To enable students to assess vocal performances of themselves and others both verbally and in written form(Crit, A, P, I)</p>
MUS 132	Woodwind Methods	<p>1) Students should gain an understanding of the various aspects of playing each woodwind instrument including assembly, embouchure, tone production, fingerings, articulation, vibrato, intonation tendencies, idiomatic problems and maintenance. (I)</p> <p>2) Students should gain an awareness of the various approaches to beginning woodwind instruction. (A, I)</p> <p>3) Students should develop an awareness of the similarities and differences of the techniques involved with each of the five woodwind instruments. (Crit, A, I)</p> <p>4) Student should develop fundamental playing skills on each instrument. (Goals 6, 7, 13, 17)(Crit, A, I)</p>

MUS 132	Woodwind Methods	<p>1) Students should gain an understanding of the various aspects of playing each woodwind instrument including assembly, embouchure, tone production, fingerings, articulation, vibrato, intonation tendencies, idiomatic problems and maintenance. (I)</p> <p>2) Students should gain an awareness of the various approaches to beginning woodwind instruction. (A, I)</p> <p>3) Students should develop an awareness of the similarities and differences of the techniques involved with each of the five woodwind instruments. (Crit, A, I)</p> <p>4) Student should develop fundamental playing skills on each instrument. (Goals 6, 7, 13, 17)(Crit, A, I)</p>
MUS 133	String Methods Class	Course objectives include development and demonstration of functional fundamental skills for beginning level string instrument playing, and knowledge of intermediate/advanced techniques. (Crit, A, I)
MUS 135	Brass Methods	<p>A. Develop pedagogical methods for teaching brass instruments(Crit, A, I)</p> <p>B. Become familiar with literature relating to brass instruments(I)</p> <p>C. Become familiar with important brass performers(Crit, P, I)</p>
MUS 136	Fundamentals of Keyboard Accompanying	To prepare students for experiences as collaborative pianists.(A, I) Students will develop techniques and strategies for preparation, rehearsal, and performance of collaborative repertoire through discussion, coaching, performance of assigned repertoire, and monitored collaborative relationships.(Crit, A, P, Creat, I)
MUS 148	Commercial Guitar Seminar I	<p>A. Know the construction of the major, minor, and pentatonic scales, along with their corresponding patterns on the guitar fingerboard;(I)</p> <p>B. Find chords in different positions throughout the fingerboard;(Crit)</p> <p>C. Demonstrate techniques such as picking, strumming, and basic improvisation through the use of chord tones.(A, I)</p>
MUS 149	Commercial Guitar Seminar II	negotiate jazz and blues scores, improvise over chord changes, and will have developed a working repertoire of jazz/blues standards.(Crit, A, I)
MUS 150,350	Instrumental Ensemble: Brass Trio; Brass Quartet; Brass Quintet; Brass Ensemble; Trombone and/or Tuba/Euphonium Ensembles.	<p>1) To provide an opportunity for students to perform within a concert discipline. (Crit, A, P)</p> <p>2) To perform quality brass music with the highest possible standards.(Crit, P)</p> <p>3) To develop professional ethics in the performer. (Crit, a, P, I)</p> <p>4) To provide a survey of brass literature. (I)</p> <p>5) To provide students with the opportunity to gain a knowledge of standard literature for small brass chamber ensembles. (A, I)</p> <p>6) To provide a laboratory for students in improve individual performance skills (intonation, technical accuracy, facility, et al), detail to markings in the music, and overall general musicianship. (Crit, P, I)</p> <p>7) To provide a laboratory for students in which their sight reading proficiency can significantly improve. (A, I)</p>

		<p>8) To provide the students with the opportunity to gain an understanding of the sensitivity, discipline and ability to work with others, that is required in order to have a successful chamber group. (A, I)</p> <p>9) To assist students in gaining an increased understanding and awareness of the idiomatic problems of the other instruments in the ensemble. (I)</p> <p>10) To provide performance opportunities for the brass students. (Crit, P)</p> <p>11) To serve the academic and civic community within the limits of existing budget and time.(A, Crit, P)</p>
MUS 151,351	Murray State University Symphony Orchestra	<p>A. To enhance performance skills(Crit, A, P)</p> <p>B. To develop an understanding and appreciation for representative orchestral literature(A, I)</p> <p>C. To promote a spirit of cooperation and dedication among fellow musicians (P)</p> <p>D. To study style and performance practice through representative styles and historical periods.(Crit, a, P, I)</p>
MUS 152,352	Racer Marching Band	<p>1. To enhance performance skills.(Crit, A, P)</p> <p>2. To develop an understanding and appreciation for representative Marching band literature.(A, I)</p> <p>3. To promote a spirit of cooperation and dedication to its members towards the goal of performance.(Crit, P)</p> <p>4. To teach music education majors Marching Band rehearsal techniques.(I)</p>
MUS 153,353	Brass Choir	<p>A. To enhance individual performance skills.(Crit, A, P)</p> <p>B. To study style and performance practice through representative literature.(Crit, A, P, I)</p> <p>C. To enhance listening and ensemble skills.(A)</p> <p>D. To develop an understanding and appreciation for brass and percussion ensemble literature.(A, I)</p> <p>E. To promote a spirit of cooperation and dedication among fellow members towards the goal of performance.(Crit, P)</p> <p>F. To develop leadership.(Crit, A, I)</p>
MUS 154,354	SYMPHONIC WIND ENSEMBLE	<p>A. To enhance performance skills(Crit, a, P)</p> <p>B. To develop an understanding and appreciation for representative wind band literature(A, I)</p> <p>C. To promote a spirit of cooperation and dedication among fellow members towards the goal of performance(Crit, P)</p> <p>D. To study style and performance practice through representative and historical literature(Crit, A, P, I)</p>

MUS 155,355	Jazz Ensemble I (MSU Jazz Orchestra)	<p>a. To improve the student's ability to perform jazz through interpretation of non-traditional music notation, non-traditional techniques and improvisation.(Crit, A, P)</p> <p>b. To improve the student's knowledge of appropriate literature within the primary big band jazz genres: swing, latin, ballad and jazz-rock.(I)</p> <p>c. To develop in the student a concept of jazz pedagogy for the large ensemble.(Crit, A, I)</p> <p>d. To familiarize the student with important jazz artists and composers, as well as the eras in which they were most influential on the genre.(I)</p>
MUS 152,352	Racer Marching Band	<p>1. To enhance performance skills.(Crit, A, P)</p> <p>2. To develop an understanding and appreciation for representative Marching band literature.(A, I)</p> <p>3. To promote a spirit of cooperation and dedication to its members towards the goal of performance.(Crit, P)</p> <p>4. To teach music education majors Marching Band rehearsal techniques.(I)</p>
MUS 153,353	Brass Choir	<p>A. To enhance individual performance skills.(Crit, A, P)</p> <p>B. To study style and performance practice through representative literature.(Crit, A, P, I)</p> <p>C. To enhance listening and ensemble skills.(A)</p> <p>D. To develop an understanding and appreciation for brass and percussion ensemble literature.(A, I)</p> <p>E. To promote a spirit of cooperation and dedication among fellow members towards the goal of performance.(Crit, P)</p> <p>F. To develop leadership.(Crit, A, I)</p>
MUS 154,354	SYMPHONIC WIND ENSEMBLE	<p>A. To enhance performance skills(Crit, a, P)</p> <p>B. To develop an understanding and appreciation for representative wind band literature(A, I)</p> <p>C. To promote a spirit of cooperation and dedication among fellow members towards the goal of performance(Crit, P)</p> <p>D. To study style and performance practice through representative and historical literature(Crit, A, P, I)</p>
MUS 155,355	Jazz Ensemble I (MSU Jazz Orchestra)	<p>a. To improve the student's ability to perform jazz through interpretation of non-traditional music notation, non-traditional techniques and improvisation.(Crit, A, P)</p> <p>b. To improve the student's knowledge of appropriate literature within the primary big band jazz genres: swing, latin, ballad and jazz-rock.(I)</p> <p>c. To develop in the student a concept of jazz pedagogy for the large ensemble.(Crit, A, I)</p> <p>d. To familiarize the student with important jazz artists and composers, as well as the eras in which they were most influential on the genre.(I)</p>

MUS 156,356	Jazz Combo	<p>a. To improve the student's ability to perform jazz through interpretation of non-traditional music notation, non-traditional techniques and improvisation.(Crit, A, P)</p> <p>b. To improve the student's knowledge of appropriate literature within the primary big band jazz genres: swing, latin, ballad and jazz-rock.(I)</p> <p>c. To develop in the student a concept of jazz pedagogy for the large ensemble.(Crit, A, I)</p> <p>d. To familiarize the student with important jazz artists and composers, as well as the eras in which they were most influential on the genre.(I)</p>
MUS 157,357	Symphonic Band	<p>1. To enhance performance skills.(Crit, A, P)</p> <p>2. To develop an understanding and appreciation for representative Symphonic band literature.(A, I)</p> <p>3. To promote a spirit of cooperation and dedication to its members towards the goal of performance.(Crit, P)</p> <p>4. To teach music education majors Symphonic band rehearsal techniques.(I)</p>
MUS 158,358	Concert Band	<p>A. To develop an understanding and appreciation of representative symphonic band literature.(A, I)</p> <p>B. To enhance performance skills.(Crit, A, P)</p> <p>C. To teach future band directors rehearsal techniques.(I)</p>
MUS 160,360	University Chorale	<p>A. Demonstrate development and perhaps, refinement the essential skills of musicianship,(Crit, A, P, I)</p> <p>B. Use tools such as solfege or count-singing to assist in developing musicianship both in the choral rehearsal and in the student's individual preparation for the rehearsal,(Crit, A, I)</p> <p>C. Demonstrate healthy and confident singing voice through vocalizes and high quality choral literature,(A)</p> <p>D. Demonstrate development of the individual singing voice for efficiency and effectiveness in the choral setting,(Crit, A, P, I)</p> <p>E. Demonstrate a commitment to mature, expressive, and artistic music making,(A)</p> <p>F. Demonstrate development of an individual aesthetic sense through the study and performance of choral music, (Crit, A, P, I)</p> <p>G. Demonstrate development a sense of community with the ensemble through the study and performance of choral music. (Crit, A, P, I)</p>
MUS 164,364	Opera Workshop	<ul style="list-style-type: none"> • introduction to stage movement and other opera skills(I) • musical and dramatic preparation of assigned repertoire(I) • performance and production of a full musical theater work(Crit, P, I)
MUS 170	Theory I	<p>The course will focus on basic elements of music: pitch, rhythm and harmony. Students will be expected to complete part-writing and analysis exercises.</p> <p>(Crit, A)</p>

MUS 171	Aural Skills I	To sing and notate through dictation interval, triad and chord qualities, sight sing, notate melodies, rhythms and harmonic progressions through a variety of activities throughout the course. (Crit, A, I)
MUS 172	Functional Keyboard I	1) To develop a basic keyboard technique and aural skills through the use of scales, chords, and progressions. (Crit, A, I) 2) To enhance functional keyboard skills of harmonization, transposition, improvisation, and sight-reading. (A, I) 3) To introduce standard keyboard literature through solo repertoire and ensemble experience.(I)
MUS 173	Theory II	To enable the student to identify, define, analyze and understand diatonic harmonies, non-harmonic tones, cadences, dominant-seventh chords and secondary dominant functions.(Crit, A, I) Students will be involved in both analysis and composition projects.(Crit, A)
MUS 174	Aural Skills II	A. Sing or perform all major, minor, and perfect intervals (ascending and descending, major and all minor scales, diatonic major and minor melodies containing leaps, more complicated rhythms in simple and compound meters, and all diatonic tonal harmonies.(Crit, P) B. Hear and notate all major, minor, and perfect intervals (ascending and descending, major and all minor scales, diatonic major and minor melodies containing leaps, more complicated rhythms in simple and compound meters, and all diatonic tonal harmonies.(I)
MUS 175	Functional Keyboard II	1) To develop a basic keyboard technique and aural skills through the use of scales, chords, and progressions. (Crit, A, I) 2) To enhance functional keyboard skills of harmonization, transposition, improvisation, and sight-reading. (A, I) 3) To introduce standard keyboard literature through solo repertoire and ensemble experience.(I)
MUS 200	Public School Music I	<ul style="list-style-type: none"> • Develop their reasoning of the value of music and the classroom teacher's role in Music Education.(Crit, A, I) • Demonstrate their knowledge of the Music's basic elements and their concepts.(A, I) • Demonstrate music and musical ideas to their class using their singing voice and instrumental abilities confidently.(A) • Develop a music vocabulary to be used when relating to music(Crit, A, I) • Construct activities for use in teaching music to their students.(a, I) • Document their professional development in this class by creating and compiling a collection of musical activities to be used in the elementary classroom.(Crit, A, Creat, I)
MUS 225	English and German Diction for Singers	<p>§ A working knowledge of IPA and the classifications of speech sounds(I)</p> <p>§ The ability to transcribe English and German texts into IPA(A, I)</p> <p>§ A thorough knowledge of the rules that govern singing in English and German(I)</p>

		§ The ability to recognize and correct poor diction in his or her own singing of English and German repertoire(Creat, A, P, Crit, I)
MUS 226	Italian and French Diction for Singers	§ A working knowledge of IPA and the classifications of speech sounds(I) § The ability to transcribe Italian and sung French texts into IPA(a, I) § A thorough knowledge of the rules that govern singing in Italian and sung French(I) § The ability to recognize and correct poor diction in his or her own singing of Italian and sung French repertoire(Crit, A, P, Creat, I)
MUS 240	Introduction to Composition	<ul style="list-style-type: none"> • write idiomatically for specific instruments(A) • use musical notation to express individual ideas(A) • make scores that look highly professional(Creat, A) • develop and vary musical ideas(Crit, A, I) • understand many of the different compositional approaches used since 1900(A, I)
PHI 099	Transitions	A. Accomplish the transition to university study;(I) B. Take advantage of services and opportunities offered by the university;(A) C. Recognize and begin to explore academic and co-curricular options offered by the Department of English and Philosophy; and(Crit, A, I) D. Develop skills that will facilitate success in the study of English and philosophy.(Crit, A, I)
PHI 103	Critical Thinking	The student will learn how to recognize and evaluate arguments, identify both informal and formal fallacies, and critically apply the central concepts of inquiry(Crit, A, P, I) (such as, e.g., 'knowledge,' 'truth,' 'theory,') as well as gain a familiarity with important viewpoints in epistemology and philosophy of science.(A, I)
PHI 203	Symbolic Logic	Students will be competent in first-order quantificational logic.(Crit, I)
POL 140	American National Government	· Increase your understanding of governance in the United States.(I) · Develop your skills in critical thinking, integrating disparate material, finding and evaluating information within the sub-discipline of America politics, writing with clarity, and understanding other cultures and their abstract institutions.(Crit, A, P, I) By the end of the course, you should be able to: 1. Describe the various political, social and economic forces that affect American politics.(Crit, A) 2. Write and speak more clearly and critically about American politics.(Crit, A, P)

POL 240	State and Local Politics	<p>(a) Know some fundamentals about how social scientists approach the study of politics.(A, I)</p> <p>(b) Understand the “nuts and bolts” of state and local governments in the U.S.(I)</p> <p>(c) Appreciate the theories and research regarding political participation, public opinion, interest group and political party membership and activity.(Crit, A, P, I)</p> <p>(d) Describe the role of sub-national governments in a federal system.(A)</p> <p>(e) Be aware of basic information about public policies that are largely administered by state and local governments(Crit, P, I)</p>
POL 252	Introduction to Comparative Politics	<ul style="list-style-type: none"> · Explore the social, economic, and political context in which politics, governing, and administration is practiced around the world.(Crit, A, I) · Increase students understanding of governance in political systems different from the United States.(I) · Develop students’ skills in critical thinking, integrating disparate material, finding and evaluating information within the sub-discipline of comparative politics, and understanding other cultures and their abstract institutions.(Crit, A, P, I) · Develop students writing skills, as part of the writing intensive program.(Crit, A, I)
POL 261	Introduction to Political Theory	
PSY 099	Transitions	<p>A. Identify the student’s academic advisor and Residential College Head(A)</p> <p>B. Formulate a plan for effectively setting priorities and managing time while in college(Crit, P)</p> <p>C. Interpret the student’s Degree Audit (MAP) report(Crit, A)</p> <p>D. Identify university resources related to study abroad, undergraduate research, and involvement in extracurricular activities(Crit, A, P, I)</p> <p>E. Identify the steps necessary to achieve the student’s personal career goal(A)</p>
PSY 180	GENERAL PSYCHOLOGY	<p>A. demonstrate understanding that psychology is a science that can be applied to everyday practical problems.(A, I)</p> <p>B. demonstrate an appreciation of how psychology is related to society as a whole.(Crit, A)</p> <p>C. demonstrate an understanding of how to gain knowledge through systematic and objective means.(A, I)</p> <p>D. demonstrate an understanding of different areas in psychology, and their relationship with other disciplines.(A, I)</p> <p>E. demonstrate critical understanding of how to apply and generalize knowledge to their own and other’s lives.(Crit, A, I)</p> <p>F. demonstrate critical thinking skills and learning to synthesize information.(Crit, A, P, I)</p> <p>G. demonstrate an understanding of mental health and well-being, including ethical and moral judgments.(A, I)</p>

PSY 199	Developing Psychological Skills	<p>A. Identify various forms of anxiety, understand the relationship between anxiety and performance, and implement methods for gaining and maintaining an optimal state of anxiety and arousal.(Crit, A, P, I)</p> <p>B. Identify the relationship between self-confidence and performance and implement strategies for gaining and maintaining an optimal state of confidence .(Crit, A, P, Creat, I)</p> <p>C. Identify different forms of imagery, the relationship between imagery and performance, and implement strategies for the effective use of imagery.(Crit, A, P, Creat)</p> <p>D. Identify the relationship between attentional control and performance and implement strategies for enhancing concentration.(Crit, a, P, Creat)</p> <p>E. Understand the importance of social factors such as motivation and cohesion in group/team performance and implement team building strategies.(Crit, a, P, I)</p>
PSY 210	Career Planning Seminar	<p>A. Identify career opportunities using a variety of methods and resources(A)</p> <p>B. Relate academic courses, extracurricular activities, and work experience to specific job market skills(Crit, A)</p> <p>C. Match personal values, interests, and skills with appropriate career options(I)</p> <p>D. Identify the steps necessary to prepare for a given career option(A)</p> <p>E. Conduct an informational interview(Crit, A, P, I)</p> <p>F. Write a cover letter and resume(A, I)</p>
PSY 221	Human Sexuality	<p>A. Identify current research findings on homosexuality, pornography, sexually transmitted diseases, early sexual learning, adult sexual lifestyles and sexual dysfunction(Crit, A, P, I)</p> <p>B. Identify current psychological theories about human sexuality and its development(Crit, A, I)</p>
PSY 223	Psychology of Sport Fans	<p>A. Apply current theoretical perspectives from psychology, sociology, and marketing in an attempt to understand the behaviors of sport fans.(A, I)</p> <p>B. Understand the importance of experimental research in furthering the understanding of sport fans.(a, I)</p> <p>C. Understand the importance of sport fandom and spectating in the lives of fans and the prevalence of the activity for members of our society.(I)</p> <p>D. Understand the impact of sport on society at large.(I)</p> <p>E. Think critically about the virtue of sport fandom and spectating for both the individual and society . That is, students should be able to cite current theory and research to understand the pros and cons of the activity for fans and society.(Crit, A, I)</p> <p>F. Make recommendations concerning the control of negative fan behaviors (e . g., aggression, "addiction" to sport fandom, etc.) .(Crit)</p> <p>G. Make recommendations concerning the increase of attendance and interest in sport fandom to interested parties (e.g., teams,</p>

		leagues, etc.) .(Crit)
PSY 245	Law and Psychology	<p>A. Identify the domains of forensic psychology(A)</p> <p>B. Describe the assessment, treatment, and consultation roles of a forensic psychologist(Crit, A)</p> <p>C. Describe the role of the expert witness(A)</p> <p>D. Describe the civil commitment process(A)</p> <p>E. Discuss the factors involved in domestic violence, juvenile delinquency, child custody, personal injury, and discrimination(Crit, A)</p>
PSY 260	Lifespan Development	<p>A identify prominent theories and concepts and explain how they are used to understand human development;(Crit, A, I)</p> <p>B. identify and determine the implications of major research studies and research methodologies used to examine the human lifespan;(Crit, a, P, I)</p> <p>C. apply the results of research and tenets of major theories to real-life examples.(Crit, A, P, I)</p>
PSY 261	Child Psychology	<p>A. Demonstrate an understanding of scientific methods in the field of Developmental Psychology(A, I)</p> <p>B. Identify the dominant theories in the field of Developmental Psychology.(Crit, A, I)</p> <p>C. Demonstrate a basic understanding of the development of the human child.(A, I)</p>
PSY 262	Adolescent Psychology	<p>A. Explain the major methods and theories used in the study of human development(Crit, A, I)</p> <p>B. Describe the biological, cognitive, and psychosocial changes that occur during adolescence(A)</p> <p>C. Apply concepts related to adolescent development to real world individuals and situations(Crit, A, I)</p> <p>D. Discuss the role of family, peer, social, and cultural influences on the behavior of adolescents(Crit, A)</p>
PSY 264	Psychology of Aging	<p>A. Discuss the major themes of psychology and aging(Crit, A)</p> <p>B. Understand popular theories of aging and research methods used to study aging(Crit, A, I)</p> <p>C. Distinguish between normative and non-normative aging processes(Crit)</p> <p>D. Identify effects of normal aging on biological, cognitive, and psychosocial processes in an environmental context(Crit, A, P, I)</p> <p>E. Apply knowledge about the psychology of aging to their own development(Crit, A, Creat, I)</p> <p>F. Recognize and share with others successful aging in such a way</p>

		<p>that it can be maximally enjoyable(Crit, A, P, I)</p> <p>G. Apply critical thinking, reading, writing, and oral communication skills(Crit, A, P, I)</p>
PSY 265	Psychology of Death	<p>A. Define death and discuss the physiological process of death(Crit, A)</p> <p>B. Identify major causes of death in the United States and discuss historical trends(Crit, A)</p> <p>C. Discuss the functions of the “death system,” including the roles of the individuals and institutions involved(Crit, A)</p> <p>D. Identify and describe psychological experiences often associated with dying(A)</p> <p>E. Describe how dying fits into a lifespan developmental model(Crit, A, I)</p> <p>F. Discuss end-of-life care and services offered by hospice and other settings and organizations(Crit, A)</p> <p>G. Compare and contrast current and historical theories regarding grief(Crit, A)</p> <p>H. Compare and contrast religious and cultural approaches to dying, funerals, and bereavement rituals,(Crit, A)</p> <p>I. Identify the ethical issues related to death and dying and analyze ethical dilemmas in a systematic manner(Crit,A)</p> <p>J. Develop an initial plan for dealing with various tasks that can arise at the end of life(Crit, A, I)</p>
RGS 200	Introduction to Religious Studies	<p>A. demonstrate a knowledge of the main events, ideas, and leaders of World religions from the beginning of civilization to the 21st century;(A, I)</p> <p>B. assess the impact of the development and spread of the main religions, religious; and(Crit, A, I)</p> <p>C. compare the central themes of the World religions, and;(Crit, A)</p> <p>D. to encourage students to be more reflective about religious belief and practices, including their own, and, therefore, more tolerant of religious diversity, and;(Crit, A, Cret)</p> <p>E. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)</p>
SOC 231	Social Problems	<p>A. Understand theoretical and methodological approaches for examining social problems and issues;(A, I)</p> <p>B. Acquire informed knowledge about selected problems and issues;(Crit, P, I)</p> <p>C. Generalize reasoning abilities from specific problems to general perspectives;(P)</p> <p>D. Apply reason and knowledge of controversial issues.(A, I)</p>

SOC 250	Global Sociology	<p>A. Understand sociological concepts used to examine cultural and global issues;(Crit, A, I)</p> <p>B. Acquire informed knowledge regarding differing cultures within a global context;(Crit, P, I)</p> <p>C. Generalize knowledge to both broad and specific global and cultural issues;(I)</p> <p>D. Apply knowledge and reasoning abilities to global society.(A, I)</p>
SPA 102	Social Interactions in Spanish	<p>A. Have a solid foundation in all major grammatical structures of the Spanish language.(I)</p> <p>B. Have an active vocabulary for beginning language production as well as passive knowledge of additional vocabulary.(I)</p> <p>C. Understanding beginning level spoken Spanish at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in Spanish.(Crit, A)</p> <p>E. Have the ability to read and understand a variety of beginning texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Have the ability to speak with appropriate pronunciation and intonation for the Beginning Level.(A, I)</p> <p>G. Have a greater understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Possess greater interpersonal communication skills in English and Spanish.(I)</p> <p>I. Acquire a greater awareness and appreciation of Spanish-speaking peoples and their cultures.(A, I)</p> <p>J. Develop critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>K. Have the ability to problem-solve with language and predict patterns of form and usage.(Crit, A, P, I)</p>
SPA 103	Elementary Spanish Conversation I	<p>A. Understand beginning level spoken Spanish at normal conversational speed.(I)</p> <p>B. Express him/herself in writing complex sentences in Spanish.(Crit, A)</p> <p>C. Read and understand a variety of beginning texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>D. Speak with appropriate pronunciation and intonation for the Beginning Level.(A, I)</p> <p>E. Acquire a greater understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>F. Increase interpersonal communication skills in English and Spanish;(A, I)</p> <p>G. Appreciate Spanish-speaking peoples and their cultures;(A, I)</p> <p>H. Develop critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level;(Crit, A, P, I)</p>

		I. Problem-solve with language and predict patterns of form and usage.(Crit, P)
SPA 104	Elementary Spanish Conversation II	<p>A. Understand beginning level spoken Spanish at normal conversational speed.(I)</p> <p>B. Express him/herself in writing complex sentences in Spanish.(Crit, A)</p> <p>C. Read and understand a variety of beginning texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>D. Speak with appropriate pronunciation and intonation for the Beginning Level;(A)</p> <p>E. Acquire a greater understanding of the grammar, structure, and vocabulary of English;(A, I)</p> <p>F. Increase interpersonal communication skills in English and Spanish;(I)</p> <p>G. Appreciate Spanish-speaking peoples and their cultures;(I)</p> <p>H. Develop critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level;(Crit, A, P, I)</p> <p>I. Problem-solve with language and predict patterns of form and usage.(Crit, P)</p>
SPA 110	Basic Conversational Spanish	<p>A. Discuss people, personal relationships, cities, media, family, and nature.(Crit, A)</p> <p>B. Discuss likes and dislikes. (Crit, A)</p> <p>C. Narrate events in the past using the present perfect, past perfect, preterite, and imperfect.(A)</p> <p>D. Express desires and opinions, belief, and unbelief using commands and the present and present perfect subjunctive and the imperfect subjunctive. (Crit, A)</p> <p>E. Discuss future and hypothetical situations and express conjecture about past and future events. (Crit, A)</p> <p>F. Use pronouns to avoid repetition and add clarity.(A)</p> <p>G. Understand intermediate level spoken Spanish at normal conversational speed.(I)</p> <p>H. Write complex sentences in Spanish in order to express oneself. (Crit, A)</p> <p>I. Read and understand a variety of intermediate texts, including texts written by a native speaker for a native speaker audience.(A, I)</p> <p>J. Speak with appropriate pronunciation and intonation for the intermediate level. (A, I)</p>

		<p>K. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>L. Develop problem-solving skills with language and be able to predict patterns of form and usage.(Crit, A, P, I)</p> <p>M. Improve understanding of the grammar, structure, and vocabulary of English and Spanish.(I)</p> <p>N. Improve all interpersonal communication skills in English and Spanish.(I)</p> <p>O. Increase and refine understanding and appreciation of Spanish-speaking peoples and their cultures.(A, I)</p>
SPA 201	Intercultural Communications in Spanish	<p>A. Discuss health, technology, housing, nature, and city life.(Crit, A)</p> <p>B. Narrate events in the past using the preterite and imperfect.(A)</p> <p>C. Discuss desires, opinions, doubt, hypothetical situations, etc., using commands and the present subjunctive.(Crit, A)</p> <p>D. Express oneself using complex sentences in Spanish.(Crit, A)</p> <p>E. Use pronouns to avoid repetition and add clarity.(A)</p> <p>F. Understand intermediate level spoken Spanish at normal conversational speed.(I)</p> <p>G. Read and understand a variety of intermediate texts, including texts written by a native speaker for a native speaker audience.(A, I)</p> <p>H. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>I. Improve understanding of the grammar, structure, and vocabulary of English and Spanish.(I)</p> <p>J. Improve all interpersonal communication skills in English and Spanish.(I)</p> <p>K. Acquire an understanding and appreciation of Spanish-speaking peoples and their cultures.(A, I)</p>
SPA 202	Practical Applications in Spanish	<p>A. Have a solid foundation in all major grammatical structures of the Spanish language.(I)</p> <p>B. Possess an active vocabulary for Intermediate language production as well as passive knowledge of additional vocabulary.(I)</p> <p>C. Understand Intermediate level spoken Spanish at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in Spanish.(Crit, A)</p> <p>E. Read and understand a variety of Intermediate texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(a, I)</p> <p>F. Speak with appropriate pronunciation and intonation for the Intermediate Level.(A, I)</p>

		<p>G. Improve students' understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or Spanish.(I)</p> <p>I. Increase and refine students' awareness and appreciation of Spanish-speaking peoples and their cultures.(A, P, I)</p> <p>J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>K. Learn how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)</p>
SPA 203	Spanish for the Working World	<p>A. Have a solid foundation in all major grammatical structures of the language.(I)</p> <p>B. Possess an active vocabulary for Intermediate language production as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(a, I)</p> <p>C. Understand intermediate level spoken Spanish at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences in Spanish.(Crit, A)</p> <p>E. Read and understand a variety of intermediate level texts, including some authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with appropriate pronunciation and intonation for the intermediate level.(a, I)</p> <p>G. Better understand the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or Spanish.(I)</p> <p>I. Increase and refine awareness and appreciation of Spanish-speaking peoples and their cultures.(A, P, I)</p> <p>J. Have developed the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>K. Have learned how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)</p> <p>L. Have the means to integrate skills gained in previous Spanish courses with oral and written communication based on contexts for the working world.(A, I)</p>

SPA 210	Intermediate Spanish Conversation	<p>A. Discuss people, personal relationships, cities, media, family, and nature.(Crit, A)</p> <p>B. Discuss likes and dislikes. (Crit, A)</p> <p>C. Narrate events in the past using the present perfect, past perfect, preterite, and imperfect.(A)</p> <p>D. Express desires and opinions, belief, and unbelief using commands and the present and present perfect subjunctive and the imperfect subjunctive. (Crit, A)</p> <p>E. Discuss future and hypothetical situations and express conjecture about past and future events. (Crit, A)</p> <p>F. Use pronouns to avoid repetition and add clarity.(A)</p> <p>G. Understand intermediate level spoken Spanish at normal conversational speed.(I)</p> <p>H. Write complex sentences in Spanish in order to express oneself. (Crit, A)</p> <p>I. Read and understand a variety of intermediate texts, including texts written by a native speaker for a native speaker audience.(A, I)</p> <p>J. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>K. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>L. Develop problem-solving skills with language and be able to predict patterns of form and usage.(Crit, A, P, I)</p> <p>M. Improve understanding of the grammar, structure, and vocabulary of English and Spanish.(I)</p> <p>N. Improve all interpersonal communication skills in English and Spanish.(I)</p> <p>O. Increase and refine understanding and appreciation of Spanish-speaking peoples and their cultures.(A, I)</p>
SPA 211	Introduction to Spanish Culture	<p>A. Analyze and form opinions about different forms of cultural production.(Crit, P)</p> <p>B. Express in speech and writing analysis and opinions regarding various cultural themes.(Crit, A)</p> <p>C. Develop critical thinking skills.(Crit, A, P, I)</p> <p>D. Improve all interpersonal communication skills in English and Spanish.(I)</p> <p>E. Develop an understanding and appreciation of Spanish-speaking peoples and their cultures.(A, I)</p>
THD 098	Theatre Attendance and Assembly	<p>A. be informed of departmental issues, concerns, etc.(Crit, P)</p> <p>B. be able to discuss departmental policies, student issues, etc.(Crit, A, I)</p> <p>C. to grade the attendance and participation of the students in the required productions.(A)</p>
THD 101	Dance Appreciation	<p>A. Identify the historical and social values of dance as an art form;(Crit, A, P)</p> <p>B. Identify various dance genres and styles;(A)</p> <p>C. Understand the basic ideas of dance choreography.(I)</p>

THD 103	Theatre Foundations	<p>A. memorize and build characters for and present two monologues (one dramatic and one comedic),(Crit, A)</p> <p>B. create a resume' specifically for theatre employment,(A, Creat)</p> <p>C. create a portfolio of technical and design work, and(Crit, A, Creat)</p> <p>D. participate in a mock interview situation.(A)</p>
THD 104	The Theatrical Experience	<p>1. To be conversant with the Aristotelian elements of drama.(A)</p> <p>2. To understand the chronological order of historical theatrical movements(I)</p> <p>3. To distinguish the major genre of theatre forms and their structural classification.(Crit, P)</p> <p>4. To critically analyze a performance.(Crit, P)</p> <p>5. To demonstrate geography of the stage and the actor's body positions within that space.(A)</p> <p>6. To understand the performer's instrument.(Crit, P, I)</p> <p>7. To understand several different acting approaches involving character.(A, I)</p>
THD 120	Play Analysis	<p>A. Gain an understanding of the play as a blueprint to performance;(P, I)</p> <p>B. Demonstrate a familiarity with basic theatrical terms, genres, and styles;(A, I)</p> <p>C. Demonstrate the ability to extract information from a play that is needed in order to perform the play to its fullest potential;(Crit, A, P, I)</p> <p>D. Demonstrate the ability to collect, analyze, and apply information.(Crit, A, P, I)</p>
THD 220	Creative Dramatics	<p>A. Gain an understanding of the purpose of creative dramatics and its uses in the classroom;(A, I)</p> <p>B. Demonstrate familiarity with basic games and improv materials and be able to identify their individual purposes for being used in the classroom;(A, I)</p> <p>C. Demonstrate the ability to collect analyze and use information to develop new games and classroom materials;(Crit, A, P, Creat, I)</p> <p>D. Understand the different developmental stages and how to adapt curriculum accordingly;(Crit, A, I)</p> <p>E. Develop non-dramatic materials into performance projects for children of different ages and ability levels;(Crit, A, P, I)</p> <p>F. Understand the purpose of study guides and different approaches to using them to enhance students' learning processes.(A, I)</p>
THD 225	Children's Theatre Touring Company	<p>A. Gain an understanding of the value of theatre in the classroom;(I)</p> <p>B. Demonstrate the ability to collect, organize, and use information to develop a theatrical presentation;(Crit, A, P, I)</p> <p>C. Develop non-dramatic materials into performance projects;(Crit, A, P, I)</p> <p>D. Understand the purpose of study guides and different approaches to using them to enhance students' learning processes.(A, I)</p>

THD 230	Stage Management	<p>A. recognize the characteristics of a good stage manager;(Crit, A, P)</p> <p>B. demonstrate proper scheduling and information distribution processes;(Crit, A, P, I)</p> <p>C. recognize different stages of production (pre-production, rehearsals, performances, touring, post-production) and their procedures;(Crit, P)</p> <p>D. create a stage manager's kit;(Crit, A, P, Creat)</p> <p>E. create a personal stage management dossier or record of techniques needed to do the stage manager's job.(Crit, A, P, Creat)</p>
THD 240	Theatre Production	<p>1) Utilize equipment, materials and techniques of stagecraft as it relates to the scenic designer's vision.(Crit, A, P, Creat)</p> <p>2) Complete a survey of the equipment, materials and techniques of stagecraft as it relates to the lighting designer's vision. (Crit, A, P, Creat)</p> <p>3) Complete a survey of the equipment, materials and techniques of stagecraft as it relates to the sound designer's vision. (Crit, A, P, Creat)</p> <p>4) Complete a survey of the equipment, materials and techniques of stagecraft as it relates to the costume designer's vision. (Crit, A, P, Creat)</p>
HON 100	Interdisciplinary Humanities and Fine Arts	<p>Students in this course will engage in mature, independent thought and express that thought effectively in oral and written communication(Crit, A, P).</p> <p>They will understand the critical methodologies that several academic disciplines employ to discover knowledge and ascertain validity(Crit, a, I). The course will demonstrate a critical understanding of the world's historical, literary, philosophical and artistic traditions(Crit, A, I).</p> <p>Students will learn to understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues(Crit, I).</p> <p>They will understand the nature of responsible citizenship and be better prepared to pursue an active role in a democratic society(A, I)</p>
HON 161	Honors seminar in Visual Arts	<p>introduce students to a basic visual vocabulary and the fundamental concepts that underlie the way one visually interprets the world (i.e., stylistic differences and the properties of various media) and to develop a vocabulary with which to discuss art(Crit, A, I)</p> <p>clarify the role of art and its function within various societies (i.e., changing critical standards and the cultural context in which art has been made) its relationship to literature, philosophy, science, economics, and the role of an individual.(Crit, P, I)</p>
HON 162	Honors Seminar in Music: Operissimo!	<p>To develop an understanding and regard for opera and to pursue that interest as a life-long goal by attending and supporting the art form.(I)</p> <p>1) To develop an appreciation of music history(Crit, A, I)</p> <p>2) To engage the visual and aural splendor of opera(A)</p> <p>3) To engage in written and verbal discourse regarding the art form.(Crit, P)</p>

HON 163	Honors Seminar in Theatre	<p>To introduce basic concepts of theatrical performance.(I) Students completing HON 163 should:</p> <ol style="list-style-type: none"> Understand the basic concepts and terminology of theatrical performance.(I) Be able to analyze a play and/or a scene.(Crit, A, I) Be able to perform a dramatic role believably.(Cruit, A, P, I) Be prepared to direct a play.(A, P, I) Understand the basic concepts of design(I)
HON 164	Honors Seminar in Arts and Culture Abroad	<p>The course will teach students to analyze and deepen their experience of arts and culture in international contexts(Crit, I). Students will increase their understanding of the arts and culture by studying specific cultural artifacts that they will later experience as a group(I). In each artifact selected for examination, students will be expected to:</p> <ol style="list-style-type: none"> Discuss the form elements of line, shape, color, and texture.(Crit, A, P) Discuss the manner in which time, mass, measure, and position contributes to the aesthetic effectiveness and worth of object. (Crit, A, P) Place the artifact in a respective time frame and relate it to similar objects and artists. (Crit, A) Discuss additional works by the object's creator by comparing/contrasting them.(Crit, A, Creat)
HON 165	Honors Seminar in Communication	<ol style="list-style-type: none"> To understand the role of self, perception, listening, and culture in interpersonal communication and public speaking processes(a, I) To understand the significance of and relationship between verbal and nonverbal communication(I) To understand effective group communication concepts as they relate to interaction as well as presentations(Crit, A, I) To develop skill in effectively researching, adapting, supporting, organizing, delivering, and analyzing public presentations(Crit, A, P, I)
HON 180	Honors Seminar in Psychology	<ul style="list-style-type: none"> To introduce you to the purpose and methods of psychological science, and science in general; (I) To provide you with a solid foundation for evaluating information related to human psychology in a rational, scientific, and unbiased manner; (Crit, a, P, I) To teach you from a wide variety of perspectives on human psychology, including biological, information-processing, social, humanistic, and cultural perspectives; (Crit, P, I) To introduce you to the major topics of study in psychology from these various perspectives, including basic processes such as perception and memory, complex topics such as consciousness, the self and personality, and applied topics such as mental health and well-being; (Crit, I) To provide you with a deep appreciation for how scientific psychology can inform our knowledge and understanding of who we are as human beings and who each of us are as individual people;(P,

		<p>I, A)</p> <p>o To provide you with a deep appreciation for how an understanding of human psychology can be used to deepen our respect and tolerance for people with different ideas and beliefs than ourselves, for people of different cultures, and to increase the happiness, health, and well-being of all humans beings.(A, I)</p>
HON 201	Honors Seminar in Social Science I	<p>To provide Murray State students with an introduction to world history and help them develop the characteristics of the Murray State graduate.(Crit, A, I)</p> <p>A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat)</p> <p>B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>C. Understand the roles and applications of science and technology in the solution of the problems of a changing world;(I)</p>
HON 202	Honors Seminar in Social Science II	<p>1) How have the world's societies developed and interacted since 1500? How were they organized?(Crit, A, P, I)</p> <p>2) What were these societies like for the people that lived in them?(I)</p> <p>3) What processes and trends influenced human history since 1500?(I)</p> <p>4) How were the various regions of the globe connected to one another in an ever shrinking world? What is the history of global inequality?(A, P)</p> <p>5) How did global history shape each region, and how did each in turn shape global history?(I)</p> <p>6) In what ways does history since 1500 affect our world today?(Crit, A)</p> <p>7) We will particularly emphasize: gender relations, warfare, technology, religion, trade, migration, inequality, genocide, and power.(I)</p>
HON 251	Honors Seminar in Literature and Philosophy I	<p>The student should have a broad knowledge of the foundations of modern thought at the end of this course(I).</p> <p>We are seeking convergences and divergences in seminal works from the course of intellectual and literary history(Crit, A, I), to gain a sense of the ideas that have shaped the way we think today.(Crit, P, I)</p>
HON 261	HONORS SEMINAR IN SCIENCE	<p>A. Define science and technology(A)</p> <p>B. Identify the major fields current in scientific research(Crit, A, P, I)</p> <p>C. Discuss the ethical issues in ongoing scientific development.(Crit, A, I)</p>

CRJ 240	CORRECTIONS	<p>1. Students will examine and analyze the philosophy, theory and processes of adult corrections in the United States.(Crit, A, P, I)</p> <p>2. Contemporary issues facing the prison system today will be of major emphasis, including prison overcrowding, the role of jails as an intermediate sanction, and the budgetary limitations of rehabilitative programming.(I)</p> <p>3. The use (or misuse) of capital punishment will be debated.(A)</p> <p>4. The development of critical thinking skills in regard to criminal sanctions in the US.(Crit, A, P, I)</p>
EXS 271	Clinical Experience: Introduction	<p>A. Develop and practice evaluation techniques used on athletic injuries.(Crit, A, I)</p> <p>B. Develop and practice evaluation techniques used on athletes during the pre-participation physical examination. (Crit, A, I)</p> <p>C. Develop and practice correct documentation of evaluations. (Crit, A, I, P)</p> <p>D. Develop critical thinking skills used to determine which evaluation techniques are to be used in each situation. (Crit, A, I, P)</p> <p>E. Develop skills associated with various rehabilitation techniques and theories. (Crit, A, I)</p> <p>F. Students are required to attend clinical experience to expand upon the knowledge and skills presented in a lecture format. (Crit, A, I, P)</p>
EXS 101	Concepts and Careers in Exercise Science and Athletic Training	<p>1. Explore the history of the field of exercise science and the professions of athletic training, occupational\ therapy, physical therapy and physician assistant.(Crit, A)</p> <p>2. Provide a foundation of basic concepts in exercise science.(A, I)</p> <p>3. Gain knowledge of numerous career options and professional roles of individuals in the area of health sciences with a focus on exercise science, athletic training, occupational therapy, physical therapy and physician assistant.(I)</p> <p>4. Become familiar with professional organizations, certifications and continuing education opportunities in exercise science, athletic training, occupational therapy, physical therapy and physician assistant.(I)</p> <p>5. Emphasize the importance of personal health and expand on topics important for student health.(I)</p>

EXS 270	Clinical Experience: Observation	<p>A. The student will be able to define athletic training and identify work settings in which athletic trainers are hired.(A, I)</p> <p>B. The student will review and discuss the Athletics Department Emergency Action Plan for each venue in which he/she observes.(Crit, A)</p> <p>C. The student will review the athletic training room policies and procedures.(A)</p> <p>D. The student will learn and practice on peers basic preventive taping to include ankles, arches, toes, Achilles, wrists, fingers and thumbs.(A, I)</p> <p>E. The student will learn and practice on peers how to apply a compression wrap to the ankle, knee, quadricep, hamstring, elbow, wrist and hand. (A, I)</p> <p>F. The student will learn and practice on peers how to apply a spica wrap to the shoulder and hip. (A, I)</p> <p>G. The student will be able to set-up an R.I.C.E. treatment and discuss the purpose and importance of R.I.C.E.(Crit, A, I)</p> <p>H. The student will be able to record a treatment on the paper form and in the computer. (Crit, A, I, P)</p> <p>I. The student will learn and practice on peers assisted stretching techniques. (A, I)</p> <p>J. The student will learn and practice on peers the application of vacuum splints and SAM splints. (A, I)</p> <p>K. The student will learn and practice on peers crutch fitting and instruction. (A, I)</p> <p>L. The student will learn and practice on peers shoulder sling fitting. (A, I)</p> <p>M. The student will learn and practice on peers sizing and application of finger splints. (A, I)</p> <p>N. The student will learn and practice on peers the essential components of blister care. (A, I)</p> <p>O. The student will learn and practice on peers how to measure body temperature. (A, I)</p> <p>P. The student will be able to demonstrate how to determine the presence of A.B.C.'s.(Crit, A, P, I)</p> <p>Q. The student will be able to demonstrate how to detect and measure pulses. (A, I)</p> <p>R. The student will be able to demonstrate how the stationary bike is set-up for patient use. (A, I)</p> <p>S. The student will be able to demonstrate how the Stairmaster is set-up for patient use. (A, I)</p>
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GTY 207	Inclusive Recreation	<p>A. To develop an understanding of and appreciation for the ethical and professional issues relating to inclusion.(A, I)</p> <p>B. To know appropriate professional terminology to use when referring to individuals with disabilities. (A, I)</p> <p>C. To gain knowledge and understanding of characteristics associated with various disabling conditions, particularly as they apply to the recreational setting. (A, I)</p> <p>D. To gain knowledge of the variety of resources available to support and serve individuals with various disabilities. (A, I)</p> <p>E. To have knowledge and understanding of future trends and issues as they relate to serving persons who have disabilities in recreational settings. (A, I)</p> <p>F. To become familiar with legislation and law that relates to serving persons with disabilities in recreational and community settings. (A, I, Crit, P, Creat)</p> <p>G. To obtain knowledge relating to the historical and philosophical issues relating to serving persons with disabilities.(I)</p> <p>H. To become familiar with appropriate strategies for developing and delivering programs to persons with disabilities across the lifespan. (A, I, Crit, Creat)</p> <p>I. To obtain knowledge of a wide variety of diverse populations including cultural and social differences and similarities. (I)</p> <p>J. To acquire a basic knowledge about adaptation of facilities for persons with disabilities. (I)</p> <p>K. To obtain some practical experience working with persons with disabilities. (I)</p> <p>L. To practice leadership techniques in working with inclusive groups. (A, P)</p>
GTY 264	Psychology of Aging	<p>A. Discuss the major themes of psychology and aging(Crit, A)</p> <p>B. Understand popular theories of aging and research methods used to study aging(Crit, A, I)</p> <p>C. Distinguish between normative and non-normative aging processes(Crit)</p> <p>D. Identify effects of normal aging on biological, cognitive, and psychosocial processes in an environmental context(Crit, A, P, I)</p> <p>E. Apply knowledge about the psychology of aging to their own development(Crit, A, Creat, I)</p> <p>F. Recognize and share with others successful aging in such a way that it can be maximally enjoyable(Crit, A, P, I)</p> <p>G. Apply critical thinking, reading, writing, and oral communication skills(Crit, A, P, I)</p>

GTY 265	Psychology of Death	<p>A. Define death and discuss the physiological process of death(Crit, A)</p> <p>B. Identify major causes of death in the United States and discuss historical trends(Crit, A)</p> <p>C. Discuss the functions of the “death system,” including the roles of the individuals and institutions involved(Crit, A)</p> <p>D. Identify and describe psychological experiences often associated with dying(A)</p> <p>E. Describe how dying fits into a lifespan developmental model(Crit, A, I)</p> <p>F. Discuss end-of-life care and services offered by hospice and other settings and organizations(Crit, A)</p> <p>G. Compare and contrast current and historical theories regarding grief(Crit, A)</p> <p>H. Compare and contrast religious and cultural approaches to dying, funerals, and bereavement rituals, (Crit, A)</p> <p>I. Identify the ethical issues related to death and dying and analyze ethical dilemmas in a systematic manner(Crit, A)</p> <p>J. Develop an initial plan for dealing with various tasks that can arise at the end of life(Crit, A, I)</p>
HEA 101	Strategies for Success in College and Life	<p>1. To learn to think critically and communicate effectively.(Crit, A, P, I)</p> <p>2. To adjust to advances in knowledge and technology that is changing the world. (I)</p> <p>3. To learn to adapt to new situations. (Creat, I)</p> <p>4. To better prepare students to live in a world of diversity. (A, I)</p> <p>5. To encourage participation in community service.(A)</p> <p>6. To facilitate the development of learning as a lifelong habit. (Crit, A, I)</p> <p>7. To explore the possibilities of the students contributions to the world. (Crit, A)</p>
HEA 189	Health and Wellness (Activity Course)	<p>A. Analyze lifestyle factors that influence the quality of life.(Crit)</p> <p>B. Formulate, implement, and monitor a self-help plan for lifestyle change. (Crit, P)</p> <p>C. Describe principles for planning a nutritionally balanced diet. (Crit, A, P)</p> <p>D. Use the Dietary Guidelines for Americans to plan a personal diet. (A)</p> <p>E. Develop a knowledge base of genetics, diet, exercise, and behavior modification in weight management. (Crit, A, P, I)</p> <p>F. Identify the risk factors for cardiovascular diseases. (A)</p> <p>G. Comprehend benefits associated with regular participation in exercise. (A, I)</p> <p>H. Identify strategies to effectively deal with stress. (Crit, A, P, Creat)</p>

HEA 190	Personal Health Issues	<p>a. To identify benefits of living a wellness lifestyle.(A)</p> <p>b. To be able to describe the dimensions of wellness. (A, I)</p> <p>c. To cite evidence of the relationship between physical health problems and social, emotional and spiritual stressors. (P)</p> <p>d. To identify health disparities that exists in the United States. (A)</p> <p>e. To compare and contrast the major influences on health of Americans today with those of Americans of the past. (A, Crit)</p>
NTN 220	Food Safety & Sanitation	<p>A. identify factors that affect the growth of foodborne bacteria(Crit, A)</p> <p>B. identify characteristics of time/temperature control for safety (TCS) foods(A)</p> <p>C. identify major foodborne pathogens, their sources, resulting diseases, and symptoms(A)</p> <p>D. identify methods for preventing various types of food contamination(A)</p> <p>E. identify naturally occurring toxins and methods for preventing illness(A)</p> <p>F. recognize proper procedures for safe handling of food throughout a food production facility(Crit)</p> <p>G. understand the process involved in developing a food safety and security plan based on HACCP principals.(Crit, A, I)</p> <p>H. understand the importance of regulatory inspections in food establishments(I)</p> <p>I. understand the need and importance of an employee food safety training program(I)</p>
NTN 230	Nutrition	<p>A. The six classes of essential nutrients, sources of these nutrients and their role in maintaining body structures and functions(A)</p> <p>B. The processes of digestion, absorption, metabolism and excretion(I)</p> <p>C. The relationship between nutrition and disease(I)</p> <p>D. Socioeconomic, cultural and psychological factors that determine eating patterns(Crit, P)</p> <p>E. Scientific methods in nutrition research(Crit, A, P, I)</p>
EMT 261	Introduction to Fluid Power Systems	<p>A. General Course Objectives</p> <p>1. Familiarization with fluid power principles and the fluid power industry. Introduction to the many and varied hydraulic and pneumatic applications, the most common hydraulic and pneumatic components, and the principles of applied fluid mechanics.(I)</p> <p>B. Specific Objectives:</p> <p>2. As a result of this course each student will:</p> <p>(1) Identify components and describe their system function from symbolic representation and placement on a schematic system.(A)</p> <p>(2) Demonstrate proficiency in measurement of basic fluid system parameters (pressure, temperature, flow, work performance and efficiency).(Crit, A, P, I)</p> <p>(3) Given a schematic drawing construct and test both hydraulic and pneumatic systems.(Creat)</p> <p>(4) Given the minimum requirements of a fluid power system, design</p>

		and size a simple single circuit to accomplish the task.(Crit, A, Creat) (5) Demonstrate proficiency in trouble shooting a fluid power system.(A, I)
EMT 262	Introduction to Fluid Power Systems Laboratory	<p>A. General Course Objectives</p> <p>1. Familiarization with real industrial grade fluid power components and controllers. Introduction to the many and varied hydraulic and pneumatic applications, the general fluid power system concept, and the principles of applied fluid mechanics. The student will develop an effective technical documentation writing skill.(Crit, A, p, I)</p> <p>C. Specific Objectives:</p> <p>2. As a result of this course each student will:</p> <p>(1) Develop an individual laboratory technique for facilitating engineering solutions by utilizing critical thinking and problem solving skills.(Crit, A, P, I)</p> <p>(2) Demonstrate proficiency in measurement of basic fluid system parameters (pressure, temperature, flow, work performance and efficiency) and written report communication.(Crit, A, P, I)</p> <p>(3) Develop a schematic drawing, construct and test both hydraulic and pneumatic systems.(Crit, A, Creat, I)</p> <p>(4) Given the minimum fluid power system requirements design and size a simple single circuit to accomplish the task.(Crit, A, Creat)</p> <p>(5) Effectively document the laboratory process, theory, and results.(Crit, P)</p>
ENT 111	Electrical Systems	To provide the student with enough background to be familiar with electrical device terminology, basic circuit analysis techniques, to be able to perform rudimentary electrical troubleshooting and to define and specify general electrical system needs. (Crit, A, P, I)
ENT 286	Introduction to Environmental Engineering Technology	<p>At the conclusion of this course students will be able to</p> <p>(1) perform simple statistical analyses of environmental data, (Crit, P)</p> <p>(2) project size of biological populations, (A)</p> <p>(3) mathematically model stream discharge, (I)</p> <p>(4) compute required capacity for water and wastewater treatment systems, and (A, I)</p> <p>(5) estimate quantities of municipal solid waste and vehicular air pollution.(A, I)</p>

GSC 101	The Earth and the Environment	<p>Ø Identify common and economically important minerals by their physical properties;(A)</p> <p>Ø Identify the three major rock families and understand how they are formed;(Crit, A, P, I)</p> <p>Ø Use and interpret topographic and geologic maps for basic environmental information;(Crit, A, P, I)</p> <p>Ø Illustrate the effects of gravity, water, wind, and glaciers in sculpting the landscape of Earth;.(Crit, P)</p> <p>Ø Describe the relationship between earthquakes & volcanoes to global plate tectonics;(A)</p> <p>Ø Appreciate the use of geology in locating and extracting economically important resources;(A, I)</p> <p>Ø Appreciate the most significant geologic processes that effect western Kentucky;(Crit, A, P, I)</p> <p>Ø Be familiar with the most common minerals, rocks, and fossils found in Kentucky;(I)</p> <p>Ø Understand the impact of human behavior on geologic processes, including global climate systems, groundwater pollution, landslides, and floods;(I)</p> <p>Ø Analyze, interpret, and evaluate scientific data to reach logical conclusions.(Crit)</p>
GSC 102	The Earth through Time	<p>A. Gain an appreciation of the methods of geological inquiry(I)</p> <p>B. Be familiar with the scientific theories of the origin of the solar system and earth(Creat, I)</p> <p>C. Be familiar with the scientific theories regarding the evolution of the earth's oceans & atmosphere(I)</p> <p>D. Be familiar with the geological processes that have caused changes in the surface features of the earth through time(A, I)</p> <p>E. Understand the methods by which geological time is measured(I)</p> <p>F. Identify rocks & minerals that provide clues about the environment in which they formed(Crit, A, P)</p> <p>G. Identify fossils that provide clues about geologic time & the environment in which they formed(Crit, A, P)</p> <p>H. Become familiar with the geological history of North America(I)</p> <p>I. Be familiar with the major processes changing the earth's environment at the present time.(A, I)</p>
GSC 110	World Geography	<p>A. Learn basic geographic concepts;(I)</p> <p>B. Explain the relevance of geography to the understanding the modern world;(A, I)</p> <p>C. Discuss the concept of development/underdevelopment;(Crit, A, I)</p> <p>D. Describe the physical and cultural aspects of regions of the modern world and their levels of development.(Crit, A, Creat, I)</p>
GSC 202	Introduction to Geographic Information Sciences	<p>1. Become familiar with techniques of fundamental cartographic knowledge of map projections, scale, coordinates and mapping accuracy.(A, I)</p> <p>2. Understand basic theoretical concept of spatial data sampling and analysis.(Crit, I)</p>

		<p>3. Provide a basic understanding and skills of geographic information systems (GIS), global positioning systems (GPS), and remote sensing.(P, I, A)</p> <p>4. To be able to use current mapping softwares such as ArcGIS and IMAGINE to produce thematic maps and process remotely sensed data.(A, Creat, I)</p>
GSC 210	Hydrology	<p>A. Develop fundamental knowledge in hydrology(Crit, A, I)</p> <p>B. Gain experience in analytical problem solving in hydrology(P, I)</p>
GSC 220	Economic Geography	<p>A. Describe the spatial distribution of population and natural resources;(A)</p> <p>B. Explain the role of population and natural resources in regional development;(Crit, A, I)</p> <p>C. Understand basic location theories for primary, secondary, tertiary and quaternary industries;(I)</p> <p>D. Discuss the geographic and economic conditions that affect the development of urban areas;(Crit, A, I)</p> <p>E. Explain the role of geography in the global economy.(A)</p>
ITD 101	Introduction to Design and Graphic Communication	<p>A. a familiarity with the graphic and verbal language of industry and an ability to visualize spatial relationships (A, I)</p> <p>B. a facility for utilizing principles, problem-solving techniques, and conventions of graphical communications as is applicable to various industrial and architectural design(Crit, A, P, Creat, I)</p> <p>C. The ability to visualize 3-D product geometry and product engineering sketches and free hand drawings of that geometry(A, I)</p> <p>D. a high quality of draftsmanship and efficient procedures thereof, in preparing CAD databases of product geometry(A)</p> <p>E. the ability to wisely select, utilize and maintain CAD data files, drawings, and CAD equipment(Crit, A, I)</p> <p>F. have developed a better understanding of the processes, problems and materials of industry, particularly as they relate to drawing and design.(A, I)</p>
ITD 102	CAD Applications	<p>A. Have an understanding of ANSI standards for multiview projection, drawing organization and layout, and 2-D and 3-D CAD file creation and manipulation .(a, I)</p> <p>B. Develop a familiarity with the concepts, equipment, procedures, and practices of 3-D parametric modeling.(Crit, A, I)</p> <p>C. Develop a familiarity with the design process and its integration with parametric technology.(Crit, A, Creat, I)</p>
ITD 104	COMPUTER AIDED DESIGN	<p>A. Develop an understanding of the use of 2D CAD applications software for mechanical and architectural applications.(A, I)</p> <p>B. Develop an understanding of the use of 3D rendering and modeling applications software for mechanical and architectural applications.(A, I)</p> <p>C. Have developed a measure of skill in the use of equipment needed to perform design functions and produce applied drawings.(Crit, A, P, Creat, I)</p> <p>D. Have developed a measure of skill in the use of CAD applications</p>

		software for mechanical and architectural fields with emphasis in wire frame, surface and solid modeling.(Crit, A, I)
ITD 120	MANUFACTURING PROCESSES AND MATERIALS	<p>General Objectives:</p> <p>A. Develop an understanding of basic processes used in the production and fabrication of industrial products.(A, I)</p> <p>B. Familiarize students with the safe operation of the range of tools and equipment in industrial materials processing operations.(I)</p> <p>C. Develop an understanding of the properties and characteristics of materials commonly used in industry.(A, I)</p> <p>Specific Objectives:</p> <p>A. To be able to execute a range of basic industrial processes on woods, metals, plastics.(A, I)</p> <p>B. To be able to apply principles of research and development to modify and design processes for new applications.(Crit, A, P, Creat, I)</p> <p>C. To be able to select the most efficient processes for selected industrial applications.(Crit, A, I)</p> <p>D. To be able to select materials for their proper use in industrial application.(Crit, A, I)</p> <p>E. To be able to use finishing or coating processes in each of the materials areas.(A, I)</p> <p>F. Know and apply the proper safety rules and procedures for basic industrial processes on woods, metals, plastics.(A, I)</p>
ITD 202	Applied Technical Drawing	Provide drafting and design students further development in drafting skills and techniques critical to career success.(Crit, A, P, Creat, I)
ITD 204	Parametric Modeling and Rendering	<p>A. Develop an understanding of the use of CAD applications software for mechanical and architectural applications.(A, I)</p> <p>B. Develop an understanding of the use of 3D rendering and modeling applications software for mechanical and architectural applications.(A, I)</p> <p>C. Have developed a measure of skill in the use of equipment needed to perform design functions and produce applied drawings with corresponding photo-realistic renderings.(Crit, A, P, Creat, I)</p> <p>D. Have developed a measure of skill in the use of CAD applications software for mechanical and architectural fields with emphasis in 3-D modeling and rendering.(Crit, A, I)</p>
ITD 205	COMPUTER GRAPHICS APPLICATIONS	<p>A. An understanding and an ability to use hardware and software appropriate to computer graphics.(A, I)</p> <p>B. A basic understanding of the theories of graphic solutions in three dimension.(I)</p> <p>C. The ability to apply graphical procedures in solving problems.(a, P, I)</p> <p>D. Basic competence in the use of 3D as a design tool.(Crit, A, Creat, I)</p>

		E. The capability to use 3D models as a presentation tool.(A, I)
ITD 241	WOODTURNING	<p>A. Select, use and maintain woodturning chisels.(Crit, A)</p> <p>B. Design and produce functional well-designed spindle turnings.(Crit, A, Creat)</p> <p>C. Design and produce functional well-designed face plate turnings.(Crit, a, Creat)</p> <p>D. Prepare turnings for basic finishing operations and apply finishes.(A, I)</p>
ITD 251	Equipment (Studio III (Residential))	<p>A. identify and evaluation sources of information for consumers who are seeking facts about appliances and equipment for the home.(Crit, a, P, I)</p> <p>B. identify and apply factors to be considered when selecting individual appliances or equipment for the home.(Crit, A)</p> <p>C. design kitchen, bathroom, and laundry areas to meet specific family needs. (kitchens and baths will be designed using NKBA planning guidelines)(Crit, A, P, Creat)</p> <p>D. produce drawings using NKBA Graphic and Presentation Standards(A, Creat)</p> <p>E. evaluate kitchens, bathrooms, and laundry areas using given criteria.(Crit)</p> <p>F. compare the energy efficiency of given appliances/equipment for use in specific situations.(Crit, A)</p> <p>G. identify and apply appliance and equipment location sequences for efficient use of human energy.(A)</p> <p>H. compute electrical needs for a home based on the appliances and equipment used in the home.(A)</p> <p>I. identify materials used for specified appliances/equipment and explain the function, use, and care of these materials.(A)</p> <p>J. identify basic electrical symbols.(A, I)</p> <p>K. prepare a cabinet schedule and price estimate for a kitchen.(Crit, A)</p> <p>L. design a basic electric plan for a home including location and type of outlets, switches, and lights.(Crit, A, Creat, I)</p> <p>M. identify energy sources for the home.(A)</p> <p>N. draw wall elevations of kitchen, bathroom, and laundry designs.((Crit, A, Creat)</p> <p>O. estimate the number of electrical circuits needed for a specific house.(A)</p> <p>P. have a basic understanding of plumbing and HVAC systems.(I)</p> <p>Q. have an understanding of application and selection of ventilation equipment for the kitchen and bath.(I)</p> <p>R. have an understanding of light terminology and types of light(I)</p> <p>S. identify and specify appropriate amounts of light(A, I)</p>

MAT 130	Technical Math I	<p>A. Evaluate functions and apply the principles of functions to graphing in the Cartesian Plane;(Crit, A)</p> <p>B. Evaluate the six trigonometric functions using Cartesian coordinates and right triangles;(Crit)</p> <p>C. Factor polynomial expressions and perform arithmetic operations using fractions;(Crit, A, P)</p> <p>D. Use multiple methods to solve quadratic equations;(A)</p> <p>E. Calculate the value of trigonometric functions of any angle measured in degrees or radians;(Crit, P, A)</p> <p>F. Evaluate and apply vectors and vector components in real-life situations;(Crit, A)</p> <p>G. Solve oblique triangles using the Law of Sines and the Law of Cosines;(Crit, P, A)</p> <p>H. Graph the basic trigonometric functions and their transformations;(Crit, P, I)</p> <p>I. Simplify and evaluate expressions containing exponents and radicals;(Crit, A)</p> <p>J. Perform basic arithmetic and graphical operations with complex numbers;(Crit, P, I)</p> <p>K. Evaluate and solve exponential and logarithmic functions;(Crit)</p> <p>L. Apply fundamental trigonometric properties to prove trigonometric identities and solve trigonometric equations.(A)</p>
OSH 101	Emergency Medical Training	<p>A. Recognize the nature and seriousness of a patient's illness/injuries to assess requirements for emergency medical care. (i, j)*(Crit)</p> <p>B. Recognize potentially hazardous conditions and formulate pre-hospital care plans to provide appropriate emergency medical care. (c, d, e)*(Crit, P, I, A)</p> <p>C. Administer appropriate emergency medical care to stabilize the patient's condition. (i, j)*(A)</p> <p>D. Differentiate the roles and responsibilities of the EMT-Basic within the EMS profession from other pre-hospital care providers and serve as a vital link in the chain of the healthcare team. (e, f)*(Crit, A, I)</p> <p>E. Lift, move, position and otherwise handle the patient in such a way as to minimize discomfort and further injury. (e, g)*(A, I)</p> <p>F. Perform duties specific to all aspects of multi-casualty situations (EMS Command, Triage Officer, Treatment Officer, and/or Transportation Officer). (d, e, f, g)*(Crit, P, Creat)</p> <p>G. Perform basic life-support skills that are technically sound and within the EMT-Basic's scope of practice. (i, k)*(Crit, A, P, I)</p>

OSH 192	Introduction to Occupational Safety and Health	<p>A. Have basic familiarization with 29 CFR standards. (b, c)*(I)</p> <p>B. Develop an understanding of non-OSHA laws and codes that affect safety professionals. (b, c, h, j)*(A, I)</p> <p>C. Identify and explain the implications of safety and health laws. (b, h, j)*(A)</p> <p>D. Define and discuss terms related to safety, accident prevention & loss control. (b, h)*(Crit, A)</p> <p>E. Gain familiarization of common safety & health issues. (b, d, f, g, h, j)*(I)</p> <p>F. Develop knowledge of the resources available to safety professionals. (b, h, i, j)*(Crit, A, I)</p> <p>G. Develop an understanding of what is expected of a safety professional. (b, c, d, g, h, i, j)*(A, I)</p>
OSH 287	OSHA Standards for General Industry and Construction	<p>A. Locate and apply OSHA Safety and Health standards, policies and procedures (j, k)*(A)</p> <p>B. Identify common violations of OSHA standards. (c, d, j, k)*(A)</p> <p>C. Be aware of types of hazards encountered in both general industry and construction (c)*(Creat, I)</p> <p>D. Understand how these hazards may be controlled (d, k)*(I)</p> <p>E. Understand the importance of creating a facility safety program as an integrated system (d, h, k)*(a, I)</p> <p>F. Write effective, user-friendly compliance plans as a basis for an on-going safety and health program. (d, g, k)*(Crit, A, P)</p>
REC 101	Introduction to Recreation and Leisure Services	<p>A. identify the issues involved in the definition of the primary terms employed in the field including "recreation" and "leisure" and write and defend personal definitions for leisure terms.(Crit, A, P, Creat)</p> <p>B. articulate the importance and role of leisure and recreation in society and in your own lives.(A, Creat)</p> <p>C. recognize and discuss salient issues and values associated with leisure and recreation(Crit, A, Creat)</p> <p>D. recognize and relate important elements of the historical development of the recreation and leisure profession and discuss the effects of such developments on leisure attitudes today.(Crit, A, P, Creat, I)</p> <p>E. articulate the role of local, state, and federal government in the provision of leisure and recreational services.(A, Creat)</p> <p>F. recognize and discuss the relationships and responsibilities of private, semi-private, and commercial leisure services.(Crit, A)</p> <p>G. recognize and specify the types of recreation and leisure activities generally available along with the demographics of activity participation.(Crit, A, Creat, I)</p> <p>H. discuss the training, responsibilities and opportunities available to aspiring and veteran recreation and leisure professionals.(Crit, A, Creat, I)</p> <p>I. discuss the recreation and leisure issues, needs and services relating to special populations(Crit, A, Creat)</p> <p>J. discuss the implications of a leisure society.(Crit, A)</p>

BIO 221	ZOOLOGY	<p>Zoology is designed to provide students with the fundamental concepts of the scientific process while integrating the principles of animal evolution, classification, anatomy, physiology, and ecology(A).</p> <p>The laboratory will provide hands-on opportunities for students to explore the morphological characteristics of animals through careful observation and experimentation.(Crit, A)</p> <p>The students will gain knowledge of the relationship between animals, their environment and how evolution has shaped the incredible diversity of the animal kingdom.(I)</p>
BIO 222	Botany: Plant Form and Function	<ol style="list-style-type: none"> 1. know how to relate plants to their everyday lives(Crit, a, I) 2. know the relationships between plants and their environment(I) 3. know the attributes of living organisms and basic chemistry of life(I) 4. know the structures and functions of plant cells and tissues(I) 5. learn the basic structures of a plant: the roots, stems, leaves, flowers, and seeds(I) 6. learn the Binomial System of Nomenclature and major groups of plants(P, I) 7. learn genetics and biochemistry of plants(I)
BIO 227/228	SN Human Anatomy	<p>This course is designed to introduce you to the basic anatomical components of humans and the functions of those components(I). As you study the anatomy of humans and similar vertebrates, you will learn how the form of anatomical parts allows them to perform specific functions.(Crit, P, I) You will also learn about the physiological processes that are associated with those functions.(I) Therefore, this course will give you insights into the relationships among anatomical components and an appreciation for the intricacies of design that contribute to efficient performance of bodily functions.(Crit, A, P, Creat)</p> <p>There are 4 main objectives of this course:</p> <ol style="list-style-type: none"> 1. To assist you in learning the anatomical components of physiological systems and the characteristics of those components that contribute to their function(s);(I) 2. To enhance your understanding of the relationships between form and function;(A, P, I) 3. To provide you with specimens that you can study in lab, to better understand anatomical design;(Crit, A, I) 4. To encourage you to use a problem-solving approach for the study of form and function, e.g., to question why a particular form is present as compared to other forms, or to consider what advantages and disadvantages may be associated with a particular form in relation to its function(s).(Crit, A, P, I) <p>At the end of the course you should be able to identify and describe the specific components and functions of individual anatomical systems as well as the inter-relatedness among systems that results in coordinated function of a whole organism.(Crit, A, I)</p>

BIO 229/230	Human Physiology	<p>Physiology is the study of how organisms function and how the human body works. Consequently, this course will require you to use information drawn from other disciplines such as basic anatomy (Bio 227, 228), general cell biology, and chemistry.(Crit, A, P, I) I t will also require that you learn some basic biochemistry and histology (the microscopic study of different cell types and their organization in different tissues, sometimes called “Microanatomy”).(I)</p> <p>You will learn about processes at a variety of levels progressing from basic molecules and intracellular organelles to differentiated cell types comprising tissues, organs, and organ systems.(Crit, I)</p> <p>Studying the normal functioning of an organism (maintenance of homeostasis) is essential to the study of clinical medicine or disease states. In this course, I will use examples of “Pathophysiology” or disorders of many of the systems (nervous system disorders, pulmonary disease, renal disease, cardiovascular disorders etc.) to illustrate the basic physiology in the context of the system malfunctioning.</p>
CET 282	Construction Methods and Equipment	<ul style="list-style-type: none"> • General Course Objective <ul style="list-style-type: none"> o To introduce the student to managing, estimating and directing the operations of construction equipment and methods.(Creat, I) • Specific Objectives: As a result of the course each student will: <ul style="list-style-type: none"> o Learn the capabilities and uses of the types of construction equipment.(A, Creat, I) o Understand the difference between the use of construction equipment and the economical use of construction equipment.(A, I) o Learn to plan the use of construction equipment in specific construction situations.(A, Creat, I) o Attain a degree of problem solving ability in the planning and use of construction equipment.(Crit, A, P, Creat, I)
CET 284	Sustainable Design and Construction	<p>A. Be conversant on the subject of high performance green building design and construction(Crit, A, P, Creat)</p> <p>B. Be conversant on the various LEED standards(A)</p> <p>C. Be able to find green resources and other green building standards(Crit, A, I)</p>
CET 298	Strength of Materials	<p>A. Solve for external reactions and internal forces in two-dimensional structures and in shafts.(P)</p> <p>B. Analyze simple structures to determine normal and shear stresses, strains, and deformations.(Crit, P)</p> <p>C. Construct a stress-strain curve for a material.(Creat)</p> <p>D. Compute the centroid and moment of inertia for arbitrary shapes comprised primarily of rectangles.(A)</p> <p>F. Compute theoretical transverse shear stresses in beams.(A)</p> <p>G. Compute beam deflection using the Superposition Method(A)</p>

EGR 195	Methods of Engineering Physics	<p>A. Learn to use Microsoft Excel as an engineering analysis tool.(Crit, A, I)</p> <p>B. Learn to use Microsoft Office including Word and PowerPoint to document and present their work.(A, I)</p> <p>C. Be briefly introduced to other engineering analysis software including MathCAD and MATLAB(Crit, I)</p> <p>C. Explore fundamental physical phenomena through a variety of demonstrations and projects(Crit, A)</p> <p>D. Work in teams to solve engineering design problems.(Crit, A, P, Creat)</p>
EGR 259	Statics	The student should learn to construct and solve mathematical models which describe the effects of forces on a variety of static objects, structures, and machines.(Crit, A, P, Creat, I)

300 level Courses		
Course #	Title	Objectives
AGR 301	Livestock Judging and Evaluation	Discuss improvements in livestock through selection and evaluation of performance data(A, Crit, I). Principles in judging live animals and carcass evaluation will be taught(I).
AGR 342	Seed, Crop, and Grain Analysis	<p>A. Identify a large variety of crops (seed and plants) from across the United States by their common name(A, I).</p> <p>B. Recognize prominent weeds of the United States (seeds and plants)(I).</p> <p>C. Identify the major crop diseases(A, I).</p> <p>D. Analyze seed samples for type of seed and impurities. Impurities may include other crops and/or varieties, prohibited noxious weeds, restricted noxious weeds, and common weeds(A, Crit, I).</p> <p>E. Utilize the "Official United States Standards for Grain" to evaluate crop products for their market value(A, I).</p> <p>F. Determine the correct grade of a grain sample(I).</p> <p>G. Correctly identify factors that influence the quality of grain being analyzed(A, I).</p>
AGR 367	Residential Landscape Design	<p>A. To understand the process of landscape design(I).</p> <p>B. To be able to complete a thorough site and client analysis(A, Crit).</p> <p>C. To understand existing site features and how it dictates design(I).</p> <p>D. To use simple drafting equipment for rough drafts(A, I).</p> <p>E. To learn and utilize computer landscape design software(A, I).</p> <p>F. To understand client relationships during the design process(I).</p>
AGR 378	Agricultural Environmental Management Systems	<p>A. Assess and understand general soil and water pollutant characteristics and impacts, recognize current regulations regarding runoff from agricultural areas, identify best management practices to control these impacts, and prepare surface water and groundwater protection plans(A, Crit, I).</p> <p>B. Assess and understand nutrient and pesticide impacts on soil and</p>

		groundwater and prepare nutrient management plans(A, Crit, I). C. Assess and understand animal waste impacts on soil and groundwater and identify technologies used to control the impacts of these wastes(A, Crit, I).
AGR 380	Veterinary Laboratory Rotation	The Animal Health Technology student will observe, assist, or perform laboratory tasks under the supervision of a laboratory technologist and work as a team to evaluate the relationships between disease and various diagnostic test results(A, P, Crit, I).
BIS 301	Integrated Studies Research I	A. Determine if an assessment of prior learning is an appropriate avenue for obtaining alternative credit (Crit). B. Demonstrate basic research techniques to form a viable research topic, form a hypothesis and develop a short proposal (A, P, Crit). C. Evaluate sources for credibility (Crit). D. Demonstrate proper APA formatting for in-text citations and references (A).
BIS 302	Integrated Studies Research II	A. Use computer shortcuts to rapidly and efficiently store and organize notes and citations from online sources (A). B. Demonstrate awareness of copyright issues particularly as they relate to the online researcher (A). C. Be able to appropriately cite electronic resources (A). D. Be able to analyze Internet "finds" for reliability and authenticity (A, Crit). E. Be able to use online library databases from research purposes (A). F. Be able to select appropriate internet search engines for different needs(A). G. Be able to find others in the field who may be able to provide information or assistance relative to the area of interest(A, P).
BIS 399	Seminar in Integrated Studies	A. Develop an understanding of the Bachelor of Integrated Studies program, its purpose, the curriculum, methods of earning credit, and how this degree completion program was tailored to suit the needs of the adult student(I). B. Become familiar with the university resources available from a distance(I). C. Develop skills and acquire knowledge that will promote student success as they return to college as an adult distance learner(A, I). D. Prepare for Integrated Study Project under the guidance of the instructor(A, P, Crit). E. Acquire technology preparedness essential to online course success(A, I).
HCA 395	Special Topics in Healthcare Administration: Culture at Work	1. To define the importance of culture for healthcare organizations(A, I). 2. To develop strategies for integrating diversity into the organization's culture(A, I). 3. To design and align organizational strategy with cultural goals and outcomes(A, P, Crit). 4. To integrate the organization's culture with its environment(P, Crit). 5. To identify and address value conflicts within the organization's

		<p>culture(P, Crit).</p> <p>6. To align the organization's culture with the customer's value chain(P, Crit).</p> <p>7. To provide tools for conducting ongoing cultural reviews(A, P, Crit).</p>
ACC 301	Intermediate Accounting II	<p>A. Demonstrate the ability to account for current and long-term liabilities, including recording, classification, valuation, and financial statement presentation(A, Crit).</p> <p>B. Identify the components of stockholders equity and demonstrate the ability to record stock transactions and dividend distributions and disclose these transactions in financial statements(A).</p> <p>C. Demonstrate the ability to apply basic revenue recognition principles per GAAP and differentiate between various industry revenue recognition methods(A).</p> <p>D. Identify the categories of debt and equity investments and demonstrate proper accounting treatment and financial statement reporting for each category(A).</p> <p>E. Demonstrate mastery of advanced financial accounting topics including income tax allocation, pensions, and leases(A).</p> <p>F. Identify the purpose and major components of a statement of cash flows and demonstrate the ability to prepare and interpret a cash flow statement(A).</p> <p>G. Recognize and account for differences in U.S. GAAP and International GAAP(A).</p>
CIS 317	Principles of Information Systems Analysis & Design	<p>A. To describe and apply the major processes of different phases of system development life cycle methodologies(A).</p> <p>B. To identify the business need for information and development of the functional and system requirements to satisfy that need(A, P, Crit).</p> <p>C. To communicate effectively, in both oral and written forms, systems specifications and be persuasive in these presentations(A).</p> <p>D. To develop a complete project plan using suitable software(A, P, Crit)</p> <p>E. To document completed systems for the end-user(A)</p>
CIS 325	E-Business Programming	<p>A. demonstrate an understanding of programming skills necessary to design and develop E-Business applications(A, I),</p> <p>B. understand ways to create dynamic Web applications using scripting technologies(I),</p> <p>C. design Web applications to interact with other computer application systems such as email and databases(A, Crit),</p> <p>D. acquire the skills necessary to continue and succeed in CIS 420 and CIS 425(I), and</p> <p>E. improve communication skills via research presentations(A, P, Crit).</p>

CSC 301	Foundations of Computer Science I	<ul style="list-style-type: none"> • understand the definition of functions and relations(I) • be able to apply and interpret logical statements(A, Crit) • be able to apply the common proof techniques(A) • understand the fundamentals of combinatorics(I) • be familiar with digital logic(I) • understand graphs and trees(I) • be able to express the concepts of NP-Completeness(I) • understand the levels of computational power(I)
CSC 302	Foundations of Computer Science II	At the successful completion of this course the student should be able to use appropriate discrete mathematical structures, tools, and techniques for modeling problems in advanced computer science courses(A, P, Crit, I).
ECO 305	Money and Banking	<ul style="list-style-type: none"> • Calculate interest rates/bond yields, analyze the impact of economic events on interest rates, and be able to discuss the reasons for the different term structures of interest rates(A). • Define and discuss the importance of the different financial instruments, institutions and markets, including the foreign exchange market(A, I, Crit). • Describe the structure of the Federal Reserve, its role in the economy, and how its operations control the economy's money supply(A). • Use the Classical and Keynesian frameworks to analyze the impact of monetary and other shocks on prices, production, and interest rates(A, Crit).
ECO 310	ISSUES IN THE GLOBAL ECONOMY	<ol style="list-style-type: none"> 1. Understand the recent historical experience of globalization and the role of the United States in the world economy(I). 2. Be familiar with the various forms of international business and be aware of the strategies to manage related complications(I). 3. Understand various trade theories and use them to predict the consequences of different international commercial policies(I). 4. Understand and be able to apply the concepts of balance of payments, foreign exchange and international investment to business decision-making(A, I). 5. Apply the theories of international trade, international business, and currency valuation to the diverse cultural, political, and economic environments of developed, developing, and transitional economies(A). 6. Be able to analyze information in order to reach logical conclusions regarding international economic public policy(A). 7. Be able to gather, organize, and present information in written form and make recommendation for successful international business decision making(A, Crit, I).
ECO 330	INTERMEDIATE MACROECONOMIC THEORY	<ol style="list-style-type: none"> a) be able to gather, present, and describe the implications of movements of important macroeconomic variables(A, P, Crit, I). b) understand how changes in the important macroeconomic variables and their measurement affect economic welfare(I). c) be able to use models, particularly IS-LM and AS-AD, to determine the effects of economic shocks on the important economic variables

		that influence welfare(A); d) understand the underlying differences between the major frameworks in macroeconomic thought, how and why these differences may yield different predictions as to the effects of economic shocks(I).
ECO 331	Intermediate Microeconomics	1. Apply the theory of supply and demand, including the concepts of elasticity, utility theory and indifference analysis, in solving problems related to consumption(A, P, Crit). 2. Apply the theory of the firm, including production theory, factor and product relationships and cost analysis in solving problems related to production(A, P, Crit). 3. Apply the theory of market structure to determine pricing and output in pure competition, monopoly, oligopoly and monopolistic competition(A, P, Crit). 4. Apply the theory of factor markets to determine wages, rent, interest and profits and to determine the allocation of resources(A, P, Crit). 5. Apply micro theory to analyze and solve problems related to externalities, public goods and the distribution of income(A, P, Crit).
ECO 335	Economics and Public Policy of Telecommunications Industry	1. understand the fundamentals and rationale of the economics of regulation and antitrust policies as they relate to the telecommunications industry(I). 2. understand and be able to analyze the impact of regulation and deregulation on the evolution of the telecommunications industry(I). 3. recognize trends in the telecommunications industry and analyze the impact of those on the telecommunications policies(A, Crit).
FIN 330	PRINCIPLES OF FINANCE	1. To master the principles underlying sound financial management(I), 2. To be able to forecast the amount of funds needed by a business firm(A), 3. To properly assess the major types of business financing(A, Crit), 4. To properly analyze business investments in a problem-solving format(A, P, Crit), and 5. To present information regarding financial topics in clearly written form(I).
FIN 332	Financial Management	1. To gain an in-depth understanding of sound financial management(I), 2. To be able to forecast the amount of funds needed by a business(A) 3. To master the concepts regarding the major types of business financing(I), 4. To properly analyze complex business investments in a in-depth problem-solving format(A, P, Crit).
FIN 333	Economics and Finance	1. To achieve familiarity of investment alternatives available to individual and professional investors(I). 2. To evaluate (price) investment securities and the impact of various market factors that influence them(A). 3. To devise alternative investment strategies suited for investors with varying risk preferences(P, Crit). 4. To gain insights into the practical value of financial investment

		theory(I).
FIN 336	Employee Benefits and Retirement	<ul style="list-style-type: none"> • Discuss the importance of retirement planning and identify the various parties in retirement planning(A, I) • Determine the amount needed at retirement, and the change in that amount given various remaining life expectancies, retirement life expectancies, savings rates, investment decisions, inflation amounts, timing of savings, and wage replacement ratios(A, P). • Discuss the differences between pension and profit sharing plans, as well as defined benefit and defined contribution plans, including the various taxation, eligibility, coverage, and vesting requirements(A, Crit, I). • Discuss in detail the characteristics of pension plans in general as well as the particular pension plans available and their characteristics(A, Crit, I). • Discuss in detail the characteristics of profit sharing plans in general as well as the particular profit sharing plans available and their characteristics(A, Crit, I). • Discuss in detail stock bonus and employee stock ownership plans(A, Crit, I). • Discuss the distribution options from qualified plans, the taxation of the distributions, the early withdrawal penalty, and required minimum distributions(A, Crit, I). • Discuss the installation, administration, and termination of qualified plans, including plan selection based on business/owner objectives, establishing and adopting the plan, operating the plan, prohibited transactions, filing requirements, and how and when a plan can be terminated(A, Crit, I). • Discuss in detail IRAs, Roth IRAs, SEPs and SARSEPs(A, Crit, I). • Discuss in detail SIMPLE's, 403(b) plans and 457 plans(A, Crit, I). • Explain the important provisions of Social Security and Medicare coverage(A, I). • Discuss in detail the available deferred compensation and nonqualified plans available including Secular Trusts, Rabbi Trusts, Phantom Stock plans, Incentive Stock Option and Nonqualified Stock Option plans(A, Crit, I). • Discuss the variety of employee fringe benefits available for employers to provide to their associates(A, Crit, I). • Discuss the employee group benefits including medical insurance, life insurance, disability insurance, and cafeteria plans as well as other available plans(A, Crit, I).

FIN 338	Estate Planning For Financial Planners	<p>A. Distinguish between alternative estate planning tools/options available to individuals(A, Crit, I).</p> <p>B. Explain the tax implications of various strategies to the individual, the estate, and the beneficiaries.(A, I)</p> <p>C. Determine when a particular strategy is most often beneficial(A, Crit).</p> <p>D. Explain the provisions of relevance tax legislation as it relates to estate planning(A, I).</p> <p>E. Discuss the practical value of estate planning(A, Crit, I).</p>
GCM 350	Basic Color Photography	<p>A. understand the various types of color printing(I).</p> <p>B. have experiences in making color prints from digital photographs(A).</p> <p>C. understand the various processes available for color photographs(I).</p> <p>D. have an opportunity to develop creativity in the use of color photography(A, Creat).</p> <p>E. be able to evaluate the work of their peers(A).</p> <p>F. Understand color theory and white balance(I).</p>
GCM 359	Publication Photography	<p>A. identify the various types of photojournalism photography(A, I).</p> <p>B. have student laboratory experiences in making photojournalism images(A).</p> <p>C. have basic abilities in the various software used in publication photography(A).</p> <p>D. develop creativity in the use of photojournalism photography(Creat).</p> <p>E. evaluate the work of peers(A, Crit).</p>
GCM 371	Workshop in Graphic Communications Sales and Marketing	<p>A. Be fully knowledgeable to the field of sales(I)</p> <p>B. Explore the field of sales through assigned reading(I)</p> <p>C. Experience situations which salesmen experience through participation in classroom situations(A).</p> <p>D. Develop poise and self- confidence through participation in classroom situations(A)</p> <p>E. Develop an appreciation for the task of the salesman(A)</p> <p>F. Evaluate progress through the use of tests and class assignments(A)</p> <p>G. Meet people involved in sales and discuss problems with them(A, P, Crit).</p>
JMC 336	Scriptwriting	<p>A. Know and understand basic scriptwriting skills(I).</p> <p>B. Understand and differentiate between a variety of script formats(I).</p> <p>C. Competently apply the above skills in evaluating and preparing various script formats(A).</p> <p>D. Understand and assess the role of the writer in media industries(A, Crit).</p> <p>E. Utilize knowledge in order to work collaboratively in professionally oriented environments, which is essential in the successful creation of media productions(A, Crit, I).</p>
JMC 358	Television Studio Production	<p>A. operate the equipment needed to complete a broadcast-quality television production(A).</p> <p>B. perform the tasks associated with equipment operation while working as part of a studio crew on a live television production(A).</p> <p>C. complete a pre-production plan for a live television studio</p>

		production(A, Crit). D. utilize terminology associated with equipment operations and television studio production(A).
JMC 398	Reporting for Broadcast and Online Media	A. Write and report news for television and online audiences(A, Crit) B. Produce broadcast quality news packages(A, Crit) C. Anchor segments of a news cast on set(A, I) D. Produce a live newscast(A, P, Crit, I)
BPA 360	PRINCIPLES OF OFFICE ADMINISTRATION	Define the functions of administrative office management and describe some of the typical office activities that may be performed in each of the functional areas(A, Crit). Identify office management/leadership styles, describe their components, and apply them to solving problems(A, P, Crit). Describe the communication process and the purposes for which communication is transmitted in the administrative office(A, I). Describe factors to be considered in developing effective office personnel policies and procedures related to recruiting, orienting, supervising, motivating, training, appraising, and promoting office personnel(A, Crit, I). Describe and evaluate the methods used in a job analysis program(A, Cri, I). Explain policies and procedures related to salary administration and employee benefits(A, I). Identify common office personnel problems and describe possible activities for dealing with those problems(P, I). Identify the objectives to be attained and the methods to be used by the administrative office manager in the efficient management of space(A, Crit, I). Explain the makeup of the ergonomic office and how it affects productivity in the office(A, I). List the guidelines to be considered in selecting office furniture and equipment(A, I). Identify the basic components of administrative office systems (text/word processing, information distribution, records management, and micro-image & reprographics) and discuss how to improve their functionality(A, Crit, I). Describe several techniques for improving office productivity and budgetary control(A, Crit, I). Describe some of the changes that are likely to take place in the office of the future(A, Crit, I).
BPA 396	INTERNATIONAL BUSINESS SEMINAR	A. 1). identify and describe various approaches to international business management(A, Crit, I), B. 2). explain and apply the concepts of international business policy and strategy, (A, Crit, I) C. 3). have a better understanding of the various cultural environments of international business(I), D. 4). analyze readings and case studies on problems in international

		business management(A, Crit, P), and E. 5). conduct fundamental environmental research on doing business in specific foreign markets(A, Crit, P).
MGT 354	Techniques of Oral Reporting and Management Briefings	<ol style="list-style-type: none"> 1) deliver a concise, interesting and effective presentation(A, Creat, Crit). 2) select and use appropriate presentation aids(A, Crit). 3) handle stage fright and anxiety(A). 4) use effective platform and vocal techniques(A). 5) make the best use of the audience question period(A, Crit).
MGT 358	Dept. of Management, Marketing, and Business Administration	<ul style="list-style-type: none"> • Understand the proper procedures for launching a new business(I) • Understand how to formulate financial projections(I) • Understand marketing techniques for small businesses(I) • Understand what determines a great opportunity(I) • Develop a business plan(A, Crit, Creat)
MGT 370	Sports Business	<ol style="list-style-type: none"> 1. Define common sports business concepts and terminology(A, I) 2. Recognize current trends and other important advances in major sports industries(A, CRIT) 3. Identify sports management strategies and practices(A, CRIT) 4. Design and implement a strategic sports business plan(A, CRIT, CREAT)
MKT 360	PRINCIPLES OF MARKETING	<p>Possess a strong marketing vocabulary(I).</p> <p>Be able to understand and apply the following marketing concepts:</p> <ul style="list-style-type: none"> o Segmentation, targeting, and positioning strategies(A, I) o Market research (A, I) o Developing, managing, and promoting goods and services (A, I) o Buyer behavior (A, I) o Logistics and channels of distribution (A, I) <p>Have the ability to integrate the strategic concepts of product, price, place, and promotion(A, Crit, P)</p> <p>Recognize the importance of global factors in the marketing environment(A, I)</p> <p>Understand the legal and ethical implications of marketing(I)</p>
MKT 361	SELLING & SALES MANAGEMENT	<ol style="list-style-type: none"> 1. Understand personal selling as a major function within the marketing and promotional mix of a firm. (Assurance of Learning Goal 1)(I) 2. Be familiar with the principles of selling (Assurance of Learning Goal 1) (I) 3. Be able to construct an effective sales presentation for a product or service. (Assurance of Learning Goal 2) (A, Crit, Creat) 4. Be able to execute a sales presentation by utilizing the selling skills discussed in class and in the textbook. (Assurance of Learning Goals 2 and 6) (A, Creat) 5. Understand the ethical issues that surround the practice of professional selling(I, P)

MKT 369	RETAILING MANAGEMENT	<ol style="list-style-type: none"> 1. Understand the elements of the retail mix. (Assurance of Learning Goal 1) (I) 2. Know the various types of retail locations. (Assurance of Learning Goal 1) (I) 3. Know the factors that are to be taken into consideration in retail site selection. (Assurance of Learning Goal 1) (I) 4. Understand the calculation of gross margin percentage and inventory turnover and why those calculations are important to retailers. (Assurance of Learning Goals 1 & 2) (A, Crit, I) 5. Understand how effective logistics strategies contribute to retailing success. (Assurance of Learning Goal 1) (I, crit) 6. Understand the trade-offs between variety, assortment, and product availability. (Assurance of Learning Goal 1) (I, crit) 7. Understand how to calculate markups and markdowns. (Assurance of Learning Goals 1 & 2) (I, crit) 8. Know the different types of store layout and design. (Assurance of Learning Goal 1) (I) 9. Know the different types of store fixtures. (Assurance of Learning Goal 1) (I) 10. Understand the ethical issues that surround the practice of marketing and retailing. (Assurance of Learning Goal 4) (I, crit, P)
MKT 390	Entrepreneurial Marketing	<p>Understand why creativity and innovation are the foundation for entrepreneurship(I, Creat, crit).</p> <p>Understand “road blocks” to creativity and how to overcome them(I, A).</p> <p>Explore techniques for improving the creative process(A, Crit, P, Creat).</p> <p>Understand how to apply the creative process(I, Crit, Creat).</p>
MKT 396	International Marketing Seminar	<ol style="list-style-type: none"> 1) A basic knowledge of basic topics in international business(I), 2) The ability to analyze articles on international business in the popular and business press(A, Crit), 3) The ability to perform situational analysis on a countries, companies and industries(A, Crit, P), and 4) Effective written communication skills(A).
OSY 315	Office Systems Applications	<ol style="list-style-type: none"> 1. To develop decision-making ability by being able to choose the most efficient applications and format for output production(A, Crit, P). 2. To develop skill in interacting with a desktop-publishing software including--but not limited to-- formatting paragraphs, importing and flowing text, working with scanned images, using graphics, color, and working with monster projects. (A, I) 3. To develop skill in publishing documents electronically.(A, I)
RES 342	REAL ESTATE LAW II	<p>This course will cover topics ranging from introduction to the legal system and sources of law, easements, air rights, water rights, premise liability, fixtures, liens, describing land interest, present and future interest in real estate, landlord tenant relationship, residential and commercial leases, deeds, co-ownership of real estate, and the broker-agent’s role in the transfer of real estate.</p> <p>We will also examine the purchase contract, real estate finance and closings, transfer of real estate after death – wills, estates and probate,</p>

		constitutional issues in real estate and zoning(A, Crit, P, I).
COM 340	Intercultural Communication	<p>To enhance students' knowledge of culture's influence on communication processes.(I)</p> <p>To develop students' appreciation of the communicative similarities and differences among cultures. (A, I)</p> <p>To analyze what happens when cultures come into contact with each other and discover ways of overcoming intercultural communication barriers. (Crit, I)</p> <p>To heighten students' awareness to their own cultural assumptions, biases, and prejudices and their knowledge of selected other cultures. (A, P, Crit)</p> <p>To develop students' awareness of multicultural challenges and communication conflicts within the USA and abroad. (A, Crit, P)</p> <p>To provide students the opportunity to improve their written and presentational skills. (A, I)</p>
COM 345	Diversity, Communication, and the Workplace	<ol style="list-style-type: none"> 1. Understand theories relevant to the study of difference and diversity. (A, I) 2. Understand the relevance, breadth, depth, and significance of diversity markers in organizations. (A, I) 3. Recognize communication qualities attached to difference markers. (P, I) 4. Analyze organizational situations/issues arising from difference and diversity. (Crit) 5. Recommend communication strategies to work with diverse others. (A, I, P)
COM 353	Team Communication and Leadership	<ol style="list-style-type: none"> 1. To gain a knowledge and understanding about the communication process (I) 2. To conduct group analyses (A, Crit, P) 3. To demonstrate the ability to collect, analyze, and use information to develop team projects (A, P, Crit) 4. To describe and evaluate one's own performance and the performance of others (A, Crit) 5. To develop delivery skills by using voice, body and gestures effectively for team presentations (A, I) 6. To learn group communication theories and applications of those theories (I) 7. To learn team/group roles and how to deal with various member personalities (A, P, I) 8. To gain a knowledge of effective leadership skills and meeting planning (A, Crit, P, I)

COM 361	Advanced Career Presentations	<ol style="list-style-type: none"> 1. Gain a knowledge and understanding about public address/rhetoric as it relates to one's career (A, I) 2. Conduct audience analyses (A, Crit, P) 3. Select and adapt a topic to meet the needs and interests of an audience (A, Crit) 4. Demonstrate the ability to collect, analyze, and use information to develop and adapt messages for particular audiences, purposes and settings (A, Crit, P, I) 5. Describe and evaluate one's own speeches and the speeches of others (A, Crit) 6. Develop delivery skills by using voice, body and gestures effectively in speeches (A, Crit) 7. Accept the view of public speaking as a dialogue with an audience (A, I) 8. Speak competently, confidently, and ethically in public communication (A, I) 9. Improve listening skills (A) 10. Improve ability to work effectively with various visual aids (A)
COM 367	Organizational Communication	<ol style="list-style-type: none"> (1) Articulate the importance of critical thought in contemporary work and organizational contexts(A, Crit); (2) Identify communicative utterances as claims with argumentative potential(A, I); (3) Distinguish among the components of an argument(A); (4) recognize informal fallacies in reasoning, evidence and language(A, Crit); (5) construct sound, "substantial" arguments(A, Crit, P), and (6) construct sound, substantial counter-arguments to claims presented(A, Crit, P).
COM 372	Communication in Educational Environments	<ol style="list-style-type: none"> A. understand the effect of communication on classroom interactions. (NTS 1-4,8) (A, I) B. develop skills for interacting appropriately with students. (NTS 1-4) (A, I) C. identify/develop strategies for communication-apprehensive students. (NTS 1-4, 8) (Crit, A) D. describe communication climate. (NTS 2) (A) E. list examples of nonverbal behaviors teachers can use to establish classroom control and climate. (NTS 2) (A, I) F. identify appropriate seating arrangements for different interaction goals. (NTS 2) (A, I) G. distinguish between student needs for inclusion, control, and affection. (NTS 2) (A, Crit) H. identify appropriate self-disclosure in the classroom. (NTS 2, 5) (A, I) I. explain a teacher's bases of power in the classroom. (NTS 2, 4, 8) (A) J. identify ideal instructional strategies for a variety of situations. (NTS 1, 3, 8) (Crit, A) K. observe, analyze, and practice classroom communication skills. (NTS 1-7) (A, Crit, P)

COM 384	Communication Skills for Professionals	<ol style="list-style-type: none"> 1. Develop oral and written communication skills for professional settings(A, I). 2. Understand and utilize verbal, nonverbal and computer mediated communication channels in appropriate settings(A, I). 3. Generate awareness of the role you will have professionally in maintaining internal and external constituent relationships.(A, Crit) 4. Incorporate technology effectively in various professional settings. (A) 5. Acknowledge, develop and foster interpersonal relationships in professional contexts. (A, Crit) 6. Design and deliver a professional training module. (A, I, Crit, P) 7. Compare and contrast different organizational cultures.(Crit, I)
COM 390	Communication Research	<ol style="list-style-type: none"> 1. Critically analyze communication research at an introductory level. (A, Crit) 2. Effectively communicate academic research to peers. (A, Creat, P) 3. Correctly cite sources using the American Psychological Association (APA) Style Manual, 5th Edition. (A) 4. Develop an understanding of the breadth and depth of the communication field. (A, I) 5. Apply research skills to career development.(A, Crit, P)
CTE 363	Evaluation of Instruction in Career and Technical Education	<ol style="list-style-type: none"> A. Both investigate and practice the design of various assessment methods, including portfolios, task events, open-ended questions and more traditional objective methods, utilizing the KERA Initiatives—Learner Goals and Academic Expectations, Program of Studies, and Core Content. (KTS #5)(I, A, Crit) B. Prepare assessment-focused objectives and a variety of assessment activities that will address Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. (KTS #5)(A, I) C. Reflect on the uses of assessment in instruction, in relationship to their own learning and their development as reflective decision-makers. (KTS #5, 7)(A, Crit) D. Understand the importance of quality student assessment, evaluation, and feedback. (KTS #5, 8)(I) E. Begin construction of a test item bank appropriate to the discipline. (KTS #4, 5)(Creat)

CTE 371	Methods of Instruction in Career and Technical Education	<p>A. Utilize delivery of instruction using a variety of instructional delivery and evaluation methods (KTS #4, 5)(I, A)</p> <p>B. Recognize the importance of connecting classroom instruction to prior knowledge and experiences both in the classroom and outside (KTS #2, 4, 8)(I)</p> <p>C. Understand the learning process (KTS #2, 3, 4)(I)</p> <p>D. Demonstrate the ability to modify and adapt instruction to meet the needs of diverse learners (KTS #3, 5)(A, Crit)</p> <p>E. Understand the importance of reflection in translating experience into learning and practice developing skills in reflection (KTS #7)(I, A)</p> <p>F. Develop and implement effective questioning methods, differentiated instruction, and assessment for the classroom and laboratory learning experiences (KTS #4)(I, A)</p> <p>G. Explore important aspects of discipline and behavior management (KTS #3)(I)</p> <p>H. Develop interpersonal and collaborative team skills (KTS #8)(A, I)</p> <p>I. Create an understanding of the importance of practice, projects and open-ended problem solving instructional activities in the Career and Technical Classroom (KTS #4)(Creat, I, A, P)</p> <p>J. Demonstrate creative and effective use of instructional media and technology cognizant of the trends and issues governing the CTE classroom (KTS #4, 6)(A)</p> <p>K. Create an understanding of the importance of maintaining a safe, classroom/laboratory environment conducive to learning (KTS #1)(I)</p>
CTE 380	Career and Technical Subjects	<p>A. evaluate necessary coursework essential for successful teaching (KTS #1-9; CHETL #1-5), and(A, Crit)</p> <p>B. write professionally for the field of career and technical education (KTS #2; CHETL #2);(A, Crit)</p>
CTE 381	Career and Technical Experiences	<p>A. evaluate necessary documented work experiences essential for successful teaching (KTS #1-9; CHETL #1-5), and(A, Crit)</p> <p>B. write professionally for the field of career and technical education (KTS #2; CHETL #2); (A, Crit)</p>
EDU 303	Strategies of Teaching	<p>A. prepare a KERA unit of study and TPA lesson plans. (KTS #2)(A, I)</p> <p>B. microteach lesson(s) demonstrating the ability to organize the curriculum and /or instructional tasks which are developmentally appropriate. (KTS #2, 3, 4, 5, 7, 8)(A, Crit, I)</p> <p>C. evaluate, reflect upon, and revise given teaching situations. (KTS #5, 7)(Crit, P, A)</p> <p>D. demonstrate teaching skills associated with multiple approaches to learning. (KTS #4)(A)</p> <p>E. develop and apply a wide repertoire of questioning, differentiated instructional strategies, and assessment techniques. (KTS #4, 5)(Crit, I, P, A)</p> <p>F. examine classroom management strategies (CHAMPs, etc.). (KTS #3, 4)(Crit, I)</p> <p>G. infuse instructional technology into microteaching and other activities. (KTS #2, 3, 4, 6)(A)</p> <p>H. create a working e-portfolio artifact and reflection (KTS #2, 6,</p>

		<p>7)(Creat, Crit)</p> <p>I. present research on educational trends and issues (Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap) (KTS #3, 4, 6, 9)(A, Crit, I)</p>
ELE 304	Teaching Elementary Mathematics	<p>A. Demonstrate, appropriate psycho-motor and perceptual aids in learning mathematics concepts and skills. (KTS #1, 2, 3, 4, 7) (A, I)</p> <p>B. Demonstrate the ability to sequence learning from a real experience to the more abstract form of experience. (KTS #1, 2, 3, 4, 7) (A, I, Crit)</p> <p>C. Demonstrate a variety of ways of reinforcing learning for mastery. (KTS #1,2,3) (A, I)</p> <p>D. Demonstrate knowledge of diversity, closing the achievement gap, reading and literacy, and assessment in mathematics and how to deal with the issues. (KTS #1, 2, 3, 4, 9) (A, I)</p> <p>E. Demonstrate knowledge of the scope and sequence of concepts and skills taught kindergarten through the fifth grade. (KTS #1,2, 4) (A, I)</p> <p>F. Demonstrate models of mathematics teaching which are consistent with the Principles and Standards of the National Council of Teacher's of Mathematics. (KTS #1, 2, 3, 4, 5, 7, 8, 9) (A, I)</p> <p>G. Demonstrate ability to integrate mathematics into other content area instruction. (KTS #1, 2, 4) (A, I, Crit)</p> <p>H. Demonstrate the ability to integrate technology into the mathematics curriculum (KTS #2, 4, 6, 9). (A)</p> <p>I. Demonstrate the ability to design a unit and lessons and deliver them to students in the K-5 school setting. (KTS #1-9). (A, I, Creat, P, Crit)</p>
ELE 305	Children's Literature	<p>A. read from and become familiar with the wide range of literature which has been published for children (KTS # 1; IRA 4.4) (A, I)</p> <p>B. use proper criteria for evaluating literature for children. (KTS # 1; IRA 4.4)(A)</p> <p>C. be able to match appropriate literature with children's developmental stages. (KTS # 1; IRA 4.4) (A, I, Crit)</p> <p>D. be able to trace the historical development of children's literature. (KTS # 1) (A, I, Crit)</p> <p>E. reflect on societal influences on children's literature. (KTS # 1; IRA 4.4) (A, I, Crit)</p> <p>F. read and select literature appropriate for diverse cultural settings (KTS # 1; IRA 2.3) (A, Crit)</p> <p>G. utilize various sources of information about children's books. (KTS # 1,6)(A)</p> <p>H. demonstrate appropriate techniques for using literature with children in classroom settings. (KTS # 2; IRA 2.2) (A, Crit)</p>

		I. use technology to locate information on children's literature and to create instructional materials that help students experience and respond to children's literature.(KTS #6; IRA 2.2) (A, Crit)
ELE 307	Teaching Language Arts in Elementary P-5	<p>A. design, plan, and implement instruction that addresses KERA Initiatives. (KTS 2,4/ IRA 1,2,3)(A, Creat, Crit, P)</p> <p>B. design, plan, adapt, and implement strategies for instructing students with diverse learning needs, styles, cultures and abilities in language arts. (KTS 2/IRA 1-4) (A, Creat, Crit, P)</p> <p>C. create and maintain a learning climate that supports the development of student abilities to use language arts skills. (KTS 2/ IRA 1,4)(Creat, A, P, Crit)</p> <p>D. reflect on and evaluate specific teaching and learning situations and/or programs in the language arts areas. (KTS 7/ IRA 3)(A, Crit, P)</p> <p>E. collaborate with peers, instructors, supervising teachers and others to design and implement activities that develop student abilities in language arts. (KTS 8/ IRA 5)(P, Crit, A)</p> <p>F. demonstrate a current knowledge of theory and practice in the language arts. (KTS 1/ IRA 1, 2)(A, I)</p>
ELE 311	Health, Wellness & Movement	<p>A. Define movement terminology (body, space, effort and relationship). (KTS 1)(A, I)</p> <p>B. Create developmentally appropriate lessons to teach movement concepts. (KTS 2)(creat, A, Crit)</p> <p>C. Describe and explain developmentally appropriate games, dance and gymnastics for young children. (KTS 1)(A, I)</p> <p>D. Describe physical activity as it relates to brain-based research. (KTS 1)(Crit, I)</p> <p>E. Modify, design, and implement short classroom activities that support brain-based research. (KTS 2,4)(Creat, Crit, P, I)</p> <p>F. Explain the importance of daily physical activity and the amounts recommended by NASPE for K – 5 age children: "Physical Activity for Children: A Statement of Guidelines for Children Ages 5 – 12." (KTS 1,7)(A, I)</p> <p>G. Explain, write, and justify how recess can be supported using the document: "Physical Activity for Children: A Statement of Guidelines for Children Ages 5 – 12." (KTS 1,7)(A, Crit, P, I)</p> <p>H. Define fitness components and how they differ from physical activity. Be able to discuss if children in elementary school should be fitness tested prior to puberty. (KTS 1)(A, I, Crit)</p> <p>I. Modify, design, and implement appropriate health and wellness</p>

		<p>lessons for K-5 children. (KTS 2,4)(Creat, Crit, P, I, A)</p> <p>J. Develop a plan for implementing physical education instruction that is compatible with the classroom curriculum or the physical education curriculum – interdisciplinary instruction. (KTS 2,7)(Creat, P, Crit, A)</p>
ELE 390	Introduction to Kindergarten	<p>A. demonstrate knowledge of the historical, philosophical, and sociological foundation of early childhood education as it relates to kindergarten programs. (KTS 3 & IECE II)(I)</p> <p>B. describe and evaluate the developmental processes of young children. (KTS 3, 5, 7 & IECE I, IV, V)(A, I, Crit)</p> <p>C. describe the role of the teacher in effecting a positive transition of children and parents/guardians with diverse backgrounds (developmental and cultural) to kindergarten. (KTS 3, 8, 9 & IECE II, VI, VII, VIII)(A, I)</p> <p>D. describe the role of the teacher in effecting positive home-school relationships. (KTS 8 & IECE VIII)(A, I)</p> <p>E. describe the role of the teacher in planning and organizing a supportive classroom. (KTS 2, 3 & IECE I, II)(A, I)</p> <p>F. select and design developmentally appropriate materials, technology, and teaching strategies and DAP assessment for young children with application to developmental understanding. (KTS 1, 2, 4, 5, 6, 8 & IECE I, II, III, VIII, IX)(A, Creat, Crit, I)</p> <p>G. reflect on field experiences. (KTS 7, 9 & IECE V)(Crit)</p> <p>H. explore ethics in the field of education for children, families, and professionals. (KTS 10 & IECE VI, VIII)(I, Crit)</p>

MID 307	Middle School Language Arts	<p>A. Compare/contrast whole language development with traditional segmented approaches (KTS #1; NCTE #3)(Crit, A)</p> <p>B. Explore significance of language-rich environment (KTS #2, 3; NCTE #9)(A, Crit, I)</p> <p>C. Demonstrate methods of incorporating language arts skills across curriculum (KTS #2; NCTE #4)(A, I)</p> <p>D. Integrate literature-based instruction across curriculum (KTS #2, 3; NCTE #2)(A, I)</p> <p>E. Identify key elements and strategies for leading learners through the writing process (KTS #8, 9; NCTE #5)(Crit, A)</p> <p>F. Develop awareness of instructional procedures for meeting the needs of learners' diverse backgrounds, such as multi-cultural and special needs learners (KTS #1, 2, 4; NCTE #9, 10)(I, Crit, P)</p> <p>G. Utilize effective teaching/management strategies in the development of lesson plans (KTS #2, 3; NCTE #3)(A)</p> <p>H. Function effectively and professionally in classroom and school settings (KTS #8, 9; NCTE #9, 10)(A, Crit, I)</p> <p>I. Coordinate and adapt thinking skills, problem solving and decision-making with the language arts in all areas of the curriculum (KTS #2, 3, 4; NCTE #8)(A, Crit, P)</p> <p>J. Discuss language acquisition and use as it related to culture and environment (KTS #1, 4; NCTE #10)(Crit, A, I)</p> <p>K. Identify, discuss, and utilize technologies which aid instruction (KTS #2, 3, 6; NCTE #8)(A, Crit, I)</p> <p>L. Distinguish between and develop a variety of performance-based assessment strategies (KTS #3; NCTE #3)(A, Crit, I)</p> <p>M. Participate in professional development opportunities (KTS #9; NCTE #11)(A)</p>
MID 307	Middle School Language Arts	<p>A. Compare/contrast whole language development with traditional segmented approaches (KTS #1; NCTE #3)(Crit, A)</p> <p>B. Explore significance of language-rich environment (KTS #2, 3; NCTE #9)(A, Crit, I)</p> <p>C. Demonstrate methods of incorporating language arts skills across curriculum (KTS #2; NCTE #4)(A, I)</p> <p>D. Integrate literature-based instruction across curriculum (KTS #2, 3; NCTE #2)(A, I)</p> <p>E. Identify key elements and strategies for leading learners through the writing process (KTS #8, 9; NCTE #5)(Crit, A)</p> <p>F. Develop awareness of instructional procedures for meeting the needs of learners' diverse backgrounds, such as multi-cultural and special needs learners (KTS #1, 2, 4; NCTE #9, 10)(I, Crit, P)</p> <p>G. Utilize effective teaching/management strategies in the development of lesson plans (KTS #2, 3; NCTE #3)(A)</p> <p>H. Function effectively and professionally in classroom and school settings (KTS #8, 9; NCTE #9, 10)(A, Crit, I)</p> <p>I. Coordinate and adapt thinking skills, problem solving and decision-making with the language arts in all areas of the curriculum (KTS #2, 3, 4; NCTE #8)(A, Crit, P)</p>

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		<p>J. Discuss language acquisition and use as it related to culture and environment (KTS #1, 4; NCTE #10)(Crit, A, I)</p> <p>K. Identify, discuss, and utilize technologies which aid instruction (KTS #2, 3, 6; NCTE #8)(A, Crit, I)</p> <p>L. Distinguish between and develop a variety of performance-based assessment strategies (KTS #3; NCTE #3)(A, Crit, I)</p> <p>M. Participate in professional development opportunities (KTS #9; NCTE #11)(A)</p>
MID 370	Laboratory in Teaching English and Communications: Middle School	<p>A. Develop instructional goals, learning objectives, and lesson plans consistent with development in listening, speaking, reading and writing. (KTS #2, 3, 4)(Creat, A, I)</p> <p>B. Identify, assess, and interpret student progress in listening, speaking, reading and writing. (KTS #5)(A, Crit, I)</p> <p>C. Take appropriate steps to help students to improve their skills in responding to and using language (KTS #1, 2, 3)(A, Crit, P)</p> <p>D. Implement planned instruction in a middle school classroom under direct supervision. (KTS #3, 4, 8)(A, I)</p> <p>E. Reflect on issues of listening, speaking, reading and writing. (KTS #7)(Crit, I)</p> <p>F. Plan lessons that will be consistent with the goals and expectations for the Kentucky Core Academic Standards. (KTS #2, 3)(Creat, A, Crit)</p> <p>G. Become familiar with professional organizations that are related to the middle school and the teaching of the Language Arts and literacy. (KTS #9)(I)</p> <p>H. Reflect on research as it relates to the teaching of Language Arts in the middle school. (KTS #8)(Crit, P, A)</p>

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MID 371	Laboratory in Teaching Mathematics: Middle School	<p>A. Demonstrate awareness of the National Council of Teachers of Mathematics Principles and Standards (NCTM), the KERA Goals, and the associated academic expectations and core content statements in the instructional planning process for middle school mathematics teaching. (KTS #1, 2, 9)(A, I)</p> <p>B. Develop instructional goals, learning objectives, and lesson plans for middle school mathematics students. (KTS #2, 4)(Creat, A)</p> <p>C. Demonstrate several approaches to teaching middle school mathematics, with emphasis on problem solving, deductive reasoning, and inductive reasoning. (KTS #2, 3, 4, 6)(A, P, I, Crit)</p> <p>D. Identify, assess, and interpret middle school student progress in the learning of mathematics content and process skills. (KTS #1, 5)(A, Crit, I)</p> <p>E. Plan and carry out appropriate interventions designed to help middle school students having difficulty with mathematics content or process skills, including those with special needs. (KTS #4, 5, 7)(A, Crit, P)</p> <p>F. Demonstrate awareness of issues and teaching strategies related to ensuring the continued involvement of equity and diversity in mathematical studies. (KTS #2, 3, 5, 7)(A, I)</p> <p>G. Carry out planned mathematics instruction in a middle school classroom under direct supervision. (KTS #4, 6, 8)(A)</p> <p>H. Review computer-based and traditional instructional materials for suitability in middle school mathematics teaching. (KTS #2, 3, 4, 6)(A, Crit, I)</p> <p>I. Demonstrate acceptable professional behavior and knowledge of the rights of individuals in a middle school setting. (KTS #7, 9)(A, I)</p>
MID 372	Laboratory in Teaching Science: Middle School	<p>A. Demonstrate awareness of the role of Kentucky's Core Content for Assessment, Academic Goals and Expectations, and National Science Education Standards in instructional planning for middle school science teaching. (KTS #2)(A, I)</p> <p>B. Develop instructional goals, learning objectives, and lesson plans for middle school science students. (KTS #2)(Creat, Crit, A)</p> <p>C. Demonstrate several approaches to teaching middle school science, with an emphasis on inquiry-based/discovery teaching. (KTS #3, 4)(A, I)</p> <p>D. Identify, assess, and interpret middle school student progress in the learning of science content and process skills. (KTS #5)(A, Crit, I)</p> <p>E. Plan and carry out appropriate interventions designed to help middle school students having difficulty with science content or process skills, including those with special needs. (KTS #4, 5, 7)(Crit, Creat, A)</p> <p>F. Carry out planned science instruction in a middle school classroom under direct supervision. (KTS #4, 5)(A)</p> <p>G. Describe middle school science instructional activities that have a significant environmental science component. (KTS #1, 9)(A, I)</p> <p>H. Review computer-based and traditional instructional materials for suitability in middle school science teaching. (KTS #2, 3)(Crit, I)</p> <p>I. Demonstrate acceptable professional behavior and knowledge of the rights of individuals in a middle school science setting. (KTS #57, 9)(A, I)</p>

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MID 373	Laboratory in Teaching Social Studies: Middle School	<p>A. list the six social sciences that make up social studies (anthropology, economics, history, geography, political science/civics, and sociology). (KTS #2)(A, I)</p> <p>B. model the skills of active citizenship. (KTS #8) (A, I)</p> <p>C. demonstrate the steps in teaching social studies as a decision-making process. (KTS #1, 4) (A, I)</p> <p>D. utilize the national and Kentucky state curriculum standards for social studies instruction. (KTS #1)(A)</p> <p>E. recognize that critical thinking skills need to be taught as part of social studies and interdisciplinary instruction. (KTS #2)(Crit, I)</p> <p>F. understand the relationship between reading, language arts and social studies in interdisciplinary instruction. (KTS #3)(I)</p> <p>G. construct a variety of assessment tools for social studies. (KTS #5)(Creat, I)</p> <p>H. implement the multiple levels of thinking skills as depicted in Bloom's taxonomy. (KTS #2, 4) (A, I)</p> <p>I. recognize the need for teaching history through multiple perspectives. (KTS #1, 4, 5, 8) (A, I)</p> <p>J. understand how response journals can be used with the reading of historical fiction to help students better understand historical events. (KTS #1)(I)</p> <p>K. develop thematic units for social studies. (KTS #1, 2)(Creat, A)</p> <p>L. prepare a KTIP lesson plan focused on a social studies theme to be taught during a practicum. (KTS #4) (A, I)</p> <p>M. demonstrate competency in applying the five themes of geography. (KTS #1, 4) (A, I)</p> <p>N. describe the interaction between civic life, politics, and government. (KTS #1) (A, I)</p> <p>O. assist students in the development of decision making skills that lead to becoming good consumers. (KTS #1)(A, P, Crit, I)</p> <p>P. teach collaboration among students to achieve common goals in social studies projects. (KTS #8) (A, P)</p>
MID 380	Middle School Practicum	<p>A. demonstrate the application of teaching skills to plan and develop mini-unit/lessons of instruction, including necessary materials, through supervised field experiences. The mini-unit/lessons will be planned with and in a manner such that it can be successfully integrated into the course curriculum of an assigned/designated middle school classroom using KERA Initiatives-Core Content, Learner Goals and Academic Expectations, Program of Studies (KTS #2, 3, 4, 5). (A, I)</p> <p>B. develop the techniques required to write and present lessons based upon the Kentucky Teacher Internship Program (KTS #2, 3, 4, 5). (A, I)</p> <p>C. engage in fieldwork to include the successful teaching of the planned miniunit/ lessons of instruction while working under the co-direction and supervision of the instructor and a designated middle school school teacher (KTS #1-9).(A, Crit, I)</p> <p>D. demonstrate through the completion of a Professional Growth Plan, the ability to determine teaching strengths and areas of improvement,</p>

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		<p>leading to a pertinent plan of action—Task G, TPA Portfolio (KTS #7, 9)(A, I, P, crit)</p> <p>E. demonstrate through the completion of a dispositions essay, the ability to self-assess and evaluate dispositions for teaching—Task H, TPA Portfolio (KTS #7)(A, Crit)</p>
PHE 304	Adapted Physical Education	<p>A. Recognize normative and developmental patterns for fundamental locomotor and motor skills. (KTS #1) (A, I)</p> <p>B. Understand the importance of physical education services for children with disabilities. (KTS #1)(I)</p> <p>C. Recognize the laws that provide for direct services to youngsters with disabilities (KTS #1) (A, I)</p> <p>D. Differentiate between least restricted environment and inclusion (KTS #1) (A, I, Crit)</p> <p>E. Recognize and select appropriate instruments for assessing children with disabilities (KTS #1, 5) (A, I)</p> <p>F. Plan individualized instruction - write physical education objectives (KTS #2, 3, 5)(Creat, Crit, A, I)</p> <p>G. Modify programs, instruction and equipment for youngsters with disabilities. (KTS #1)(Crit, P)</p> <p>H. Examine and explain one's personal and professional attitudes and dispositions in providing services for students with disabilities (KTS #1).(Crit, A, I)</p> <p>I. Examine motivating students to learn (Module 5 CHAMPs). (KTS #1)(Crit, P, A)</p>
PHE 306	Dance and Gymnastics	<p>A. Demonstrate minimal proficiency in basic skills of dance and gymnastics.(KTS #1) (A, I)</p> <p>B. Demonstrate minimal perceptive and analytical skills in relation to dance and gymnastics. (KTS #7) (A, I, Crit)</p> <p>C. Exhibit rhythmical knowledge in relationship to dance. (KTS #4) (A, I)</p> <p>D. Execute specific dance steps.(KTS #1) (A)</p> <p>E. Acquire knowledge of cultural and historical backgrounds of dance and gymnastics. (KTS #1) (I)</p> <p>F. Understand safety factors and spotting techniques imperative to teaching and performing gymnastics. (KTS #4)(I)</p> <p>G. Understand and implement effective class organization. (KTS #3) (A, I)</p> <p>H. Use creative thinking skills to develop novel/constructive ideas and movements. (KTS #3)(Crit, Creat, A)</p>
PHE 312	Coaching Football I	<p>A. Review basics of offense, defense, and special teams. (A, I)</p> <p>B. Learn the fundamentals of coaching in high school and college setting.(I)</p> <p>C. Develop students' thought process through coaching situations.(Crit,</p>

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		A, I)
PHE 318	Coaching Track and Field I	<p>A. Start a track program in a high school, club, or college(Creat, Crit, P, A)</p> <p>B. Present basic skills to teach track and field events(A, I)</p> <p>C. Learn how to teach progressive skill development for track and field events(I)</p> <p>D. Analyze students' track and field performances(Crit, A, I)</p> <p>E. Learn the track and field rules(I)</p> <p>F. Learn how to manage track and field competitions(A, I)</p> <p>G. Develop training programs for the novice and intermediate competitors(Creat, Crit, P, A)</p>
PHE 319	Coaching Soccer	<p>A. develop an actual soccer practice program for multiple league teams.(Creat, Crit, P, A)</p> <p>B. demonstrate soccer techniques to be used in game situations. (A, I)</p> <p>C. compare and contrast various styles of soccer.(Crit, I)</p> <p>D. understand the rules of the game though exposure to the Laws of the Game.(I)</p> <p>E. to analyze and react to actual game situations.(Crit, A)</p>
PHE 375	Movement Analysis for Physical Educators	<p>A. Define and explain anatomical concepts in order to describe movement. (KTS #1) (A, I)</p> <p>B. Detail the production of motion in biomechanical terms. (KTS #1) (A, I)</p> <p>C. Analyze how the laws controlling movement apply to techniques used in physical activity and sport skills. (KTS #1) (Crit, I)</p> <p>D. Analyze basic and intermediate level physical/sport skills so as to recognize faulty technique and make suggestions for improved performance. (KTS #1)(Crit, I, P)</p> <p>E. Analyze basic level physical/sport skills so as to recognize faulty technique and make suggestions for injury prevention. (KTS #1)(Crit, I, P)</p> <p>F. Use technology to refine analytical skills relevant to performance. (KTS #6)(A, Crit)</p>

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REA 306	Teaching Reading in Elementary P-5	<p>A. Design, plan, and implement instruction that addresses KERA Initiatives (Learner Goals, Program of Studies, and Core Content). (KTS II, IV)(Creat, A, I)</p> <p>B. Describe the reading process, including the cueing systems of written language (KTS VII; IRA 1.1, 1.5; NCTE 3)(A, I)</p> <p>C. Demonstrate an understanding of literacy development in children. (KTS VII; IRA 2.7) (A, I)</p> <p>D. Describe how comprehension takes place; list factors that affect comprehension, and describe and implement strategies for helping students comprehend (KTS IV, VII; IRA 7.1 - 7.6; NCTE 3). (A, I)</p> <p>E. Describe and implement a variety of strategies for word identification (KTS IV, VII; IRA 6.1, 6.2, 6.3. 6.5; NCTE 3). (A, I)</p> <p>F. Describe and implement a variety of strategies for motivating students to read. (KTS III; IRA 5.2; NCTE 1, 12) (A, I)</p> <p>G. Describe strategies for helping students acquire a reading vocabulary (KTS VII; IRA 6.6; NCTE 3) (A, I)</p> <p>H. Describe a variety of instructional approaches (KTS VII, I; IRA 5). (A, I)</p> <p>I. Design/plan for literacy instruction. (KTS II; IRA 5) (A, I, Creat, Crit)</p> <p>J. Design and implement a professional development plan to further their own learning (KTS IX; IRA 13, 16). (A, I, Crit, Creat)</p> <p>K. Apply knowledge of reading/language learning to provide instruction successfully in a field-based language arts classroom with a qualified teacher (KTS I, II, III, IV; IRA 5).(A)</p> <p>L. Reflect on their teaching and ways to improve instruction to better meet the need of diverse students (KTS VII; IRA 16.2)(Crit, A, I)</p> <p>M. Explain how students with special learning needs and/or special language or cultural needs may be included in the literacy learning environment and experience success. (KTS II, III, IV; IRA 3)(Crit, A, I)</p> <p>N. Utilize a variety of instructional technologies (KTS VI; IRA 5.7)(A)</p>
ART 309	Introduction to Metalsmithing I	<p>A. Develop an aesthetic sense concerning craftsmanship;(Creat, A)</p> <p>B. Learn about materials and tools including correct safe use;(I)</p> <p>C. Learn basic techniques of jewelry making;(I)</p> <p>D. Learn to effectively use constructive criticism.(A, Crit, P)</p>
ART 310	Introduction to Furniture Design I.	<ul style="list-style-type: none"> • To explore and become proficient in the tools and techniques required to work the material(A, Crit, P) • To stimulate self expression as it relates to functional and/or art objects(Creat, A, Crit) • To produce a number of functional and/or art objects(A, Crit, Creat)
ART 311	Metalsmithing II	<p>A. To learn basic metalworking techniques.(I)</p> <p>B. To develop skill as a craftsperson.(A, I)</p> <p>C. To develop design skills in metals.(Creat, A)</p> <p>D. To practice critical evaluation of works in metals.(Crit, A, P)</p>
ART 314	Furniture Design III.	<ul style="list-style-type: none"> • To stimulate self expression through complex problem assignments(Creat, Crit, P) • To become proficient in advanced techniques in the production of complex objects(A, Crit, P)

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ART 334	Painting III	<p>Students will be given more information regarding various painting media and will have the opportunity to choose media which they will use more extensively.(I)</p> <p>Similarly, they will do more in-depth investigation concerning various artists, their motives for pursuing particular ways of working and various art movements. Individual initiative in terms of working procedures, imagery, motives, etc. will become more important in this course.(Crit, I)</p>
ART 341	Fundamentals of Elementary School Art	<p>A. Develop an awareness of traits of artistic and cognitive development as they relate to elementary school students' growth and behavior patterns.(I, A)</p> <p>B. Develop a working knowledge of the importance of planning and preparation, motivation, demonstration, explanation and questioning strategies, and interaction with elementary school children, their parents and their teachers.(A, I, Crit, P)</p> <p>C. Develop a working knowledge of current methods and materials available in all fields and levels of art education.(I)</p> <p>D. Develop an awareness of the need for continuing study, self evaluation and professional growth.(Creat, Crit, A)</p>
ART 342	Fundamentals of Secondary School Art	<p>A. Develop an awareness of traits of artistic and cognitive development as they relate to elementary school students' growth and behavior patterns.(I, A)</p> <p>B. Develop a working knowledge of the importance of planning and preparation, motivation, demonstration, explanation and questioning strategies, and interaction with elementary school children, their parents and their teachers.(A, I, Crit, P)</p> <p>C. Develop a working knowledge of current methods and materials available in all fields and levels of art education.(I)</p> <p>D. Develop an awareness of the need for continuing study, self evaluation and professional growth.(Creat, Crit, A)</p>

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ART 343	Art Materials and Techniques for the Classroom Teacher	<p>A. Expand their knowledge, understanding and appreciation of art so as to recognize art as education. (NTS 7-10)(A, I, Crit)</p> <p>B. Develop an awareness of health and safety issues in art relative to the public school setting. (NTS 2-3)(A, I)</p> <p>C. Develop a basic understanding of the elements and principles of design. (NTS 7-10)(I)</p> <p>D. Learn how to effectively use constructive criticism. (NTS 1-10)(A, Crit, I)</p> <p>E. Develop an awareness of characteristics or traits of artistic development as they relate to children's growth and behavior patterns. (NTS 1-10)(I, Crit, A)</p> <p>F. Develop an understanding of the importance of various types of motivation as they relate to art learning. (NTS 1-10)(I)</p> <p>G. Learn how to complement verbal instructions with the written word, visual displays, demonstrations, evaluative questions and personal involvement. (NTS 1-10)(A, P, Crit)</p> <p>H. Learn practical approaches to teaching art for children with special needs. (NTS 1-10)(A, I)</p> <p>I. Develop an understanding of discipline-based art education as a combination of art history, art criticism, aesthetics, and studio production. (NTS 1-9)(I, Crit, P)</p> <p>J. Develop an understanding of cultural diversity. (NTS 1-10)(I)</p> <p>K. Gain a basic understanding of Kentucky Educational Reform Act, Commonwealth Accountability Testing System, and Kentucky's New Teacher Standards. (NTS 1-10)(I)</p> <p>L. Develop an awareness of the need for continuing study, self-evaluation, and professional growth. (NTS 5-10)(A, I)</p> <p>M. Reflect upon their growth and development as a reflective decisionmaker. (NTS 5-10)(Crit, Creat, A)</p> <p>N. Demonstrate competency of file management and use of technology including Microsoft Word, PowerPoint, and Safari to support instruction as well as access and manipulate data. (NTS 1-10)(A, I)</p>
ART 350	Introduction to Graphic Design I: Digital Art	<p>1. To become aware of effective design concepts both historical and contemporary with emphasis upon 20th century art and artists.(I)</p> <p>2. To develop a skill in design software, graphic design materials and a knowledge of graphic design history(Creat, Crit, A)</p> <p>3. To develop originaive skills in the process of individual concept development and to be aware of the undesirability of relying on "cliche" or secure images which require little imagination or originaive energy to produce(Creat, Crit, A)</p> <p>4. To be given the opportunity to participate in structured, but open-ended studio design activities that require thinking and individual problem-solving, compliment contemporary graphic design concerns.(Crit, P, A)</p>
ART 351	Graphic Design II	<p>Student projects will be designed to help you learn skills in Illustrator that will serve your design efforts.(A, I)</p> <p>You will also learn some of the unique language or jargon of the graphic</p>

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		design and computer industry.(I) You should be building your portfolio in preparation for real jobs in the industry.(A, Crit, P, I, Creat)
ART 352	Graphic Design III: Layout and Introduction to Design Systems	A. Develop an awareness of typographic principles, forms and terminology(I, Crit) B. Develop an understanding of the communicative and aesthetic aspects of typographic design(I, Creat, Crit) C. Mastery of intermediate skills relevant to design practice(I, A) D. Practice through the design of intermediate level problems dealing with publications, corporate ID, advertisements, etc.(A, P, Crit)
ART 356	The Art of Non-Western Cultures	To help students understand the various roles art plays in non-Western cultures.(I) Issues to be considered include the function and goal of art, formal standards, the interaction of art and daily life, the role of the artist in society, and the reflection of different value systems in art.(I) To provide the student with the opportunity to research an aspect of the art of non-Western cultures in depth.(A, Crit, P, I)
ART 361	Sculpture II	A. To further explore the individual's ideas and imagery.(Crit, A, I) B. To isolate and examine a student's technical directions.(Crit, A, P, I) C. To help students develop both a physical and verbal interpretation of their ideas.(Creat, A, I)
ART 362	Sculpture III	A. To further explore the individual's ideas and imagery.(Crit, A, I) B. To isolate and examine a student's technical directions.(Crit, A, P, I) C. To help students develop both a physical and verbal interpretation of their ideas.(Creat, A, I)
ART 370	Introduction to Ceramics I	A. The development of hand skills in directing the clay media.(Creat, A, I) B. Through a series of lecture demonstrations and personal instruction, students will examine the diversity and challenge of the clay media.(Crit, I, A) C. A realization of specific assigned objects made from clay materials that demonstrate the student's understanding of forming, glazing and firing their work.(A, I, P)
ART 371	Ceramics II	A. The development of hand skills in directing the clay media.(Creat, A, I) B. Through a series of lecture demonstrations and personal instruction, students will examine the diversity and challenge of the clay media.(Crit, I, A) C. A realization of specific assigned objects made from clay materials that demonstrate the student's understanding of forming, glazing and firing their work.(A, I, P)

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ART 382	Introduction to Photography I	<p>A. Be able to recognize the advantages and disadvantages of various types of photographic equipment.(Crit, A)</p> <p>B. Choose the correct type of film(s) for various uses and/or needs.(Crit, A, I, P)</p> <p>C. Correctly expose and develop numerous types of film using various types of equipment and chemistry.(A)</p> <p>D. Print photographs from negatives in a variety of ways.(Creat, I, A)</p> <p>E. Mount, display and discuss their photographic work.(Creat, A)</p> <p>F. Be able to form, express and receive criticism as it pertains to the aesthetic qualities of photographic images.(Crit, A, Creat, P)</p>
ART 383	Photography II	<p>A. Be able to form, express and receive criticism as it pertains to the aesthetic and technical qualities of photographic images.(Crit, A, Creat, P)</p> <p>B. Develop an organized system of recording technical data as it relates to their individual work.(Creat, A, P)</p> <p>C. Develop or at least begin to develop a personal visual view through photographic means.(Creat, A, Crit)</p> <p>D. Develop a broader understanding of photographic techniques, applications and styles.(A, I)</p>
ART 384	Photography III	<p>A. Be able to form, express and receive criticism as it pertains to the aesthetic and technical qualities of photographic images.(Crit, A, Creat, P)</p> <p>B. Develop an organized system of recording technical data as it relates to their individual work.(Creat, A, P)</p> <p>C. Develop or at least begin to develop a personal visual view through photographic means.(Creat, A, Crit)</p> <p>D. Develop a broader understanding of photographic techniques, applications and styles.(A, I)</p>
ART 385	Introduction to Cinematography	<p>A. Recognize various and use types of equipment used in movie making. (A, Crit, I)</p> <p>B. Be able to recognize and understand the use of various camera movements.(Crit, A)</p> <p>C. Understand on a basic level editing and its effect on the viewer.(A, Crit, P)</p> <p>D. Write and produce small films for themselves.(Creat, A)</p>
ART 390	Seminar	<p>Students produce and manage an on-going exhibition program. Emphasis is on scheduling, publicity, financing, care and physical handling of art work. Museum ethics are stressed including registration, cataloging, loans, purchases and acquisitions.(Crit, P, Creat, A, I)</p> <p>There will be complete instruction of museum quality matting and framing.(I)</p> <p>Students will be introduced to Art History from 1980 to the present and will cover currently exhibiting artists and pertinent art theory.(A, I)</p>

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ART 393	Special Topics in 2D	<p>This course is intended to continue and emphasize the concepts and skills of graphic communication. Emphasis will be placed on learning professional production methods - and applying them to designs for the web. Projects will stress considerations in design theory, the principles of typography, and the integration of type with image.(I, A, Crit, Creat)</p> <p>Students will work in both an individual and a collaborative manner involving writing, electronic design, advertising and photography.(A, Crit, Creat)</p>
ART 394	Special Topics in 3D	<p>a. achieve proficiency in hand forming(A, Crit, P)</p> <p>b. understand using slips, terra sigillatas and glazes(I)</p> <p>c. be able to evaluate their peers' work and understand the criticism given by others(A, Crit, P, I)</p> <p>d. achieve a heightened sense of self-awareness and self-expression(A, I)</p>
ART 399	Art Professional Practices	<p>To expand your awareness of history, theory, and terminology of contemporary art; to improve your ability to speak and write in a critical manner, about works of art; to develop and identify a line of research and inquiry, within your own studio practice; to gain a realistic understanding of what it means to build a career as a practicing artist.(A, P, Creat, I, Critical)</p>
CHN 340	Chinese Cultural Diversity through Food	<p>A. identify and articulate the origins of common foods in China and assess their gastronomical and medicinal values;(A, Creat)</p> <p>B. gain knowledge about the local history, geography, specialty products, and individual identities of the five major Chinese regions;(I)</p> <p>C. learn the principles and art of Chinese cooking in both theoretical and practical terms;(I)</p> <p>D. address critically the historical and contemporary issues related to food and health in China;(Crit, P)</p> <p>E. develop a healthy lifestyle and diet according to the principles of traditional Chinese medicine and food therapy; and(Crit, A, I)</p> <p>F. explore the impact of food on different cultures and lifestyles and, thus, develop an appreciation for diversity.(Crit, A, I)</p>
ENG 307	World Literature to 1830	<p>A. identify major themes of the national literary tradition under discussion;(Crit, A)</p> <p>B. critically assess a major international writer's particular style or concerns;(Crit, A, P)</p> <p>C. characterize and analyze important movements in world literature prior to 1830; and(Crit)</p> <p>D. make observations about the relationship between a literary text and its global context.(I)</p>
ENG 308	World Literature, 1830 to the Present	<p>A. identify major themes of the national literary tradition under discussion;(Crit, A)</p> <p>B. critically assess a major international writer's particular style or concerns;(Crit, A, P)</p> <p>C. characterize and analyze important movements in world literature; and(Crit)</p>

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		D. make observations about the relationship between a literary text and its global context.(I)
ENG 310	Introduction to English Linguistics	<p>A. Gain an overview of the field of linguistic study and an understanding of the systematic nature of language.(I)</p> <p>B. Become familiar with the differences among prescriptive grammars, and descriptive grammars and teaching grammars.(I)</p> <p>C. Develop an understanding of differences in purpose among these types of grammars.(A, I)</p> <p>D. Apply various linguistic analyses on language data they collect themselves through fieldwork.(A)</p> <p>E. Develop the “Characteristics of the Murray State Graduate” through a systematic exploration of language, grammars and Linguistics.(Crit, A, I)</p>
ENG 311	American Literature to 1890	<p>A. demonstrate a familiarity with the literary & cultural characteristics of early American authors;(A, I)</p> <p>B. discuss individual works within broad categories; and(Crit, A)</p> <p>C. demonstrate the ability to analyze works of literature critically through in-class examinations, class discussion, presentations & handouts, and in a clearly organized and convincingly developed essay.(Crit, A, P, I)</p>
ENG 312	American Literature 1890 to the Present	<p>A. Identify the literary aspects of the readings and differentiate among particular literary “schools” or approaches (e.g., Naturalism, Realism, Modernism, post-modernism);(Crit, A, Creat)</p> <p>B. Understand and compare these approaches as expressed in the works read in the course;(A, I)</p> <p>C. Communicate that understanding effectively as demonstrated in the following ways:</p> <ol style="list-style-type: none"> 1. use correct usage and mechanics following standard American English;(P) 2. write a coherent, logical argument;(A) 3. construct a clear, adequately-supported thesis;(A) 4. write clearly and precisely; and(A) 5. demonstrate appropriate research skills and an ability to adhere to MLA documentation guidelines.(Crit, A, P, I) <p>D. Interpret and analyze a text that demonstrates the following abilities:</p> <ol style="list-style-type: none"> 6. interpret and critique theme/purpose in multiple texts;(Crit, A) 7. show familiarity with the structure and function of language; and(A) 8. explicate a text, demonstrating understanding of rhetorical devices and discussion of multiple meanings for language.(A, I)
ENG 313	History of the Cinema	<p>The students will acquire expertise in viewing, analyzing, discussing, and writing about films in their historical, cultural, artistic, and development contexts.</p> <p>(Crit, A, I)</p>

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ENG 314	Shakespeare on Film	<p>A. familiar with a select group of Shakespeare's plays and their filmed versions, as well as acquainted with some of the cultural conditions surrounding both the original play and the filmed version;(Crit, P, Creat, I)</p> <p>B. conversant with Shakespeare's distinctive use of language, his thematic interests, and his employment of sources and traditions; cognizant of how the language, themes, and traditions are translated to film;(I)</p> <p>C. aware of the history of Shakespeare's dramas in the era of film and television, and able to analyze, in detail, the cinematic decisions involved in bringing Shakespeare to the screen; and(Crit, A, I)</p> <p>D. able to produce original critical essays, including appropriate secondary sources, synthesizing the texts and their filmed adaptations.(Crit, A, P, Creat, I)</p>
ENG 315	Global Cinema	<p>The students will acquire expertise in viewing, analyzing, discussing, and writing about films from a global perspective in their historical, cultural, artistic, and development contexts.</p> <p>(Crit, A, I)</p>
ENG 316	The Bible as Literature	<p>A. identify the different kinds of literary genres and styles used in the Bible;(A)</p> <p>B. identify key figures and stories from the Bible as they are used in literature;(A)</p> <p>C. appreciate the wide variety of literary artistry used in the Bible; and(A, I)</p> <p>D. read a Biblical text using literary critical tools.(Crit, P)</p>
ENG 317	Literature and Religion	<p>A. Understand and employ literary analysis to religious texts and literary texts that treat religious issues;(Crit, I)</p> <p>B. Recognize religious topics and their implications in literary and other cultural productions;(Crit)</p> <p>C. Understand the influence of literature on religious thought; and(I)</p> <p>D. Think and write critically about religious issues as treated within literary and cultural productions.(Crit, A, P)</p>
ENG 318	Women's Literature	<p>A. demonstrate familiarity with the literary and cultural characteristics of major women writers;(A, I)</p> <p>B. understand how women's literature reflects the values, concerns, and conflicts of diverse cultures and subcultures which have nurtured it;(Crit, I)</p> <p>C. demonstrate an understanding of the role literary techniques and tools play in literature; and(A, I)</p> <p>D. develop abilities to critically analyze works of literature through close reading, and to express such analyses both on in-class examinations and convincingly developed essays.(Crit, A, P, I)</p>

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ENG 319	Gay and Lesbian Literature	<p>A. Understand the evolution of gay and lesbian literature across a wide historical perspective;(I)</p> <p>B. Analyze the literature in a broad social, historical, and political framework;(Crit)</p> <p>C. Gain an understanding of the critical theory developed around gender studies and queer theory, and to apply that theory to a critical engagement with the literature; and(Crit, A, P, I)</p> <p>D. Improve their ability to read, analyze, and compare literary works (including novels, plays, and poetry), and to discuss and write about the questions they raise about the homosexual experience.(Crit, A, I)</p>
ENG 320	Survey in African-American Literature	<p>The student will have a greater comprehension of important themes, historical developments, and major authors within the African-American literary tradition.</p> <p>(Crit, A, I)</p>
ENG 321	Research in Literary Studies	<p>A. Use library resources and bibliographies to conduct academic research;(Crit, A, P)</p> <p>B. Locate peer-reviewed secondary sources relevant to topics in English;(A)</p> <p>C. Demonstrate an understanding of those secondary sources in annotated bibliographies or surveys of scholarship;(A,I)</p> <p>D. Demonstrate a sufficient understanding of major literary theories to read scholarly articles and interpret works of literature;(A, I)</p> <p>E. Write a researched essay making appropriate use of secondary sources; and(Crit, A, P)</p> <p>F. Use documentation correctly in a researched essay.(Crit, A, P)</p>
ENG 324	Technical Writing	<p>A. Take an audience-centered approach to writing;(A)</p> <p>B. Define objectives (analyze situations to understand objectives);(Crit, I)</p> <p>C. Plan writing (information gathering, organizing, devising persuasive strategies);(Crit, P, I)</p> <p>D. Design documents (writing, arranging, and designing to support your communication's objective;(Crit, A, Creat)</p> <p>E. Evaluate writing;(Crit)</p> <p>F. Edit/revise writing; and(Crit)</p> <p>G. Effectively integrate graphics into documents.(Crit, A, P)</p>
ENG 329	Teaching English in Secondary Schools	<p>A. Develop an understanding of the curriculum and content of the English classroom (Standards 1-3, 8);(A, I)</p> <p>B. Practice a variety of teaching methods and build familiarity with available teaching materials and resources (Standards 1-3);(Crit, A, I)</p> <p>C. Explore relationships among (and multiple teaching approaches to) literature, writing, grammar, and language (Standards 3,8); and(Crit, A)</p> <p>D. Become aware of the nature, importance, and complexity of teaching as a vocation(Standards 1-9).(Crit, I)</p>
ENG 331	Traditional Rhetoric and the Written Argument	<p>A. Demonstrate knowledge of the context and influence of pre-classical, classical, and Renaissance texts, orators, and philosophers in use of rhetoric and the development of rhetorical theory.(Crit, A, I)</p> <p>B. Apply the principles of rhetoric and argumentation to analysis of</p>

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		historical discourse.(Crit, A) C. Utilize rhetoric and rhetorical theory in written arguments.(A)
ENG 332	Contemporary Rhetoric and the Written Argument	A. Demonstrate knowledge of the context and influence of post-Renaissance texts, orators, and philosophers in use of rhetoric and the development of current rhetorical theory.(Crit, A, I) B. Apply the principles of rhetoric and argumentation to analysis of historical and contemporary discourse .(Crit, A) C. Utilize rhetoric and rhetorical theory in written arguments.(A)
ENG 334	Shakespeare	A. identify and describe the key dramatic genres of history, comedy, and tragedy;(A) B. identify key plots, themes, characters, issues presented in selected Shakespeare plays; and(Crit, A) C. recognize and interpret some characteristics of Shakespeare's language, discourse, poetics, and dramaturgy(Crit)
ENG 341	Introduction to Writing Fiction	The students will learn the basics of editing their own work closely and in particular how to read closely as a writer and become a sharper critic of their own work as well as a more discerning reader of published authors. (Crit, A, P, Creat, I)
ENG 342	Introduction to Writing Poetry	A. identify and define basic poetry terminology and conventions;(A, I) B. recall and further develop discussions of thematic or technical issues in assigned works;(Crit, A, I) C. apply their knowledge of generic features and thematic issues to specific works;(A, I) D. demonstrate a familiarity with artistic traditions in American poetry;(A, I) E. explicate and interpret poems in written responses; and(Crit) F. create their own poems in imitation of those studied in this course.(A, Creat
ENG 362	Ethnolinguistics in the US	A. identify characteristics of major speech communities in the US such as African American, immigrant, and refugee communities;(A) B. use linguistic methods to assess varieties of speech in English;(A) C. characterize and analyze important issues that affect language policy in the US; and(Crit) D. understand the history of language development in the US.(Crit, A, I)
ENG 365	Collaborative Research	(A) conduct scholarly research appropriate to the nature of the collaborative project,(Crit, A, P, I) (B) write an original scholarly essay suitable for submission to a peer-reviewed journal or for conference consideration, and(A, Creat, I) (C) devise a plan for independent scholarly research in English.(Crit, A, P)

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ENG 370	Law and Literature	<ol style="list-style-type: none"> 1. Understand how the law is depicted in English-language literature;(I) 2. Describe the legal process depicted (and misrepresented) in literature;(A) 3. Examine the cultural context of the literary depictions of the law;(Crit, A, P, I) 4. Apply legal and political theories to literary treatment of legal issues; and(A) 5. Engage in literary criticism of works dealing with the law.(P)
ENG 371	Literature and the Environment	<ol style="list-style-type: none"> A. Interpret what "environment" might represent and mean for humanity and individuals;(Crit, A) B. Think and write about their own environment;(Crit, A, P, Creat) C. Connect their ideas to important historical environmental literary works; and(A, P) D. Critically synthesize and analyze environmental literature.(Crit, P)
FRE 301	Social Issues in French Texts	<ol style="list-style-type: none"> A. Converse in a clearly participatory manner.(A) B. Narrate and describe with paragraph-length discourse.(A) C. Write interpretive essays with appropriate grammatical structures.(Crit, A, I) D. Deal with details and implications in literary and non-literary reading selections.(Crit, A, I) E. Understand a variety of native French speakers, linguistically and on a cultural level.(A, I)
FRE 302	Conversation and Composition	<ol style="list-style-type: none"> A. Have a solid foundation in advanced grammatical structures of the French language.(I) B. Possess an active vocabulary for advanced language production as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I) C. Understand advanced level spoken French at normal conversational speed.(I) D. Express him/herself in writing complex sentences on concrete and abstract topics in French.(Creat, A) E. Read and understand a variety of advanced level texts, including many authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I) F. Speak with appropriate pronunciation, intonation and fluency for the advanced level.(A, I) G. Improve understanding of the grammar, structure, and vocabulary of English.(I) H. Improve interpersonal communication skills, whether in English or French.(I) I. Increase and refine awareness and appreciation of French-speaking peoples and their cultures.(A, I) J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I) K. Problem-solve with language and how to predict patterns of form and usage.(Crit, P)

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FRE 306	Introduction to French Literature	<p>A. Read and interpret French literature. Students build vocabulary.(Crit, A, I)</p> <p>B. Sharpen their ability to use different tenses.(A, I)</p> <p>C. Become sensitive to different tones, styles, and levels of language.(I)</p> <p>D. Learn more about literary analysis and French-speaking cultures.(Crit, A, I)</p>
FRE 310	Conversation and Composition Abroad	The student will be able to communicate orally and in written form in French on the intermediate level.(Crit, A, P, I)
FRE 315	Global Cinema in French	<p>A. Recognize key French-speaking film directors and their works.(Crit, A)</p> <p>B. Understand the importance of French-speaking filmmakers within world cinema.(A, I)</p> <p>C. Discuss and present in written form the various dialogues that take place between the U.S. and French-speaking film industries and texts.(Crit, A, P)</p> <p>D. Develop conversational skills about film and cultural topics.(Crit, A, I)</p>
FRE 323	French Culture and Civilization	<p>A. Know major historical and cultural events and trends that shape the French-speaking countries.(A)</p> <p>B. Expand French vocabulary and grammar skills through reading and writing activities.(A, I)</p> <p>C. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>D. Increase understanding about culture and about what shapes identities.(I)</p> <p>E. Improve interpersonal communication skills, whether in English or French.(I)</p>
FRE 330	French Literary Texts in Context	<p>A. Strengthen reading, writing, and conversation skills.(A, I)</p> <p>B. Gain rudimentary ability to analyze, write, and talk about literature.(Crit, A, I)</p> <p>C. Expand vocabulary.(I)</p> <p>D. Refine grammar.(P, I)</p> <p>E. Enhance understanding of the French culture through reading of authentic literary texts.(A, I)</p>
GDS 351	Open Topics in Gender and Diversity Studies	<p>A. gain knowledge about a specific area of study in Gender and Diversity Studies;(I)</p> <p>B. learn to critically examine issues of gender and diversity (depending on topic); and(Crit, A, P, I)</p> <p>C. communicate ideas in written and oral forms.(Crit, A, P)</p>
GDS 356 (ART, ENG, ANT 356)	The Art of Non-Western Cultures	<p>To help students understand the various roles art plays in non-Western cultures. Issues to be considered include the function and goal of art, formal standards, the interaction of art and daily life, the role of the artist in society, and the reflection of different value systems in art.(Crit, P, I)</p> <p>To provide the student with the opportunity to research an aspect of the art of non-Western cultures in depth.(Crit, A, P, I)</p>

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GER 301	Social Issues in German Texts	<p>A. Understand a variety of spoken and written authentic texts in German at the intermediate-high level.(I)</p> <p>B. Communicate with appropriate pronunciation, intonation, and fluency at the intermediate-high level.(A, I)</p> <p>C. Obtain an active vocabulary for conversational speech production at normal speed in real-life situations as well as passive knowledge of additional vocabulary.(I)</p> <p>D. Stabilize a solid foundation in the grammatical structures of the German and English languages.(I)</p> <p>E. Improve interpersonal communication skills, whether in English or German.(I)</p> <p>F. Express him/herself in writing with complex sentences on concrete and abstract topics in German.(Crit, A)</p> <p>G. Develop critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>H. Increase and refine an understanding and appreciation of German speaking cultures.(A, P, I)</p> <p>I. Learn how to problem-solve with language and how to predict patterns of form and usage.(Crit, P, I)</p>
GER 302	Conversation and Composition	<p>A. Have a solid foundation in advanced grammatical structures of the German language.(I)</p> <p>B. Possess an active vocabulary for advanced language production as well as expanded passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>C. Understand advanced level spoken German at normal conversational speed.(I)</p> <p>D. Express him/herself in writing complex sentences on concrete and abstract topics in German.(Crit, A)</p> <p>E. Read and understand a variety of advanced level texts, including many authentic texts (i.e., texts written by a native speaker for a native speaker audience).(A, I)</p> <p>F. Speak with appropriate pronunciation, intonation and fluency for the Advanced level.(A, I)</p> <p>G. Improve understanding of the grammar, structure, and vocabulary of English.(I)</p> <p>H. Improve interpersonal communication skills, whether in English or German.(I)</p> <p>I. Increase and refine awareness and appreciation of German-speaking peoples and their cultures.(A, P, I)</p> <p>J. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>K. Problem-solve with language and how to predict patterns of form and usage.(Crit, P)</p>

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GER 306	Introduction to German Literature	<p>A. Read and interpret German literature. Students build vocabulary.(Crit, A, I)</p> <p>B. Sharpen their ability to use different tenses.(A, I)</p> <p>C. Become sensitive to different tones, styles, and levels of language.(I)</p> <p>D. Learn more about literary analysis and German-speaking cultures.(Crit, A, I)</p>
GER 310	Conversation and Composition Abroad	The student will be able to communicate orally and in written form in German on the Intermediate level.(Crit, A, P, I)
GER 314	German Cultural Heritage Abroad	<p>A. Have been provided the opportunity to use and increase their ability to comprehend, reflect on, and analyze German cultural sites and to compare German culture to the student's own culture.(Crit, A, Creat, I)</p> <p>B. Have gained an understanding of and acquired enthusiasm for German culture by relating the readings of the course to specific features of the German culture.(A, I)</p>
GER 323	German Culture and Civilization	<p>A. Know major historical and cultural events and trends that shape the German-speaking countries.(A)</p> <p>B. Expand German vocabulary and grammar skills through reading and writing activities.(A, I)</p> <p>C. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>D. Increase understanding about culture and about what shapes identities.(I)</p> <p>E. Improve interpersonal communication skills, whether in English or German.(I)</p>
GER 330	German Literary Texts in Context	<p>A. Strengthen reading, writing, and conversation skills.(A, I)</p> <p>B. Gain rudimentary ability to analyze, write, and talk about literature.(Crit, A, I)</p> <p>C. Expand vocabulary.(I)</p> <p>D. Refine grammar.(P, I)</p> <p>E. Enhance understanding of the Germanic culture through reading of authentic literary texts.(A, I)</p>
HIS 300	Introduction to Historical Studies	<p>A. Students will learn about and be able to distinguish primary and secondary source materials.(A, I)</p> <p>B. Students will formally present their research and final paper at the end of the semester.(Crit, A, P, I)</p> <p>C. Students will learn how to write a research proposal and state a thesis for research project. (Crit, A, P, I)</p> <p>D. Students will learn how to use library resources to research historical topics by completing written assignments. (Crit, A, P, I)</p> <p>E. Students will learn how to construct written history through assignments and research paper. (Crit, A, P, I)</p> <p>F. Students will critique papers and provide constructive comments to improve writing.(I)</p> <p>G. Students will learn how to incorporate constructive criticism into paper as they revise their drafts and turn in a completed paper with bibliographic essay. (Crit, A, P, I)</p>

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HIS 301	Ancient History to the Fall of Rome	<ol style="list-style-type: none"> 1. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication.(Crit, A, P, Creat) 2. Apply standards of information gathering, analysis, and evaluation to reach logical decisions.(Crit, A, P, I) 3. Understand the roles and applications of science and technology in the solution of the problems of a changing world.(P, I) 4. Demonstrate a critical understanding of the world's historical, literary, philosophical, and artistic traditions.(Crit, A, P, I) 5. Understand the dynamics of cultural diversity, of competing economic and political systems, and of complex moral and ethical issues.(Crit, I)
HIS 302	Medieval Europe	<ol style="list-style-type: none"> 1. demonstrate a working knowledge of European history from 450 to 14500 (political, economic, social, and cultural aspects);(A, Creat, I) 2. be able to compare and contrast various events and developments;(Crit, A, I) 3. understand the emergence of countries in Europe, foreign policy, roles of women, roles of the Church and other cultural issues, and societal development, etc(Crit, A, I) 4. discuss some of the complexities of medieval European history; (Crit, A) 5. write about major issues; and(A) 6. read historical documents more critically.(Crit, A, P, I)
HIS 303	The Making of Britain	<ol style="list-style-type: none"> A. demonstrate a working knowledge of English history from the Roman conquest to the end of the War of the Roses in 1485 (political, economic, social, and cultural aspects);(A, Creat, I) B. be able to compare and contrast various events and developments;(Crit, A, I) C. understand how the country, foreign policy, roles of women, cultural issues, and social classes, etc., have changed over time;(I) D. discuss some of the complexities of ancient and medieval history;(Crit, A) E. write about major issues; and(A) F. read historical documents more critically.(Crit, A, P, I)
HIS 306	Europe in Renaissance and Reformation	<ol style="list-style-type: none"> A. demonstrate a working knowledge of European history from 1450-1789 (political, economic, social, and cultural aspects);(A, Creat, I) B. be able to compare and contrast various events and developments;(Crit, A, I) C. understand how Europe and its role in the world have changed over time;(I) D. discuss some of the complexities of Early Modern European history;(Crit, A) E. write about major issues: Renaissance, Reformation, women's roles, Scientific Revolution, changes in politics, exploration, etc.; and(Crit, A, P) F. read historical documents more critically.(Crit, A, P, I)

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HIS 307	The Foundation of Russian Power	<p>A. demonstrate knowledge of major political, economic, social, and cultural events and trends in Russian history from Kievan Rus' to the end of the Russian Empire in 1917;(A, I)</p> <p>B. assess the role of the Russian autocracy and explain its relationship to society;(Crit, A)</p> <p>C. explain the relationship between intellectual thought and cultural production and political power; and(A)</p> <p>D. demonstrate critical thought in oral expressions and writing, including the organization and synthesis of information and the development of arguments that rely on the interpretation of historical information to arrive at well-reasoned conclusions.(Crit, A, P, I)</p>
HIS 309	Survey of World Religions	<p>A. appreciate the development of the religions of humankind, and;(Crit, A, I)</p> <p>B. assess the impact of the development and spread of the major World religions, and;(Crit, A, I)</p> <p>C. comprehend the context and understand the alterations of the founders of the major World religions, their sacred texts, sacred space, and theological ethic, and;(I)</p> <p>D. analyze the nature and scope of the comparative theological analysis, and;(Crit)</p> <p>E. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)</p>
HIS 315	Women in American History	<p>A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat)</p> <p>B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>C. Demonstrate a critical understanding and knowledge of Women in American History;(Crit, A, P, I)</p> <p>D. Understand the dynamics of cultural diversity, of economic and political systems, and of complex moral and ethical issues.(Crit, I)</p>
HIS 322	History of Religion in the United States	<p>A. Understand the basic history of the numerous major American religious traditions;(I)</p> <p>B. Have mastered an individual research topic based on the student's own particular interest;(Crit, A, P, Creat, I)</p> <p>C. Understand the complex relationship between the major religious influences and other aspects of U. S. society, politics, and culture.(Crit, Creat, I)</p>
HIS 323	The Great American West	<p>A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat)</p> <p>B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>C. Demonstrate a critical understanding and knowledge of American Western history;(Crit, A, P, I)</p>

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		D. Understand the dynamics of cultural diversity, of economic and political systems, and of complex moral and ethical issues.(Crit, I)
HIS 324	Science in the Modern World	A. demonstrate a knowledge of the main events, social and scientific developments, and European leaders of from the time of Isaac Newton to the present;(Crit, A, Creat, I) B. assess the impact of Western science into all of Europe and its expansion beyond the confines of Europe; and(Crit) C. compare the responses of Western and Non-Western civilizations to the challenges of modernization with its enhanced emphasis on scientific thought and practice.(Crit, A, I)
HIS 325	Disease in History	A. demonstrate a knowledge of the main events, social and scientific developments, and leaders in the study of disease from the time of the ancient Greeks to the present;(Crit, A, I) B. assess the impact of endemic and epidemic diseases on Europe and the World; and(Crit) C. compare the responses of Western and Non-Western civilizations to the challenges of diseases.(Crit, A)
HIS 330	Sports in America	A. identify the major periods in American sports history.(A) B. analyze the contributions of major individuals in American sports.(Crit) C. evaluate positive and negative aspects of American sports.(Crit, Creat) D. analyze gender and race issues in the history of American sports.(Crit) E. understand the growth of organization in American sports.(I) F. read critically important primary sources in American sports history.(Crit, A, P, I) G. evaluate the impact of television on American sports.(Crit) H. identify and understand cultural, social, political, and economic developments in American sports history.(Crit, A, I)
HIS 334	History of American Agriculture and Rural Life	A. Analyze primary and secondary source materials through discussion, exams, and a paper;(Crit, A) B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I) C. Demonstrate a critical understanding and knowledge of American history; (Crit, A, P, I) D. Understand the dynamics of agriculture in the economy, politics, and society.(I)
HIS 350	History of Latin America	A. demonstrate a knowledge of the main events, social and political developments from ancient times to the present(Crit, A, I) B. develop insight into the world view (mentalidad) of Latin America's diverse peoples by exploring its political, economic, and cultural history; and(Crit, A, I) C. understand the responses of Latin Americans to the challenges of modernization.(I)

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HIS 354	Ancient Middle East	To equip students with a basic knowledge of historical developments and major events in the Middle East, while improving their reading, writing, speaking, and analytical skills. (Crit, A, I)
HIS 359	Early India	A) know the significant events, personalities (and their avatars), cultural, political, and social developinents instrumental in creating tradition and stimulating change in pre-modem India;(Crit, A, Creat, I) B) learn the different perspectives, methodologies, issues, and debates that frame historical studies of early India; and(I) C) recognize and critically evaluate the changes in the representations of India in colonial, nationalist, and postcolonial historiographies.(Crit, A, P)
HIS 361	Teaching History	A. Demonstrate an understanding of the similarities and differences between various disciplines in the Social Studies curriculum.(A, I) B. Plan ways to integrate various disciplines in the classroom.(A) C. Demonstrate an understanding of planning for instruction by preparing a unit of study with daily lesson plans.(A, P, I) D. Demonstrate a variety of appropriate teaching skills and strategies.(A, Creat, I) E. Demonstrate effective instructional strategies through the completion of a microteaching experience.(Crit, A, P, Creat, I) F. Demonstrate the effective classroom use of various visual and auditory media.(Crit, A, P) G. Demonstrate the effective use of technology in and out of the classroom.(Crit, A, P) H. Develop and model effective techniques of classroom management.(Crit, A, P, I) I. Demonstrate the ability to assess learning through a variety of techniques.(Crit, A, I) J. Demonstrate a knowledge and understanding of behaviors advocated by the Kentucky Teacher Internship Program and the Kentucky Education Reform Act guidelines.(A, P, I)
HIS 370	History of Africa	A. demonstrate a knowledge of the main events, social developments, and key figures in African history;(Crit, A, I) B. assess the impact Africa's relations and linkages to the wider world; and(Crit) C. understand the ways Africans have sought to shape their history.(A, I)
HIS 380	INTRODUCTION TO PUBLIC HISTORY	A. understand the variety of activities included in the general term public history;(I) B. understand the professional ethics appropriate to the field; and(I) C. compare the methods and goals of the various areas of public history.(Crit, A)
HIS 390	Special Topics— Twentieth-Century American West	A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat) B. Apply sound standards of information gathering, analysis, and

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		<p>evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>C. Demonstrate a critical understanding and knowledge of history;(Crit, A, P, I)</p> <p>D. Understand the dynamics of cultural diversity, of economic and political systems, and of complex moral and ethical issues.(Crit, I)</p>
JPN 301	Japanese Conversation & Composition I	<p>A. Integrate all learned knowledge in order to use the language in realistic interactional situations with a higher degree of consistency and accuracy.(A, I)</p> <p>B. Understand a wider range of everyday conversations and different levels of speech at the intermediate-high level.(I)</p> <p>C. Read more complex reading materials including semi-authentic materials.(Crit, A, I)</p> <p>D. Express him/herself in writing with complex sentences on concrete and abstract topics using the appropriate hiragana, katakana, and kanji (a total of 266 kanji characters).(Crit, A, I)</p> <p>E. Establish a solid foundation in the grammatical structures of the Japanese language.(I)</p> <p>F. Appreciate the cultural aspects of the Japanese language and society and communicate well with Japanese people.(A, Creat, I)</p>
JPN 302	Japanese Conversation & Composition II	<p>A. Integrate all learned knowledge in order to use the language in realistic interactional situations with a higher degree of consistency and accuracy.(A, I)</p> <p>B. Understand a wider range of everyday conversations and different levels of speech at the intermediate-high level.(I)</p> <p>C. Read more complex reading materials including semi-authentic materials.(Crit, A, I)</p> <p>D. Express him/herself in writing with complex sentences on concrete and abstract topics using the appropriate hiragana, katakana, and kanji (a total of 266 kanji characters).(Crit, A, I)</p> <p>E. Establish a solid foundation in the grammatical structures of the Japanese language.(I)</p> <p>F. Appreciate the cultural aspects of the Japanese language and society and communicate well with Japanese people.(A, Creat, I)</p>
JPN 310	Conversation and Composition Abroad	<p>A. Acquire an active vocabulary for Intermediate-high level language production in real-life situations and expand passive knowledge of additional vocabulary for listening and reading comprehension.(A, I)</p> <p>B. Have a solid foundation in all major grammatical structures of the Japanese language.(I)</p> <p>C. Understand intermediate-high level spoken Japanese at normal conversational speed.(I)</p> <p>D. Express him/herself in writing with complex sentences using the three writing systems appropriately.(Crit, A, I)</p> <p>E. Read and understand a variety of Intermediate-high level texts.(A, I)</p> <p>F. Speak with acceptable pronunciation and intonation for the intermediate-high level.(A, I)</p> <p>G. Appreciate Japanese people and their culture.(A, I)</p> <p>H. Problem-solve with language and how to predict patterns of form</p>

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		and usage.(Crit, P)
JPN 323	Japanese Culture and Civilization	<p>A. Know major historical and cultural events and trends that have shaped Japan.(I)</p> <p>B. Expand Japanese vocabulary and grammar skills through reading and writing activities.(A, I)</p> <p>C. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts, and verbal discourse.(Crit, A, P, I)</p> <p>D. Increase understanding of cultural identity formation.(P, I)</p> <p>E. Improve interpersonal communication skills in English and Japanese.(I)</p>
JPN 324	Contemporary Japanese Culture and Civilization	<p>A. Know major historical and cultural events and trends that have shaped Japan.(I)</p> <p>B. Expand Japanese vocabulary and grammar skills through reading and writing activities.(A, I)</p> <p>C. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts, and verbal discourse.(Crit, A, P, I)</p> <p>D. Increase understanding of cultural identity formation.(P, I)</p> <p>E. Improve interpersonal communication skills in English and Japanese.(I)</p>
JPN 350	Modern Japanese Literature in Translation	<p>A. Understand characteristics of modern Japanese fiction.(I)</p> <p>B. Become familiar with the major historical and social events which helped shape the cultural and literary ambience of modern and contemporary times.(I)</p> <p>C. Have developed abilities to critically read, analyze, and synthesize their own interpretations of literary texts.(Crit, A, P, Creat, I)</p>
LST 300	Introduction to Legal Research	<p>(1) Find case law and statutes;(A, I)</p> <p>(2) Make use of the law in a rational manner;(A)</p> <p>(3) Learn how to find and make use of legal treatises, law review articles, and other secondary sources; and(A, I)</p> <p>(4) Develop the skill necessary to combine these various legal resources to answer basic legal questions.(Crit, A, I)</p>
LST 310	Legal Analysis and Writing	<p>The purpose of this course is to introduce the student to the process of legal analysis used in assessing a given legal problem.(Crit, A, P, I)</p> <p>The student will then learn to marshal the facts and the law to support a legal\ position and then to present this position in a clear, concise and persuasive writing style.(A, I)</p> <p>The student will learn to write legal letters, memos to the file, office memos, motions, orders and legal briefs.(A, I)</p>

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LST 350	Legal Services for the Elderly	The purpose of this course is to introduce the student to the various aspects of the law as it affects the elderly with particular attention to government programs which directly affect the elderly as well as legal issues dealing with rights of elderly and end of life issues. (Crit, Creat, I)
LST 370	Law and Literature	1. Understand how the law is depicted in English-language literature;(I) 2. Describe the legal process depicted (and misrepresented) in literature;(A) 3. Examine the cultural context of the literary depictions of the law;(Crit, A, P, I) 4. Apply legal and political theories to literary treatment of legal issues; and(A) 5. Engage in literary criticism of works dealing with the law.(Crit, P)
MLA 314	Cultural Heritage Abroad	A. Have been provided the opportunity to use and increase their ability to comprehend, reflect on, and analyze specific cultural sites in a foreign country and to compare that culture to the student's own culture.(Crit, A, Creat, I) B. Have gained an understanding of and acquired enthusiasm for another national culture by relating the readings of the course to specific features of that culture.(A, I)
MUS 114, 214,314, 414,514	Applied Percussion (Majors)	A. Students will learn percussion performance techniques and musicianship.(Crit, P, I) B. Students will expand their knowledge of standard percussion repertoire.(I) C. Students will gain confidence and competency as a performer through the experiences in various solo percussion performances. (Mallet Percussion, Timpani, Snare Drum, Drum Set, Ethnic Percussion)(Crit, P, I)
MUS 116, 216,316, 416,516	Applied Organ Study	to develop technique and musicianship as well as competency as a performer and musician.(Crit, A, P, I)
MUS 117, 217,317, 417,517	Applied Piano Study	to develop technique and musicianship as well as competency as a performer and musician.(Crit, A, P, I)
MUS 118, 218,318, 418,518	String (Violin, Viola, Cello, Bass) Applied Lessons	To develop performing skills and teaching skills.(Crit, A, P, I)
MUS 119, 219,319, 419,519	Applied Voice	§ Students will learn vocal technique and musicianship.(I) § Students will acquire knowledge of standard vocal repertoire.(I) § Students will gain confidence and competency as performers through experience in solo situations.(Crit, P, I)
MUS 121	Intermediate Guitar	A. Perform major/minor/pentatonic scales.(A) B. Play basic 12-bar blues forms in all keys.(A) C. Negotiate I-IV-V and I-ii-V chord progression within the keys most

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		commonly utilized on the guitar.(Crit, A, I)
MUS 150,350	Instrumental Ensemble: Brass Trio; Brass Quartet; Brass Quintet; Brass Ensemble; Trombone and/or Tuba/Euphonium Ensembles.	<p>1) To provide an opportunity for students to perform within a concert discipline. (Crit, A, P)</p> <p>2) To perform quality brass music with the highest possible standards.(Crit, P)</p> <p>3) To develop professional ethics in the performer. (Crit, a, P, I)</p> <p>4) To provide a survey of brass literature. (I)</p> <p>5) To provide students with the opportunity to gain a knowledge of standard literature for small brass chamber ensembles. (A, I)</p> <p>6) To provide a laboratory for students in improve individual performance skills (intonation, technical accuracy, facility, et al), detail to markings in the music, and overall general musicianship. (Crit, P, I)</p> <p>7) To provide a laboratory for students in which their sight reading proficiency can significantly improve. (A, I)</p> <p>8) To provide the students with the opportunity to gain an understanding of the sensitivity, discipline and ability to work with others, that is required in order to have a successful chamber group. (A, I)</p> <p>9) To assist students in gaining an increased understanding and awareness of the idiomatic problems of the other instruments in the ensemble. (I)</p> <p>10) To provide performance opportunities for the brass students. (Crit, P)</p> <p>11) To serve the academic and civic community within the limits of existing budget and time.(A, Crit, P)</p>
MUS 151,351	Murray State University Symphony Orchestra	<p>A. To enhance performance skills(Crit, A, P)</p> <p>B. To develop an understanding and appreciation for representative orchestral literature(A, I)</p> <p>C. To promote a spirit of cooperation and dedication among fellow musicians (P)</p> <p>D. To study style and performance practice through representative styles and historical periods.(Crit, a, P, I)</p>
MUS 152,352	Racer Marching Band	<p>1. To enhance performance skills.(Crit, A, P)</p> <p>2. To develop an understanding and appreciation for representative Marching band literature.(A, I)</p> <p>3. To promote a spirit of cooperation and dedication to its members towards the goal of performance.(Crit, P)</p> <p>4. To teach music education majors Marching Band rehearsal techniques.(I)</p>

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MUS 153,353	Brass Choir	<p>A. To enhance individual performance skills.(Crit, A, P)</p> <p>B. To study style and performance practice through representative literature.(Crit, A, P, I)</p> <p>C. To enhance listening and ensemble skills.(A)</p> <p>D. To develop an understanding and appreciation for brass and percussion ensemble literature.(A, I)</p> <p>E. To promote a spirit of cooperation and dedication among fellow members towards the goal of performance.(Crit, P)</p> <p>F. To develop leadership.(Crit, A, I)</p>
MUS 154,354	SYMPHONIC WIND ENSEMBLE	<p>A. To enhance performance skills(Crit, a, P)</p> <p>B. To develop an understanding and appreciation for representative wind band literature(A, I)</p> <p>C. To promote a spirit of cooperation and dedication among fellow members towards the goal of performance(Crit, P)</p> <p>D. To study style and performance practice through representative and historical literature(Crit, A, P, I)</p>
MUS 155,355	Jazz Ensemble I (MSU Jazz Orchestra)	<p>a. To improve the student's ability to perform jazz through interpretation of non-traditional music notation, non-traditional techniques and improvisation.(Crit, A, P)</p> <p>b. To improve the student's knowledge of appropriate literature within the primary big band jazz genres: swing, latin, ballad and jazz-rock.(I)</p> <p>c. To develop in the student a concept of jazz pedagogy for the large ensemble.(Crit, A, I)</p> <p>d. To familiarize the student with important jazz artists and composers, as well as the eras in which they were most influential on the genre.(I)</p>
MUS 152,352	Racer Marching Band	<p>1. To enhance performance skills.(Crit, A, P)</p> <p>2. To develop an understanding and appreciation for representative Marching band literature.(A, I)</p> <p>3. To promote a spirit of cooperation and dedication to its members towards the goal of performance.(Crit, P)</p> <p>4. To teach music education majors Marching Band rehearsal techniques.(I)</p>
MUS 153,353	Brass Choir	<p>A. To enhance individual performance skills.(Crit, A, P)</p> <p>B. To study style and performance practice through representative literature.(Crit, A, P, I)</p> <p>C. To enhance listening and ensemble skills.(A)</p> <p>D. To develop an understanding and appreciation for brass and percussion ensemble literature.(A, I)</p> <p>E. To promote a spirit of cooperation and dedication among fellow members towards the goal of performance.(Crit, P)</p> <p>F. To develop leadership.(Crit, A, I)</p>
MUS 154,354	SYMPHONIC WIND ENSEMBLE	<p>A. To enhance performance skills(Crit, a, P)</p> <p>B. To develop an understanding and appreciation for representative wind band literature(A, I)</p> <p>C. To promote a spirit of cooperation and dedication among fellow members towards the goal of performance(Crit, P)</p> <p>D. To study style and performance practice through representative and</p>

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		historical literature.(Crit, A, P, I)
MUS 155,355	Jazz Ensemble I (MSU Jazz Orchestra)	<p>a. To improve the student's ability to perform jazz through interpretation of non-traditional music notation, non-traditional techniques and improvisation.(Crit, A, P)</p> <p>b. To improve the student's knowledge of appropriate literature within the primary big band jazz genres: swing, latin, ballad and jazz-rock.(I)</p> <p>c. To develop in the student a concept of jazz pedagogy for the large ensemble.(Crit, A, I)</p> <p>d. To familiarize the student with important jazz artists and composers, as well as the eras in which they were most influential on the genre.(I)</p>
MUS 156,356	Jazz Combo	<p>a. To improve the student's ability to perform jazz through interpretation of non-traditional music notation, non-traditional techniques and improvisation.(Crit, A, P)</p> <p>b. To improve the student's knowledge of appropriate literature within the primary big band jazz genres: swing, latin, ballad and jazz-rock.(I)</p> <p>c. To develop in the student a concept of jazz pedagogy for the large ensemble.(Crit, A, I)</p> <p>d. To familiarize the student with important jazz artists and composers, as well as the eras in which they were most influential on the genre.(I)</p>
MUS 157,357	Symphonic Band	<p>1. To enhance performance skills.(Crit, A, P)</p> <p>2. To develop an understanding and appreciation for representative Symphonic band literature.(A, I)</p> <p>3. To promote a spirit of cooperation and dedication to its members towards the goal of performance.(Crit, P)</p> <p>4. To teach music education majors Symphonic band rehearsal techniques.(I)</p>
MUS 158,358	Concert Band	<p>A. To develop an understanding and appreciation of representative symphonic band literature.(A, I)</p> <p>B. To enhance performance skills.(Crit, A, P)</p> <p>C. To teach future band directors rehearsal techniques.(I)</p>
MUS 160,360	University Chorale	<p>A. Demonstrate development and perhaps, refinement the essential skills of musicianship,(Crit, A, P, I)</p> <p>B. Use tools such as solfege or count-singing to assist in developing musicianship both in the choral rehearsal and in the student's individual preparation for the rehearsal,(Crit, A, I)</p> <p>C. Demonstrate healthy and confident singing voice through vocalizes and high quality choral literature,(A)</p> <p>D. Demonstrate development of the individual singing voice for efficiency and effectiveness in the choral setting,(Crit, A, P, I)</p> <p>E. Demonstrate a commitment to mature, expressive, and artistic music making,(A)</p> <p>F. Demonstrate development of an individual aesthetic sense through the study and performance of choral music, (Crit, A, P, I)</p> <p>G. Demonstrate development a sense of community with the ensemble</p>

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		through the study and performance of choral music. (Crit, A, P, I)
MUS 164,364	Opera Workshop	<ul style="list-style-type: none"> • introduction to stage movement and other opera skills(I) • musical and dramatic preparation of assigned repertoire(I) • performance and production of a full musical theater work(Crit, P, I)
MUS 300	Public School Music II	<ul style="list-style-type: none"> • Develop their reasoning of the value of music in the classroom and convey it to students both verbally and in written form(Crit, A, P, I) • Create, present and evaluate developmentally appropriate lesson plans that teach musical concepts(Crit, A, Creat, I) • Assess the success of lessons observed and make suggestions for improvement(Crit, I) • Confidently use their voice to lead and join in group singing(a, P) • Demonstrate an understanding of the development of the child voice and present activities in a non-damaging manner(A, I) • Integrate music into general classroom activities that include movement, , a listening experience or a creative music lesson as well and singing and playing of instruments and analyzing music for its conceptual content(A, Creat, I) • Use their voice or acquired instrumental abilities to demonstrate music and musical ideas to their classes(A) • Construct units of study integrating music with other areas of the curriculum(I) • Be familiar with music that may be used in teaching which represents a variety of styles , places and times(a, I) • Demonstrate knowledge of approaches to music teaching and current state/national standards and core content(A, I) • Document their professional development in this course by creating and compiling a collection of musical activities and information.(Crit, A, P, Creat, I)

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MUS 301	General Music Methods	<p>A. State the value of music in the schools in their own words(Creat)</p> <p>B. Write and present organized short lesson plans that teach musical concepts that are developmentally appropriate(Crit, A, P, I)</p> <p>C. Accurately evaluate the degree of success of the lessons they observe and make suggestions for improvement(Crit, I)</p> <p>D. Use their voices confidently in group singing(A, P)</p> <p>E. Perform on, improvise on, and write music for classroom instruments(Crit, A, P)</p> <p>F. Describe the child and adolescent voice and present activities which strengthen the vocal skills of children(A)</p> <p>G. Present a logical, effective sequence of steps for teaching a song, an instrumental part, a listening, reading, movement, or creative music lesson(Crit, A, P, Creat, I)</p> <p>H. Be able to construct a unit of study in music(A, I)</p> <p>I. Demonstrate knowledge of contemporary approaches to music teaching(A, I)</p> <p>J. Demonstrate familiarity with state and national content/achievement standards(A, I)</p> <p>K. Name and describe learning theories relevant to music education(A, I)</p> <p>L. Demonstrate effective use of materials and media for teaching music(Crit, A, P, I)</p>
MUS 302	Choral Methods	<p>A. Demonstrate knowledge of voice pedagogy as applied to the choral classroom/rehearsal to elicit proper vocal technique, tone quality, vowel production, and choral blend;(A, I)</p> <p>B. Demonstrate knowledge of music pedagogy as applied to the choral classroom/rehearsal to develop planning, sequencing, and teaching skill in specific areas such as score analysis, rehearsal technique, choosing appropriate literature and music literacy;(Crit, A, P, I)</p> <p>C. Develop the organizational, planning, and administration skills and knowledge necessary to successfully manage the choral music program (lesson plans, event planning and management, budgets, professional organizations);(Crit, A, P, I)</p> <p>D. Develop a philosophy concerning the role of music in the school with emphasis on knowledge, skills and the responsibilities of the music teacher in the development of a music curriculum of quality.(Crit, A, I)</p>
MUS 304	Instrumental Methods: Secondary School	<p>Students will be able to teach secondary instrumental music classes and run effect music programs. (Crit, A, P ,I)</p>
MUS 313	Introduction to Music Synthesis	<p>The student will develop a familiarity with MIDI and sound editing software, learn the basics of sound design in video, develop an online music blog, learn and engage in electronic composition on a weekly basis, and engage in at least one performance (concert and/or online) of their works. (Crit, a, P, Creat, I)</p>

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MUS 320	Vocal Pedagogy for Music Educators	<ul style="list-style-type: none"> • Students will gain an understanding of the basic anatomy and physiology of the singing mechanism.(I) • Students will form a mental image of the sounds of freely produced, efficient singing voices at a variety of developmental stages.(Crit, a, P, Creat, I) • Students will apply knowledge of vocal function to develop principles of singing.(Crit, A, I) • Students will apply knowledge of principles of teaching to develop classroom strategies for promoting vocal development and musical artistry.(Crit, A, Creat, I) • Students will develop a repertoire of vocalises, exercises, and group singing\ strategies.(Crit, A, P, Creat, I) • Students will evaluate and apply vocal pedagogy resources in planning for the teaching of vocal music in a group setting.(Crit, A, P, I) • Students will gain confidence and diagnostic skills through structured teaching and observational experiences.(I)
MUS 321	CHORAL REPERTOIRE	<ol style="list-style-type: none"> 1. Study the assigned choral repertory;(I) 2. Develop a portfolio of appropriate choral music for various ages and voicings;(Crit, A, Creat, I) 3. Identify and demonstrate performance practices appropriate to each stylistic period being studied;(Crit, A, P, I) 4. Demonstrate basic analysis skills;(Crit, A, I) 5. Develop assessment skills for evaluating newly published choral works.(Crit, A, Creat, I)
MUS 323	BASIC CONDUCTING	<ol style="list-style-type: none"> A. Students will learn all basic beat patterns and practice those patterns as they relate to specific musical examples.(a, I) B. Students will learn special techniques specifically as they relate to effective score reading.(Crit, A, P, I) C. Students will explore various vocal/instrumental scores and their structure.(Crit, A) D. Students will develop methods for more effective score analysis and study.(Crit, A, P, I) E. Students will conduct the class at regular intervals for technique demonstration.(A) F. Students will study performance practice as it relates to the historical periods of music.(Crit, A, P, I) G. Students will learn to identify possible conducting problems and techniques for their solution.(A, P, I)
MUS 326	Marching Band Administration	<ol style="list-style-type: none"> 1. To stimulate thinking concerning the role of music and music instruction in the lives of Secondary school students, and the responsibilities of the music teacher in the development of goals and objectives for music education in the Secondary schools Marching Bands. (1,4,5,6,7,8,12,14,15,16)(Crit, A, P, I) 2. To develop skills in structuring of successful learning experiences through effective delivery of succinct instruction, the elicitation of correct student responses, and the communication of appropriate feedback.(2,10,11,13,14)(Crit, a, P, I)

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		<p>3. To develop the skills of systemic observation and analysis as means of helping the music teacher gain independence in the structuring of successful learning experiences in music.(1,3,5,14,17,18)(Crit, a, I)</p> <p>4. To organize and synthesize knowledge of ensemble organization and performance in relation to Instrumental Musical Pedagogy.(5,9,12,13)(Crit, P, I)</p> <p>5. To develop skills of constructing educationally sound marching band shows.(Crit, A, I)</p>
MUS 328	CHORAL ARRANGING	<p>1. Develop basic techniques for use in score preparation and analysis;(Crit, A, I)</p> <p>2. Define and demonstrate the practice of transcription, edition, and arrangement;(Crit, A)</p> <p>3. Examine published arrangements and editions for quality, effectiveness and example;(Crit, A, P, I)</p> <p>4. Prepare a transcription and an edition suitable for performance;(Crit, A, P, I)</p> <p>5. Prepare arrangements for various voicing observed in public schools;(A)</p> <p>6. Examine published literature, identify problems with the choral writing and offer practical solutions; and(Crit, a, P, I)</p> <p>7. Become familiar with the copyright laws.(I)</p>
MUS 330	Music Business I	<p>A. Comprehend the complexity and synergy between the creative/artistic and the business aspects of the music industry.(Crit, a, Creat, I)</p> <p>B. Track current trends and changes in the industry through reviewing periodical and internet resources.(A)</p> <p>C. Know copyright basics linked to the music publishing business.(a, I)</p> <p>D. Consider the ethics of the profession.(Crit, A, P, Creat, I)</p>
MUS 331	Music Business II	<p>A. Comprehend the complexity and synergy between the creative/artistic and the business aspects of the music industry.(Crit, a, Creat, I)</p> <p>B. Track current trends and changes in the industry through reviewing periodical and internet resources.(A)</p> <p>C. Know copyright basics linked to the music publishing business.(a, I)</p> <p>D. Consider the ethics of the profession.(Crit, A, P, Creat, I)</p>
MUS 336	Piano as an Ensemble Instrument	<p>To prepare students for experiences as collaborative pianists.(A, I)</p> <p>Students will develop techniques and strategies for preparation, rehearsal, and performance of collaborative repertoire through discussion, listening, coaching, performance of assigned repertoire, and monitored collaborative relationships.(Crit, A, P, Creat, I)</p>
MUS 341	Composition Level 1I	<p>The main objective of the private study of composition is to improve the student's ability to express his/her musical ideas in a persuasive and artistic way.(a, I)</p> <p>At the advanced level, students will begin to develop their own personal style or language in which their ideas can realize their full artistic potential.(Crit, A, P, Creat, I)</p>

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MUS 392	Professional Engagement	<p>A. Build their resumes for the current workplace.(Crit, A)</p> <p>B. Create opportunities to utilize their training in a hands-on setting.(A, Creat)</p> <p>C. Strengthen problem-solving skills within the discipline.(P)</p> <p>D. Gain leadership by creating professional work experiences.(A, Creat, I)</p> <p>E. Engage others in the community within a musical context.(I)</p>
PHI 304	History of Philosophy I: Ancient/Medieval	<p>The student will gain an understanding of ancient and medieval philosophical perspectives on important issues in ethics, political philosophy, metaphysics, and epistemology(I);</p> <p>come to see how viewpoints on different problems or in different areas are related to one another(Crit, A, P);</p> <p>learn about the traditions of Virtue Ethics and Natural Law, and the metaphysical and epistemological foundations that have been offered for them(I);</p> <p>improve our critical reasoning skills; and become familiar with the history of western philosophy.(Crit, P, I)</p>
PHI 305	History of Philosophy II: Modern/19th Century	<p>Students will be able to explicate concepts such as direct realism, indirect realism, idealism, dualism, materialism, skepticism, foundationalism(I);</p> <p>and will be able to explain and evaluate modern theories of knowledge and reality.(Crit, A, I)</p>
PHI 307	Epistemology	<p>The student will identify and explain the major problems and positions in debates about knowledge(A, P, I);</p> <p>critically engage the ideas of selected philosophers concerning knowledge(Crit, P, I);</p> <p>improve critical thinking skills; and clearly and concisely explain, criticize, and defend philosophical positions in discussion and writing.(Crit, A, P, I)</p>
PHI 308	Metaphysics	<p>The student will have a critical understanding of the basic questions concerning existence in general and human existence in particular.(Crit, I)</p>
PHI 310	American Philosophy	<p>A. Identify and critically examine components of a philosophical argument;(Crit, A, P, I)</p> <p>B. Articulate key problems/ questions in American philosophy;(P)</p> <p>C. Discuss distinguishing characteristics of several theoretical frameworks in American philosophy; and(Crit, A)</p> <p>D. Write a cogent exegetical or argumentative essay.(Crit, A, P)</p>
PHI 315	Social and Political Philosophy	<p>A. understand basic questions of social and political philosophy;(I)</p> <p>B. understand the most influential answers to these questions; and(I)</p> <p>C. be able to rationally evaluate the merits of these answers.(Crit, A, I)</p>

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PHI 321	Philosophy of Religion	<p>A. Describe different ways of accounting for religious diversity in light of divine salvation;(A)</p> <p>B. Identify various ways to explain the integration of faith and reason in religious thought;(A)</p> <p>C. Describe traditional descriptions of divine attributes and their problems;(A, P)</p> <p>D. Identify and explain the various arguments for God's existence and criticisms of these views;(Crit, A, P)</p> <p>E. Describe a variety of arguments to explain the existence of evil; and(A)</p> <p>F. Identify various explanations of the relationship between religion and science.(A)</p>
PHI 322	Philosophy of History	<p>A. Develop critical reading and writing skills;(Crit, A, P, I)</p> <p>B. Identify fundamental philosophical questions about history;(A)</p> <p>C. Articulate philosophical arguments about history;(A)</p> <p>D. Gain a sense of their own positions in relation to history; and(Creat, I)</p> <p>E. Verbalize positions succinctly with reference to philosophies of history.(A)</p>
PHI 325	Philosophy of Art	<p>A. Develop critical reading and writing skills;(Crit, A, P, I)</p> <p>B. Identify fundamental philosophical questions about art;(A)</p> <p>C. Articulate philosophical arguments in aesthetics;(A)</p> <p>D. Gain a sense of their own positions in relation to works of art; and(Creat, I)</p> <p>E. Verbalize positions succinctly with reference to philosophies of art, art theory and criticism.(Crit, P)</p>
PHI 330	Medical Ethics	<p>A. Develop critical reading and writing skills;(Crit, A, P, I)</p> <p>B. Identify fundamental ethical questions about a variety of medical situations and issues;(A)</p> <p>C. Articulate philosophical arguments about healthcare and patients' rights;(A)</p> <p>D. Gain a sense of their own positions in relation to medical ethics; and(Creat, I)</p> <p>E. Verbalize positions succinctly with reference to medical ethics.(A)</p>
PHI 340	Special Topics	<p>A. Develop critical reading and writing skills;(Crit, A, P, I)</p> <p>B. Identify fundamental philosophical questions about a the topic;(A)</p> <p>C. Articulate philosophical arguments about the topic;(A)</p> <p>D. Gain a sense of their own positions in relation to the topic; and(Creat, I)</p> <p>E. Verbalize positions succinctly with reference to the topic.(A)</p>
PHI 350	Philosophy of Science	<p>A. Develop critical reading and writing skills;(Crit, A, P, I)</p> <p>B. Identify fundamental philosophical questions about science and the scientific method;(A)</p> <p>C. Articulate philosophical arguments about science;(A)</p> <p>D. Gain a sense of their own positions in relation to science; and(Creat, I)</p> <p>E. Verbalize positions succinctly with reference to philosophies of</p>

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		science.(A)
PHI 356	Continental Philosophy	A. Identify fundamental themes/ inquiries of existential and phenomenological philosophers;(A) B. Interpret and analyze philosophical texts (orally and in writing); and(Crit) C. Argue a philosophical position or sustain a philosophical inquiry in writing.(Crit, P)
PHI 357	Continental Philosophy	A. Identify fundamental themes/ inquiries of feminist philosophers;(A) B. Interpret and analyze philosophical texts (orally and in writing); and(Crit) C. Argue a philosophical position or sustain a philosophical inquiry in writing.(Crit, P)
PHI 360	Literature and Philosophy	A. Develop the ability to think about meanings conceptually, rather than 'definitionally';(Crit, A, P, I) B. Develop the ability to elucidate and critique philosophical/ literary perspectives; and(Crit, A, I) C. Develop oral and written communication skills.(Crit, A, I)
PHI 372	Philosophy of Cognitive Science	A. Develop critical reading and writing skills;(Crit, A, P, I) B. Identify fundamental philosophical questions about cognitive science;(A) C. Articulate philosophical arguments about cognitive science;(A) D. Gain a sense of their own positions in relation to cognitive science; and(Creat, I) E. Verbalize positions succinctly with reference to philosophies of cognitive science.(A)
PHI 376	Environmental Ethics	A. understand basic questions of environmental ethics;(I) B. recognize ethically salient features of environmental issues; and(Crit) C. be able to construct an effective argument for a thesis concerning an issue of environmental ethics.(Crit, A, P, I)
PHI 378	Teaching and Philosophy	A. Develop critical reading and writing skills;(Crit, A, P, I) B. Identify fundamental philosophical questions about pedagogy and education;(A) C. Articulate philosophical arguments about educational issues and approaches to teaching;(A, I) D. Gain a sense of their own positions in relation to teaching; and(Creat, I) E. Verbalize positions succinctly with reference to teaching.(A, I)
PHI 380	Philosophy of Language	A. Identify fundamental themes/ inquiries of contemporary language philosophy;(A) B. Interpret and analyze philosophical texts (orally and in writing); and(Crit) C. Argue a philosophical position or sustain a philosophical inquiry in

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		writing.(Crit, P)
PHI 382	Philosophy of Social Science	A. Identify fundamental themes/ inquiries of social theory and philosophical questions about social science;(A) B. Interpret and analyze philosophical texts (orally and in writing); and(Crit) C. Argue a philosophical position or sustain a philosophical inquiry in writing.(Crit, P)
PHI 383	Philosophy of Diversity	A. Develop critical reading and writing skills;(Crit, A, P, I) B. Identify fundamental philosophical questions about diversity;(A) C. Articulate philosophical arguments about diversity and identity;(A) D. Gain a sense of their own positions in relation to diversity; and(Creat, I) E. Verbalize positions succinctly with reference to philosophies of diversity.(A)
PHI 442	Business Ethics and Environments	A. Knowledge of individual and organizational ethical issues and responsibilities in a business environment;(I) B. Ability to identify ethical dilemmas, systematically analyze alternative courses of action, evaluate the likely outcomes for stakeholders and the firm's duties to those stakeholders and justify a decision in ethical terms;(Crit, A, I) C. Knowledge of concepts related to corporate social responsibility;(Crit, A, I) D. Knowledge of corporate governance, organizational culture, the Sarbanes-Oxley Act of 2002, the federal sentencing guidelines, and corporate ethics programs.(I)
PHI 498	Major Figures	A. Study the writings of a major philosopher;(I) B. Interpret and analyze these texts (orally and in writing); and(Crit) C. Argue a philosophical position or sustain a philosophical inquiry in writing.(Crit, P)
POL 300	International Experience	A. demonstrate evidence of studying abroad in fulfillment of the international education requirement for the BA in International Affairs;(A, I) B. understand culture(s), social and economic institutions, and political and governmental processes of other countries and their similarities to and differences from their American counterparts; and(I) C. demonstrate appreciation, tolerance, and respect for values and customs of other nations through the research paper.(Crit, A, P, I)
POL 341	County and Rural Governments	A. Know some fundamentals about how social scientists approach the study of local politics;(A, I) B. Understand the "nuts and bolts" of local governments in small towns and rural areas;(I) C. Appreciate the theories and research regarding political participation, public opinion, interest group and political party membership and activity at the local level;(Crit, A, P, I) D. Appreciate the role that county governments play in American

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		<p>government, particularly with respect to rural areas;(A, I)</p> <p>E. Describe the special issues of public administration that pertain to small town and rural governance; and(A, Creat)</p> <p>F. Be aware of basic information about public policies that are largely administered by non-urban local governments.(Crit, P, I)</p>
POL 342	Ethnic Politics	<ul style="list-style-type: none"> · To understand the traditional models of political participation and the applicability of the traditional models to immigrant political participation.(A, I) · To understand the influence of immigrant adaptation on political participation of immigrant communities.(A, I) · To examine the influence of political threat, institutional mobilization on immigrant voting.(Crit, A, P, I) · To study nonvoting political behavior across immigrant generations.(I) · To examine the influence of a crisis on perceptions of citizenship and belonging.(Crit, A, P, I) · To understand the dynamics of the intersection of race, nation, citizenship, religion, class and gender in the racial formations of Arab and Muslim Americans.(Crit, P, I)
POL 343	Kentucky Government and Politics	<p>(a) Know some fundamentals about how social scientists approach the study of politics;(A, I)</p> <p>(b) Understand the “nuts and bolts” of Kentucky state and local governments;(I)</p> <p>(c) Appreciate the theories and research regarding political participation, public opinion, interest group and political party membership and activity, as evidenced within Kentucky and other states;(Crit, A, P, I)</p> <p>(d) Describe the role of Kentucky government in a federal system; and(A)</p> <p>(e) Be aware of basic information about public policies that are largely administered by Kentucky governments.(Crit, P, I)</p>
POL 344	Press and Politics	<ol style="list-style-type: none"> 1. To provide you knowledge of the basic aspects of the news-making process in America;(Creat, I) 2. To provide you knowledge of how politicians and newsmakers cooperate and compete with one another to make political news; (Creat, I) 3. To provide you knowledge of the consequences of the news-making process for other democratic processes; (Creat, I) 4. To provide you skills with which to analyze the news and the newsmakers.(Crit, Creat)
POL 360	RESEARCH METHODS	<p>The ultimate goal is for students to gain necessary knowledge and analytic skills to conduct their own research and evaluate others' research in a rigorous and scientific manner. (Crit, A, P, Creat, I)</p> <p>Hence, students will be able to 1) understand basic logics and principles of three main research methods (quantitative, qualitative, and formal</p>

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		<p>method);(Crit, A, P, I)</p> <p>2) understand relative strengths and weaknesses of each method;(I)</p> <p>3) understand and utilize the necessary procedures of scientific research;(Crit, A, I)</p> <p>4) acquire basic data manage and statistical analysis skills.(Crit, A, P, I)</p>
PSY 301	Principles and Methods in Research	<p>A. Identify a research problem(Crit, A, P, I)</p> <p>B. Use resources to carry out a review of the literature(A)</p> <p>C. Formulate a research hypothesis(Crit, A, P, I)</p> <p>D. Develop an appropriate research design that will permit testing of the hypothesis(Crit, A, P, Creat, I)</p> <p>E. Collect data relevant to the hypothesis(A)</p> <p>F. Apply statistical techniques to evaluate the hypothesis(Crit, A)</p> <p>G. Write a formal research manuscript to communicate the ideas and results of the research in APA style.(Crit, A, P, I)</p> <p>H. Present the data(A)</p>
PSY 302	Topical Seminar	<p>A. Identify key issues within a particular topic area.(A)</p> <p>B. Demonstrate knowledge of the research on a particular topic area.(Crit, A, P, I)</p> <p>C. Apply knowledge on a particular topic area to other problems or conceptualize the topic in the context of the broader domain of psychology.(A, P, I)</p>
PSY 303	Social Psychology	<p>1. Understand and impact of person variables and the situation on human affect, behavior, and cognition.(Crit, A, I)</p> <p>2. Understand the key component of the various nonexperimental and experimental research methodologies found in social psychology.(Crit, A, I)</p> <p>3. Think critically about, compare, and contrast different theoretical perspectives in social psychology.(Crit, A, P)</p> <p>4. Apply knowledge gained through lecture/text to real life situations.(A, I)</p>
PSY 304	Psychology of Learning and Memory	<p>A. Compare and contrast the basic principles and theories of classical and operant conditioning(Crit, A, I)</p> <p>B. Design and implement experimental designs to demonstrate basic classical and operant conditioning principles(Crit, A, Creat, I)</p> <p>C. Compare and contrast theoretical principles of sensory, short term, and long term memory(Crit, A)</p> <p>D. Discuss short term and long term encoding, storage, and retrieval processes(Crit, A)</p> <p>E. Identify and discuss the basic principles of skill learning(Crit, A, I)</p> <p>F. Identify and discuss the basic principles of inductive learning and memory(Crit, A, I)</p> <p>G. Compose research reports that synthesize relevant concepts, research literature, and data in learning and memory(Crit, A, P, I)</p>

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PSY 305	Physiological Psychology	<p>A. Develop an understanding of the biological foundations of human behavior, including neuroanatomy and neurophysiology;(A, I)</p> <p>B. Understand scientific research and methods in physiological psychology and be able to critically assess this research;(Crit, A, I)</p> <p>C. Develop an appreciation of how this knowledge can deepen our understanding of who we are as humans and be used to solve complex problems regarding human nature.(A, I)</p>
PSY 310	Health Psychology	<ul style="list-style-type: none"> • Increase their factual knowledge about the field of health psychology(I) • Recognize the biopsychosocial model as an important approach to overall health(Crit, A) • Analyze the role of psychology in illness prevention, wellness promotion, and societal health care reform(Crit, P) • Apply theory and research in health psychology to real-world issues of individual and societal health and illness(Crit, A, P, I) • Clarify their attitudes about health in light of information learned in the course(Crit, P, I) • Learn skills enabling them to improve their own personal health and well-being(Creat, I) • Intelligently discuss and appreciate diversity among various human cultures and its relationship with individual and societal health(crit, A, I) • Apply critical thinking, written, and oral communication skills to issues in health psychology(Crit, A, P)
PSY 321	Perception	<p>a. distinguish between sensation and perception(Crit)</p> <p>b. identify the methods used in investigating perception(A)</p> <p>c. describe perception and sensation in the visual system(A)</p> <p>d. trace the pathways of the visual system(A)</p> <p>e. explain the roles of space and pattern on perceptions(A)</p> <p>f. identify how colors and depth are perceived(A)</p> <p>g. demonstrate how motion affects perceptions(Crit, A)</p> <p>h. describe perception and sensation in the auditory system(A)</p> <p>i. describe speech production(A)</p> <p>j. identify receptors for touch, smell and taste(A)</p> <p>k. describe perceptions from receptor information(Crit, A, P, I)</p>
PSY 325	Introduction to Clinical Psychology	<p>A. understand the features that define clinical psychology as well as the aspects that make it a unique specialty.(A, I)</p> <p>B. be aware of the leading training models used to train future clinical psychologists.(A, I)</p> <p>C. be cognizant of the history and development of the field of clinical psychology.(Crit, A, I)</p> <p>D. be aware of current trends impacting the practice of clinical psychology.(A, I)</p> <p>E. be knowledgeable regarding methods of clinical research and understand the importance of such research for clinical assessment and practice.(Crit, A, I)</p> <p>F. be cognizant of how mental illnesses are diagnosed and classified.(I)</p>

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		<p>G. be knowledgeable regarding methods and instruments used in clinical assessment.(Crit, A, I)</p> <p>H. be aware of the common features of all psychotherapy, patient and therapist variables related to therapeutic outcomes, and the typical steps or phases involved in clinical intervention.(Crit, A, I)</p> <p>I. be familiar with various approaches to the treatment of psychological problems and able to distinguish those with the most empirical support.(A, P, I)</p> <p>J. be aware of the specialty areas of clinical psychology that are expected to grow in the future.(I)</p>
PSY 326	Psychology of Language	<p>A. Identify and describe major theories of language perception, comprehension, and production(A)</p> <p>B. Discuss the general stages of normal language acquisition(Crit, A)</p> <p>C. Identify and discuss theories of discourse representation and memory(Crit, A)</p> <p>D. Identify the physiological structures and processes involved in speech and language production and comprehension(A)</p> <p>E. Describe basic linguistic symptomatology of aphasia and schizophrenia(A, I)</p> <p>F. Discuss, from an ethnographic perspective, the linguistic, social, and cultural principles involved in conversational interaction(Crit, A)</p> <p>G. Synthesize and apply relevant psycholinguistic concepts to real-world problems(A, P)</p>
PSY 327	Problem-solving and Decision-making	<ul style="list-style-type: none"> • Distinguish among normative, prescriptive, and descriptive models of thinking(Crit, P) • Discuss the role of working memory and long term memory in problem solving.(Crit, A, P) • Provide real-world examples of the application of knowledge representation to problem solving(A, P, I) • Identify and describe major problem-solving approaches.(A, P) • Identify common blocks to problem-solving and provide examples of each.(A, P) • Distinguish between inductive and deductive reasoning(Crit) • Discuss the role of probability in decision-making under uncertainty(Crit, A, I) • Identify examples of commonly used decision-making heuristics(A) • Critically evaluate and apply the principles of behavioral decision research to a variety of fields.(Crit, A, P, I)
PSY 360	Directed Individual Study	<p>A. Identify key issues within a particular research area.(Crit, A, P, I)</p> <p>B. Demonstrate knowledge of the research in a particular area. (Crit, A, P, I)</p> <p>C. Apply knowledge of research on a particular area to other areas of psychology in written exercises or through completion of a research project(Crit, A, P, I)</p>

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PSY 373	Psychology of Consumer Behavior	<p>A. Examine consumer behavior from the perspective of basic experimental psychology, including the influences of attention, perception, memory, and judgment;(Crit, A, P, I)</p> <p>B. Understand how basic psychological processes interact with consumer attitudes, social influence, culture, and values;(I)</p> <p>C. Understand how consumer decisions affect satisfaction, health, and happiness.(Crit, I)</p>
PSY 390	Animal Behavior	<p>A. Compare and contrast wide range of behaviors in animal as well as human children and adults(Crit, A)</p> <p>B. Demonstrate basic understanding of the evolution, genetics and development of animal and human behaviors.(A, I)</p> <p>C. Identify the basic behavioral and mental processes of animals and humans. (A, I)</p> <p>D. Demonstrate understanding of how humans differ from other animals despite sharing much in the way of learning processes and basic behaviors. (A, I)</p>
RGS 300	Foundations of Judaism and Christianity	<p>A. Deconstruct Hebraic and Greek New Testament Sacred Texts.(Creat)</p> <p>B. Place the Biblical Narrative into historical perspective.(I)</p> <p>C. Understand the cultural context in which these religious systems took root and flourished.(I)</p> <p>D. Examine the context of these religious constructs from extra biblical sources.(Crit, A, P, Creat, I)</p>
RGS 301	Western Religious Thought In the Modern World	<p>A. Examine such complex ideas as deism, agnosticism, atheism, and pantheism.(Crit, A, P, I)</p> <p>B. Analysis the development of theology in the West.(Crit, A, I)</p> <p>C. Gain an appreciation for modern perspectives.(I)</p> <p>D. Place religious thought into a larger philosophical context.(I)</p> <p>E. Understand the emergence of social justice as the theory of social transformation(Crit, P, I)</p>
RGS 302	Medieval Europe	<p>1. demonstrate a working knowledge of European history from 450 to 14500 (political, economic, social, and cultural aspects);(A, Creat, I)</p> <p>2. be able to compare and contrast various events and developments;(Crit, A, I)</p> <p>3. understand the emergence of countries in Europe, foreign policy, roles of women, roles of the Church and other cultural issues, and societal development, etc(Crit, A, I)</p> <p>4. discuss some of the complexities of medieval European history;(Crit, A)</p> <p>5. write about major issues; and(A)</p> <p>6. read historical documents more critically.(Crit, A, P, I)</p>
RGS 306	Europe in Renaissance and Reformation	<p>A. demonstrate a working knowledge of European history from 1450-1789 (political, economic, social, and cultural aspects);(A, Creat, I)</p> <p>B. be able to compare and contrast various events and developments;(Crit, A, I)</p> <p>C. understand how Europe and its role in the world have changed over time;(I)</p> <p>D. discuss some of the complexities of Early Modern European</p>

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		<p>history;(Crit, A)</p> <p>E. write about major issues: Renaissance, Reformation, women's roles, Scientific Revolution, changes in politics, exploration, etc.; and(Crit, A, P)</p> <p>F. read historical documents more critically.(Crit, A, P, I)</p>
RGS 309	Survey of World Religions	<p>A. appreciate the development of the religions of humankind, and;(Crit, A, I)</p> <p>B. assess the impact of the development and spread of the major World religions, and;(Crit, A, I)</p> <p>C. comprehend the context and understand the alterations of the founders of the major World religions, their sacred texts, sacred space, and theological ethic, and;(I)</p> <p>D. analyze the nature and scope of the comparative theological analysis, and;(Crit)</p> <p>E. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)</p>
RGS 316 (ENG316)	The Bible as Literature	<p>A. identify the different kinds of literary genres and styles used in the Bible;(A)</p> <p>B. identify key figures and stories from the Bible as they are used in literature;(A)</p> <p>C. appreciate the wide variety of literary artistry used in the Bible; and(A, I)</p> <p>D. read a Biblical text using literary critical tools.(Crit, A, P, I)</p>
RGS 317 (ENG317)	Literature and Religion	<p>A. Understand and employ literary analysis to religious texts and literary texts that treat religious issues;(Crit, I)</p> <p>B. Recognize religious topics and their implications in literary and other cultural productions;(Crit)</p> <p>C. Understand the influence of literature on religious thought; and(I)</p> <p>D. Think and write critically about religious issues as treated within literary and cultural productions.(Crit, A, P)</p>
RGS 321	Philosophy of Religion	<p>A. Describe different ways of accounting for religious diversity in light of divine salvation;(A)</p> <p>B. Identify various ways to explain the integration of faith and reason in religious thought;(A)</p> <p>C. Describe traditional descriptions of divine attributes and their problems;(A, P)</p> <p>D. Identify and explain the various arguments for God's existence and criticisms of these views;(Crit, A, P)</p> <p>E. Describe a variety of arguments to explain the existence of evil; and(A)</p> <p>F. Identify various explanations of the relationship between religion and science.(A)</p>

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RGS 322 (HIS322)	History of Religion in the United States	A. Understand the basic history of the numerous major American religious traditions;(I) B. Have mastered an individual research topic based on the student's own particular interest;(Crit, A, P, Creat, I) C. Understand the complex relationship between the major religious influences and other aspects of U. S. society, politics, and culture.(Crit, I)
RGS 350	Special Topics	A. appreciate the development of the religions of humankind, and;(Crit, A, I) B. assess the impact of the development and spread of the major World religions, and;(Crit, A, I) C. comprehend the context and understand the alterations of the founders of the major World religions, their sacred texts, sacred space, and theological ethic, and;(I) D. analyze the nature and scope of the comparative theological analysis, and;(Crit) E. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)
RGS 354	Ancient Middle East	To equip students with a basic knowledge of historical developments and major events in the Middle East, while improving their reading, writing, speaking, and analytical skills. (Crit, A, I)
RGS 355	Islamic Middle East	To equip students with a basic knowledge of historical developments in the Middle East from the rise of Islam to the modern period. Students will also improve their reading, writing, speaking, and analytical skills. (Crit, A, I)
RGS 356 (ART356)	The Art of Non-Western Cultures	To help students understand the various roles art plays in non-Western cultures. Issues to be considered include the function and goal of art, formal standards, the interaction of art and daily life, the role of the artist in society, and the reflection of different value systems in art.(Crit, P, I) To provide the student with the opportunity to research an aspect of the art of non-Western cultures in depth.(Crit, A, P, I)
RGS 395 (ARC395)	Archaeology of Religion	A. to survey the archaeology of religions throughout the world.(I) B. to help the student understand how religious expression can be interpreted from the material record.(Crit, A, I) C. to help the student understand the contributions of religious studies and archaeology to the study of human behavior and belief systems.(I) D. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)
SOC 303	Research Methods	A. Design and execute empirical research;(Crit, A, P, Creat, I) B. Read and evaluate the research of other social scientists.(Crit, A, P, I)

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SOC 320	Music, Culture and Society	Students will learn how music can be used to crystallize culture's pursuit of common social ground among its member; (A, I) how music can be used as an anti-hegemonic device by members of subcultures or counter-cultures in defiance of dominant groups; (A, P) students will also come to understand the confluences of art and commercial consumption patterns and explore how music gets into and often alters other forms of cultural production.(Crit, A, P, I)
SOC 325	Sociology of Food	A. Understand the evolution of food production systems.(I) B. Be familiar with various controversies linked with modern food production.(I) C. Have knowledge of current research on issues linked with obesity and body image.(Crit, A, P, I) D. Have an understanding of various food taboos and the reasons for them based on sociological/anthropological literature.(I) E. Understand the link between food and identity.(I) F. Have knowledge of the link between food and social stratification.(I) G. Have knowledge of the diffusion of various foods across cultures.(I) H. Gain an understanding of issues linked. with food and gender roles.(I) I. Gain knowledge of the development of food etiquette.(Crit, A, I)
SOC 325	Sociology of Food	A. Understand the evolution of food production systems.(I) B. Be familiar with various controversies linked with modern food production.(I) C. Have knowledge of current research on issues linked with obesity and body image.(Crit, A, P, I) D. Have an understanding of various food taboos and the reasons for them based on sociological/anthropological literature.(I) E. Understand the link between food and identity.(I) F. Have knowledge of the link between food and social stratification.(I) G. Have knowledge of the diffusion of various foods across cultures.(I) H. Gain an understanding of issues linked. with food and gender roles.(I) I. Gain knowledge of the development of food etiquette.(Crit, A, I)
SOC 332	Socialization of Youth	Students will learn about conceptions of childhood and adolescence(I); basic concepts/theories of socialization, agents of socialization, socialization experiences vary by race/gender, social class; examine some of the problems youth face today.(Crit, A, P, I)
SOC 335	Sociology of Formal Organization	1) Learn the basic elements of organizations and the utility of organizational analysis; (Crit, I) 2) Become familiar with and understand the primary streams of organization theory;(I) 3) Be able to apply organization theory to critically analyze central organizational challenges.(Crit, A, P, I)

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SOC 337	Social Inequality	<p>The student will gain factual information regarding the evolution of class analyses (distribution of income, wealth).(Crit, P, I)</p> <p>Moreover, a primary objective of this course is to provide students with a fundamental understanding of the extent of social mobility in the U.S. from both a cross-cultural and historical perspective.(I, A)</p> <p>Additionally, students, after taking this course, should have a firm understanding of the sociological perspectives that have been employed to account for social stratification(I).</p> <p>Lastly, the course culminates by encouraging students to employ the use of their sociological imagination when attempting to grasp the relevance of class analyses in influencing outcomes.(A)</p>
SOC 338	Criminology	<p>A. Understand the primary differences between Criminology and Criminal Justice, in general;(I)</p> <p>B. Understand the nature and extent of crime (i.e., definitional issues);(I)</p> <p>C. Understand the different sources of crime data, and the relevant strengths and weaknesses associated with each source;(I)</p> <p>D. Recognize recent trends in crime rates and potential explanations for said trends;(Crit)</p> <p>E. Understand some of the more popular (e.g. demographic) correlates of criminal behavior;(Crit, A, I)</p> <p>F. Understand criminological theory, including conventional contemporary theories as well as their historical predecessors;(I)</p> <p>G. Recognize the various forms (e.g. violent, property, white-collar) of criminal behavior.(Crit, P)</p>
SOC 339	SEMINAR IN RURAL SOCIOLOGY	<p>a. What it means to be geographically and socially rural as opposed to urban(I)</p> <p>b. Know how rural people are unique in their social organization and institutions(I)</p> <p>c. The impact of social change upon rural people(I)</p> <p>d. Some of the causes of both growth and decline of rural areas(I)</p> <p>e. And develop critical, analytical skills so they will be able to understand better the complex factors affecting and shaping rural America(Crit, A, I)</p>
SOC 340	Sociology of Medicine	<p>a. Learn topics associated with medical sociology and their relevance for understanding the times in which we live; learn various perspectives in medical sociology and principles of medical sociology research(A, I)</p> <p>b. Gain a greater understanding of how culture and social structure shape and influence our medical systems and our health(I)</p> <p>c. Gain knowledge of medical systems and practices utilized by other cultures(A, I)</p> <p>d. Learn about population dynamics and how they shape medical practices(A, I)</p> <p>e. Develop an understanding of the impact of rationalization upon social organization, i.e. medical bureaucracies(A, I)</p> <p>f. Gain knowledge about social stratification and its impact on distribution of medical care and health; examine current trends in</p>

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		<p>social inequality and its link to health care(Crit, A, P, I)</p> <p>g. Understand various agents of social change within the medical establishment(I)</p>
SOC 341	Social Gerontology	<p>a. Understand and be conversant with some of the broad issues in the field of social gerontology, especially biological aging, social aging and retirement.(I)</p> <p>b. Analyze the cultural impact of aging(Crit)</p> <p>c. Describe, analyze and compare the aging process in America with selected Third World societies.(Crit, A)</p> <p>d. Focus on some controversial and misunderstood issues in social gerontology, especially death and dying, social inequality and critical policy issues affecting the aged in the United States.(Crit, P)</p> <p>e. Explore some of the issues in the subarea of anthropology and aging.(Crit, A)</p>
SOC 344	The Black Experience	<p>a. Use a cultural theory approach to analyze selected aspects of the black experience(Crit, A, Creat)</p> <p>b. Provide an overview of selected forms of black music: blues, rhythm and blues, soul music and hip hop(Crit, A, P)</p> <p>c. Provide an overview of black culture and analyze specific aspects of this system(Crit, A, Creat)</p> <p>d. Understand the social scientific approach, its assumptions, and its socio-political biases that influence analytical interpretation(Crit, A, I)</p> <p>e. Understand that African Americans have had and currently possess the power to create cultural forms that are more than a reaction to racial oppression and racism(Crit, A, P, I)</p>
SOC 345	Human Societies and Social Organization	<p>a. Learn basic concepts and assumptions that form the ecological-evolutionary theory which helps to explain the emergence and development of different societal types(Crit, A, P, I)</p> <p>b. Be able to use the knowledge of ecological theories to interpret and understand current trends and developments and to contemplate the future(Crit, A, I)</p> <p>c. Be able to evaluate the validity of various theories and opinions by having a firm basis in empirical data that exists(Crit, A, I)</p>

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SOC 355	Perspectives on Women	<p>a. Be familiar with the status of women in today's society in the economic, social and political arenas(I)</p> <p>b. Develop an understanding of the history and the significance of the women's movement as a social movement both in the past and present(A, I)</p> <p>c. Develop an awareness of the relationship of historical traditional factors to contemporary patterns of behavior in women(Crit, A, I)</p> <p>d. Gain knowledge of the overall structure of socialization and sex role stereotyping and its effect on society as a whole and women as a population in the areas of female role orientation, motivation for achievement, and causes and development of sex role differences(Crit, A, P, I)</p> <p>e. Develop a conceptual framework which is not bound by stereotypic assumptions in interpreting human needs(Crit, A, I)</p> <p>f. Develop the ability to detect institutional assumptions about persons or groups as these are reflected in social policy, programs and practice.(Crit, A, P, I)</p>
SOC 380	Society and Technology	<p>a. What constitutes technology; technology linked with progress(I)</p> <p>b. Conflict/tensions between the "two cultures"—humanists and technologists(I)</p> <p>c. Differential effects of technological change; the technological fix(Crit, P)</p> <p>d. Impact of various technologies (such as work, family, education, warfare, environment) upon society/culture, consciousness(I)</p> <p>e. Ethical dilemmas resulting from technological change; e.g. sexual selection, loss of privacy(Crit)</p>
SPA 301	Conversation and Composition I	<p>A. Discuss people, personal relationships, cities, media, family, and nature.(Crit, A)</p> <p>B. Discuss likes and dislikes. (Crit, A)</p> <p>C. Narrate events in the past using the present perfect, past perfect, preterite, and imperfect.(A)</p> <p>D. Express desires and opinions, belief, and unbelief using commands and the present and present perfect subjunctive and the imperfect subjunctive. (Crit, A)</p> <p>E. Discuss future and hypothetical situations and express conjecture about past and future events. (Crit, A)</p> <p>F. Use pronouns to avoid repetition and add clarity.(A)</p> <p>G. Understand intermediate level spoken Spanish at normal conversational speed.(I)</p> <p>H. Write complex sentences in Spanish in order to express oneself. (Crit, A)</p> <p>I. Read and understand a variety of intermediate texts, including texts written by a native speaker for a native speaker audience.(A, I)</p> <p>J. Speak with appropriate pronunciation and intonation for the intermediate level.(A, I)</p> <p>K. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more</p>

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		<p>advanced level.(Crit, A, P, I)</p> <p>L. Develop problem-solving skills with language and be able to predict patterns of form and usage.(Crit, A, P, I)</p> <p>M. Improve understanding of the grammar, structure, and vocabulary of English and Spanish.(I)</p> <p>N. Improve all interpersonal communication skills in English and Spanish.(I)</p> <p>O. Increase and refine understanding and appreciation of Spanish-speaking peoples and their cultures.(A, I)</p>
SPA 302	Conversation and Composition II	<p>A. Increased their ability to speak, comprehend, read, and write Spanish in general.(A, I)</p> <p>B. Gained familiarity with Latin American culture.(I)</p> <p>C. Learned how to do research and write a term paper in Spanish.(Crit, A, P, I)</p>
SPA 306	Introduction to Literature in Spanish	<p>A. Read and interpret Spanish literature. Students build vocabulary.(Crit, A, I)</p> <p>B. Sharpen their ability to use different tenses.(A, I)</p> <p>C. Become sensitive to different tones, styles, and levels of language.(I)</p> <p>D. Learn more about literary analysis and Spanish-speaking cultures.(Crit, A, I)</p>
SPA 310	Conversation and Composition Abroad	The student will be able to communicate orally and in written form in Spanish on the intermediate level.(Crit, A, P, I)
SPA 311	Business Spanish	<p>A. Use more advanced structures to convey needs, make requests and distinctions, and perform tasks in a business setting in a Spanish speaking country.(Crit, A, P)</p> <p>B. Use specific vocabulary relevant to operating a business.(A)</p> <p>C. Learn more about how businesses function in Spain and other Spanish speaking countries.(A, I)</p>
SPA 315	Global Cinema in Spanish	<p>A. Recognize key Spanish-speaking film directors and their works.(Crit, A)</p> <p>B. Understand the importance of Spanish-speaking filmmakers within world cinema.(A, I)</p> <p>C. Discuss and present in written form the various dialogues that take place between the U.S. and Spanish-speaking film industries and texts.(Crit, A, P)</p> <p>D. Develop conversational skills about film and cultural topics.(Crit, A, I)</p>

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SPA 323	Spanish Culture and Civilization	<p>A. Know major historical and cultural events and trends that shape Spanish-speaking countries.(a, I)</p> <p>B. Expand Spanish vocabulary and grammar skills through reading and writing activities.(a, I)</p> <p>C. Develop the critical thinking skills of deduction and inference in order to extract meaning from texts and verbal discourse at a more advanced level.(Crit, A, P, I)</p> <p>D. Increase understanding about culture and about what shapes identities.(I)</p> <p>E. Improve interpersonal communication skills, whether in English or Spanish.(I)</p>
SPA 325	Spanish-American Culture	<p>A. Analyze and form opinions about different forms of cultural production.(Crit, P)</p> <p>B. Express in speech and writing analysis and opinions regarding various cultural themes.(Crit, A)</p> <p>C. Develop critical thinking skills.(Crit, A, P, I)</p> <p>D. Improve all interpersonal communication skills in English and Spanish.(I)</p> <p>E. Develop an understanding and appreciation of Spanish-speaking peoples and their cultures.(A, I)</p>
SPA 331	Advanced Language Practice	<p>A. Review, refine, and expand his/her knowledge and usage of Spanish structures such as past tense forms, subjunctive, word order, passive, and so forth.(Crit, A, P, I)</p> <p>B. Practice structural refinements through writing, speaking, and reading.(a, P, I)</p>
THD 312	Advanced Movement for Actors	<p>A. solidify their ability to analyze the elements of expressive movement through the awareness of breath, body connections, effort, shape and space.(Crit, A, P, I)</p> <p>B. apply these concepts to character development in scene work and monologues.(Crit, A, I)</p> <p>C. refine their skills in the observation of expressive movement, and provide a framework in which to apply their knowledge of the major components of the Laban system to character development.(Crit, A, P, I)</p>
THD 320	Playwriting	<ul style="list-style-type: none"> • Understand the Aristotelian elements;(I) • Create and build characters;(Crit, A, Creat) • Create scenarios;(A, Creat) • Write scenes as the basis for playwriting(A)
THD 330	Theatre Management and Arts Leadership	<p>A. understand the theoretical applications of managing a theatre at the community, high school, college, and regional level;(I)</p> <p>B. engage in practical work in theatre management through the university or the local community theatre; and,(Crit, A, P)</p> <p>C. “build” a theoretical theatre (choose a season, do a budget projection, etc.)(Crit, A)</p>

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THD 341	Advanced Theatrical Makeup	A. work with various forms of makeup(Crit, P) B. make, paint, and apply prosthetic face masks; and(A) C. produce makeup designs for the theatre.(Crit, A, Creat)
THD 346	Acting Shakespeare	<ul style="list-style-type: none"> • Analyze sonnets, monologues, and scenes from Shakespeare's texts;(Crit) • Perform each of the above\ in a qualified manner; and,(Crit, P) • Criticize, in a\ positive manner, the work of others who perform Shakespeare's texts.(Crit, P)
THD 350	Scene Design	<p>A. The Scene Designer:</p> <ol style="list-style-type: none"> 1) Understand the role of the Scene Designer in theatre and as an artist;(I) 2) Understand the relationship to the Director and other crafts persons;(I) 3) Analyze critically the action, stage directions, and descriptions in a script by creating scene designs for plays.(Crit, A, P, Creat) <p>B. Second nature to the designer:</p> <ol style="list-style-type: none"> 1) Be conversant with the various elements of design;(Crit, A, Creat) 2) Be conversant with the various principles of design;(Crit, A, Creat) 3) Understand the different requirements involved with various theatre spaces to design in;(I) 4) To be able to distinguish and be conversant in the various Periods and Styles.(Crit, A, I) <p>C. Presentation of the Design and Preparation:</p> <ol style="list-style-type: none"> 1) Be able to understand, analyze, and decipher the various aspects of a scene design through the full completion of each step in the design process from reading the script to drafting the show;(Crit, A, I) 2) Be able to understand, analyze and read the various aspects of a scene design by being able to decipher drawings, understand instructions, and make artistic choices through laboratory work. (Crit, A, I) <p>D. The design as reality and getting it there:</p> <ol style="list-style-type: none"> 1) To understand the work involved in realizing the set, making the design actually work onstage, and its final completion for performances. (Crit, A, I)
THD 351	Lighting Design	<p>A. The Lighting Designer.</p> <ol style="list-style-type: none"> 1) To understand the role of the lighting Designer in theatre and as an artist.(I) 2) To understand the relationship to the Director and other crafts persons.(I) 3) To analyze critically the action, stage directions and descriptions in a script by creating lighting designs for plays.(Crit, A, P, Creat) <p>B. Second nature to the designer.</p> <ol style="list-style-type: none"> 1) To be conversant with the various functions and properties of lighting design.(Crit, A, Creat) 2) To be conversant with the various theories of lighting design. (Crit, A, Creat) 3) To understand the different requirements involved with various

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		<p>theatre spaces to design in.(I)</p> <p>4) To be able to distinguish and be conversant in the various Technologies. (Crit, A, Creat)</p> <p>C. Presentation of the Design and Preparation. (Crit, A, Creat)</p>
THD 352	Costume Design	<p>Identify elements and principles of design.(Crit, A, Creat)</p> <p>The student will be introduced to the role of the costume designer.(Crit, A, Creat, I)</p> <p>Support renderings with written analyses and explanations.(Crit, A, Creat)</p> <p>Effectively critique their designs and the designs of others.(Crit, A, P, Creat)</p> <p>Communicate ideas through sketches and renderings.(A)</p> <p>Create action charts; costume plots, dressing lists, etc.(A, Creat)</p> <p>Deliver clear design presentations.(Crit, A, Creat)</p> <p>Do basic budget breakdowns(A, I)</p>
THD 358	Sound Design	<p>A. Utilize the available technology to create sound effects(Crit, A, P, Creat, I)</p> <p>B. Interpret a script as it relates to sound for the production(Crit, A, P)</p> <p>C. Design and execute sound for a scene from a published script.(Crit, A, Creat)</p>
THD 360	Musical Theatre Dance II	<p>A. Identify the fundamentals of ballet, modern, jazz and tap techniques as they relate to auditioning, choreographing and performing for Musical Theatre Productions;(Crit, A, P)</p> <p>B. Gain awareness of the concepts of time, space, effort, and shape; and(I)</p> <p>C. Gain increased understanding of musical phrasing through simple to complex rhythms.(I)</p>
TSL 331	ESL Methods, Grades P-5	<p>A. describe and compare the features and merits of different ESL methods and approaches within historical and current contexts;(Crit, A, I)</p> <p>B. make instructional choices which are appropriate to the language and adaptation needs of newcomer and citizen ELL students in the P-5 schools;(Creat, I)</p> <p>C. design lessons and activities relevant to clearly articulated language goals and objectives;(Crit, A, Creat)</p> <p>D. create a range of language lessons and activities which match grade-appropriate content and daily communicative needs;(A, Creat, I)</p> <p>E. justify and critique lessons, activities, and materials with respect to state and national standards for ESL achievement;(Crit, A, I)</p> <p>F. assess and adapt authentic texts which are appropriate for the ELL</p>

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		<p>students at differing levels of cognitive and linguistic development; and(Crit, A, I)</p> <p>G. use computers and other technology in targeted-activities and lessons to support language learning and fluency.(A, I)</p>
HON 351	HONORS SEMINAR IN INTERNATIONAL AFFAIRS	<p>This course will examine a number of central issues involved in international relations including war and peace, international cooperation, relationship between domestic politics and international relations, international political economy and trade, etc(Crit, A, P, I). These issues will be explored in a scientific and theoretical manner. The primary goals of this course are:</p> <p>1) to help students acquire a theoretical understanding of international relations; (I)</p> <p>2) to provide students with a chance to become familiar with scientific methods of inquiry widely used in the study of international relations; (A, I)</p> <p>3) to advance students' analytical skill using various methods including undertaking a research project. Therefore, at the end of the semester, students will gain a theoretical understanding of international relations along with improved analytical skills.(A, I)</p>
HON 355	Independent Study Abroad	<p>To provide the student with a study abroad opportunity related to their academic discipline (Crit, A, I). (Objectives will differ with each independent project undertaken. However, they are to be articulated by the sponsoring department and agreed to by the student contracting for credit.) The purpose of this course is to allow an individual to engage in self-directed foreign study in order to obtain an international experience and thereby to fulfill the study abroad requirement of the Honors Program (A, I). It is designed to supplant but not replace the numerous organized study abroad programs sponsored by the university (P, I). It should be pursued only when participation in an organized program proves to be incompatible with the student's identified academic program</p>
HON 364	Advanced Honors Seminar in Arts and Culture Abroad	<p>Students will increase their understanding of the arts and culture by studying specific cultural artifacts that they will later experience as a group(I)</p> <p>some examples include painting and sculpture in museums that they will visit, architectural monuments such as churches and palaces, plays, films, operas, symphonies, folk dance performances, and a choral Mass. This course will teach advanced Honors students to analyze and deepen their experiences of the arts and cultures in international contexts, building on students' previous coursework in the arts and humanities.(Crit, A, I)</p>

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CDI 310	Anatomy & Physiology	<p>A. Describe the structural and functional organization of the respiratory system, the phonatory system, the articulatory system and the auditory system, III-A, III-B, (8)(A)</p> <p>B. Explain how the structural and functional organization of these systems contributes to the processes of human speech communication and swallowing, III-B, (8).(A)</p> <p>C. Identify and discuss relationships between structural and physiological disorders of these systems and disorders of human speech communication. III-C, III-D, (8),(Crit, A)</p> <p>D. Use appropriate terminology to discuss the basic characteristics of speech as sound. III-A, III-B (8).(Crit, A, I)</p>
CDI 315	Speech Science	<p>A. Explain how the anatomy and physiology of the respiratory, phonatory, and articulatory systems facilitate the production of speech sounds; respiratory system, larynx, pharynx, oral cavity and nasal cavity (8),(A)</p> <p>B. Explain the physics of sound (8),(A)</p> <p>C. Identify the perceptual correlates of speech sounds (8),(Crit, A, P)</p> <p>D. Explain the acoustic and physiologic characteristics of speech sounds (8),(A)</p> <p>E. Use computer programs to analyze normal speech and simulated abnormal speech (8),(Crit, A)</p>
CDI 325	Pediatric Speech Disorders I	<p>a. Describe current views on the etiology of speech disorders; III-B, III-C(A)</p> <p>b. Describe behavioral aspects of speech disorders; III-B, III-C(A, Creat)</p> <p>c. Outline basic assessment and intervention techniques for speech disorders ; III-B, III-C(Crit, I)</p>
CDI 340	Speech and Language Development	<p>a. The terminology associated with language and its development (Crit, A, I)</p> <p>b. The interrelated development of, morphology, phonology, semantics, syntax and pragmatics (Crit, A, I)</p> <p>c. The developmental sequence for each aspect of language from birth to school age(Crit, A, I)</p> <p>d. Regional, racial and ethnic dialects language variations and differences(I)</p>
EXS 350	Exercise Physiology	<p>1. Knowledge of the physiologic responses, both acute and chronic, of specific body systems to exercise.(I)</p> <p>2. To understand, perform and interpret basic physiological tests and measures used in exercise physiology through lecture, discussion and lab activities.(Crit, A, P, I)</p> <p>3. To interpret, review and summarize current research articles\ over specific concepts/topics related to exercise physiology.(Crit, A, P, I)</p>
GTY 303	Community Leisure Organizations	<p>A. Catalog community leisure organizations/agencies that serve seniors in a specific community.(A, I, Crit)</p> <p>B. Conduct a community assessment of services available to seniors. (A, I, Crit)</p> <p>C. Complete a needs assessment regarding leisure services, facilities and opportunities. (A, Crit)</p>

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		D. Write a report detailing findings and providing recommendations. (A, Crit)
GTY 305	SERVICES FOR OLDER AMERICANS	<p>1. Students will be able to discuss how the unique needs of older Americans have been addressed historically through both informal means and formal policies and programs. This will include the ability to demonstrate understanding of the relationship between existing programs serving the older adult population and gaps in the service delivery system. (class lecture, policy paper)(A, P, I)</p> <p>2. Students will be able to discuss and explain specific policies and programs geared toward older Americans including but not limited to Social Security, the Older Americans Act, Medicare and Medicaid. (class lecture, policy paper)(Crit, A, I)</p> <p>3. Students will achieve a first-hand impression of services to and policies affecting older Americans in their communities and be able to identify strengths and areas for improvement in these services and policies. (agency paper, community resource paper) (Crit, A, I)</p> <p>4. Students will become familiar with and sensitive to the needs of diverse and often disenfranchised populations within the overall aging population such as women, people of color, the differently-abled, people who are gay, lesbian, trans-gendered and bisexual, the economically disadvantaged, people with mental illness, etc. This understanding should connect to an understanding of the policy and programmatic implications for serving the needs of all elders. (class lecture, policy paper, agency paper, community resource paper) (A, I)</p>
GTY 340	Sociology of Medicine	<p>a. Learn topics associated with medical sociology and their relevance for understanding the times in which we live; learn various perspectives in medical sociology and principles of medical sociology research(A, I)</p> <p>b. Gain a greater understanding of how culture and social structure shape and influence our medical systems and our health(I)</p> <p>c. Gain knowledge of medical systems and practices utilized by other cultures(A, I)</p> <p>d. Learn about population dynamics and how they shape medical practices(A, I)</p> <p>e. Develop an understanding of the impact of rationalization upon social organization, i.e. medical bureaucracies(A, I)</p> <p>f. Gain knowledge about social stratification and its impact on distribution of medical care and health; examine current trends in social inequality and its link to health care(A, I, Crit, P)</p> <p>g. Understand various agents of social change within the medical establishment(I)</p>

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GTY 341	SOCIAL GERONTOLOGY	<p>1. Understand and be conversant with some of the broad issues in the field of social gerontology, especially biological aging, social aging and retirement.(I)</p> <p>2. Analyze the cultural impact of aging.(Crit)</p> <p>3. Describe, analyze and compare the aging process in America with selected Third World societies. (Crit, A)</p> <p>4. To focus on some controversial and often misunderstood issues in social gerontology, especially death and dying, social inequality and critical policy issues affecting the aged in the United States. (Crit, P)</p> <p>5. To explore some the issues in the subarea of Anthropology and Aging. (Crit, A)</p>
GTY 342	Sociology of Retirement	<p>A. understand the evolution of retirement in Western Societies with emphasis on the United States(I)</p> <p>B. comprehend the socio-cultural contexts of the decision to retire.(I)</p> <p>C. explain the social roles associated with being a retired person.(A)</p> <p>D. analyze the social consequences of retirement.(Crit)</p> <p>E. Outline and provide an overview of the impact of retirement on the family unit.(A)</p>
HEA 300	International Experience in Wellness	<p>A. Become familiar with the requirements and procedures for securing a passport, visa, and other documentation necessary for international travel.(I)</p> <p>B. Become familiar with the historical contributions of that particular country to the knowledge base of Wellness. (I)</p> <p>C. Consider aspects of wellness that are unique to a particular country or culture versus those common to many countries. (Creat, I)</p> <p>D. Observe and note applications of wellness in context as they affect a culture different from his/her own. Examples include their physical habits: eating (nutrition) and exercise, social habits, emotional health and spiritual habits. (I, Crit, Creat)</p> <p>E. Be responsible for documenting the experience by keeping a journal of events during the travel. (I, A)</p>

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HEA 320	Planning Effective Health Education Programs	<ol style="list-style-type: none"> 1. Define needs assessment within the context of health education.(Crit, A, I) 2. Differentiate between formative and summative evaluation. (Crit, P) 3. Describe ways to assess the health needs of a target population. (Crit, A) 4. Discuss the role of the health educator in program planning and assessment. (Crit, A, P) 5. Explain the Precede-Proceed Model for planning health programs. (Crit, A, P) 6. Discuss the specific principles used to prioritize health needs. (Crit, A) 7. Describe the relationship between behavioral and environmental factors within the target population. (A) 8. Differentiate between goals and objectives. (Crit) 9. Explain the concept of a mission statement. (A) 10. Delineate the steps in planning a health education program. (Crit, P) 11. Explain the recommendations for selecting appropriate strategies. (Crit, A, I, Creat) 12. Explain the benefits and negative consequences of using existing materials or curricula. (A) 13. Compare and contrast various methods and strategies for delivering health instruction. (Crit, A, I, Creat) 14. Describe the recommended procedures for selecting appropriate health education theories. (Crit, A, I) 15. Describe the role of the health educator in advocating for health education. (A) 16. Describe a community organization theory. (A) 17. Distinguish between various data collection strategies. (Crit, A, Creat) 18. Describe measures taken to ensure validity and reliability during program evaluation. (A, I) 19. Discuss the Stage Theory of Organizational Change. (Crit, A) 20. Discuss the relationship between intrapersonal and interpersonal theories of health promotion. (Crit, A) 21. Describe recommendations for increasing positive health behaviors among students. (Crit, A) 22. Describe factors influencing the selection of methods and/or strategies for health instruction. (Crit, A, I, Creat) 23. Discuss recommendations for increasing community involvement in the health education process. (Crit, A) 24. Describe the role of the health educator in program planning. (Crit, A, P) 25. Describe the responsibilities of the student, teacher and administrator in promoting the coordinated school health education program (CSHP). (A, I)
NTN 303	Research Concepts in Foods and Nutrition	<p>Students will learn the importance of research to supporting professional practice.(Crit, A, P, I)</p> <p>Students will evaluate and critique current research and plan</p>

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		appropriate studies in the field of food, nutrition, and dietetics using a step-by-step approach.(Crit, A, P, I)
NTN 333	Nutrition Throughout the Life Cycle	<p>A. Understand physiological, biochemical, and sociological factors that affect nutrient requirements and recommendations during the life cycle.(Crit, I)</p> <p>B. Be able to identify the nutritional needs of pregnant and lactating women.(A, I)</p> <p>C. Be knowledgeable of the nutritional needs of infants, children, adolescents, adults, and the elderly.(A, I)</p> <p>D. Know methods of nutrition assessment and understand how these are used to evaluate nutrition status.(Crit, A, I)</p> <p>E. Understand particular nutrition concerns and problems that affect individuals at different stages of the life cycle.(Crit, I)</p> <p>F. ADA Learning Outcomes addressed:</p> <ul style="list-style-type: none"> • Demonstrate how to locate, interpret, evaluate and use professional literature(Crit, A) • Use current information technologies to apply evidence-based guidelines and protocols(Crit, A, P, I) • Use the nutrition care process to make decisions, to identify nutrition related problems, and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion(Crit, A, P) • Apply knowledge of the role of environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups(Crit, A, P, I) • Develop outcome measures, use informatics principles and technology to collect and analyze data for assessment and evaluate data to use in decision making(Crit, A, P, I)
ENT 393	Engineering Economy	<p>C. General Course Objectives:</p> <ol style="list-style-type: none"> 1. The objective of this course is to teach the fundamental principles of economics and finance as it pertains to engineering alternative decision making.(I) <p>D. Specific Objectives:</p> <ol style="list-style-type: none"> 2. As a result of this course, each student will develop an understanding of: <ol style="list-style-type: none"> 1. The criteria involved in making a decision based on economic analysis.(Crit) 2. The time value of money.(I) 3. Present worth, annual cash flow, rate of return, benefit-to-cost and other methods.(A) 4. The effect of income tax and inflation / deflation.(Crit, P) 5. The use of the computer in economic analysis.(Crit, A)

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GSC 305	Map Analysis	<ol style="list-style-type: none"> 1. Gain an appreciation for the art, science, and history of maps.(I) 2. Explore the elements of map design and construction.(Crit, A, Creat) 3. Gain knowledge of the common coordinate systems and map projections.(A, I) 4. Be able to read and utilize maps used in the discipline.(A, I) 5. Be able to construct the basic map types.(A, Creat, I) 6. Develop an understanding of translating information to map form.(A, P, I) 7. Develop skills for the interpretation and analysis of map information.(Crit, A, P, I) 8. Understand the utility (applications aspects) of maps.(I) 9. Develop and understanding of current and future trends in mapping.(A, I)
GSC 314	Sediments & Soils	<ol style="list-style-type: none"> A. Differentiate between sediments and soils;(Crit) B. Objectively describe sediments;(Crit, A) C. Statistically evaluate sedimentologic data and interpret the results;(Crit) D. Describe a soil profile according to USDA standards;(A) E. Texture soils qualitatively and quantitatively(A) F. Use a Soil Survey and Geologic map to obtain relevant information(Crit, A, P, I) G. Use sedimentologic and soil data to answer geologic, environmental and archaeological questions of archaeological site formation and environmental interpretation.(Crit, A, P)
GSC 335	Landscapes of the National Parks	<ol style="list-style-type: none"> A. have an awareness of the geology, ecology, and archaeology of the most commonly visited Natural Parks and Monuments in the US;(I) B. recognize past and present human-induced changes on the natural and physical environment;(Crit, A) C. understand the underlying roles of plate tectonics, weathering and erosion in the formation of park landscapes;(Crit, P, I) E. have the background to get more out of their next visit to a National Park; and(A, I) F. gain a sense of stewardship for our county's natural and cultural heritage.(I)
GSC 336	Principles of Geomorphology	<ol style="list-style-type: none"> A. Demonstrated an understanding of the fundamental concepts of geomorphology and how they are used to define interrelationships between geomorphic processes and landforms.(A, P, I) B. Demonstrated an ability to recognize and label assemblages of landforms and classify them according to their genetic processes.(Crit, A, P, I) C. Displayed a comparative knowledge of the areal distribution and spatial relationships of landforms of the North American continent and the world using manual and digital analysis.(Crit, P, I) D. Presented a literature review and accompanying maps of a specific physiographic setting (generally a national park or monument) to the class for their discussion and critique for a more detailed study of a particular geomorphic region in a professional format.(Crit, A, P, I)

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		E. Demonstrated a knowledge of current geomorphological research by frequently summarizing journal articles relevant to lecture topics.(Crit, A, P, I)
GSC 350	Field Techniques in the Geosciences	<p>A. Set up and use a total station to establish datums and grids;(A)</p> <p>B. Navigate between points using a compass and map;(A)</p> <p>C. Use Global Positioning Systems to navigate and locate position;(A)</p> <p>D. Sample, profile, and texture soils for environmental interpretation and analysis;(Crit)</p> <p>E. Take basic geologic measurements in the field, including strike and dip;(I)</p> <p>F. Sample and interpret water, stream and soil quality;(Crit)</p> <p>G. Use a data collector to gather pertinent weather data(A)</p> <p>H. Convert field data into digital formats.(Crit, P)</p>
GSC 388	International Experience in the Geosciences	<p>A. become familiar with the requirements and procedures for securing a passport, visa, and other documentation necessary for international travel.(I)</p> <p>B. learn the historical contributions of a particular country to the knowledge base of the geosciences.(I)</p> <p>C. consider aspects of the geosciences that are unique to a particular country or culture versus those common to many countries.(Creat)</p> <p>D. observe and note applications of the geosciences in context as they affect a culture different from his/her own. Examples include the environmental and hydrological geology, cultural and physical geography, and archaeological sites.(Crit, Creat, I)</p> <p>E. be responsible for documenting the experience by keeping a record of personal impressions and field observations during their travel.(A)</p>
GSC 390	Geoarchaeology	<p>Ø Explain how geoarchaeologists determine the age of sites,(Crit, A, P)</p> <p>Ø Explain how different geologic environments preserve sites,(A)</p> <p>Ø Explain how geologic environments determine site location and use,(Crit, A, P)</p> <p>Ø Choose the most appropriate geologic methods for a particular research question,(Criat, A, P, I)</p> <p>Ø Describe the effect of human populations on the environment and— conversely— how the environment effects human populations,(Crit, A, P)</p> <p>Ø Read a topographic map to get basic landscape data for archaeological sites,(A, I)</p> <p>Ø Use GIS & Remote Sensing to analyze geoarchaeological research questions,(Crit, A, P, I)</p> <p>Ø Critically read and evaluate a professional journal article.(Crit, A, P, I)</p>

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GSC/ARC 390	Geoarchaeology	<p>Ø Explain how geoarchaeologists determine the age of sites,(Crit, A, P)</p> <p>Ø Explain how different geologic environments preserve sites,(A)</p> <p>Ø Explain how geologic environments determine site location and use,(Crit, A, P)</p> <p>Ø Choose the most appropriate geologic methods for a particular research question,(Crit, A, P, I)</p> <p>Ø Describe the effect of human populations on the environment and— conversely— how the environment effects human populations,(Crit, A, P)</p> <p>Ø Read a topographic map to get basic landscape data for archaeological sites,(A, I)</p> <p>Ø Use GIS & Remote Sensing to analyze geoarchaeological research questions,(Crit, A, P, I)</p> <p>Ø Critically read and evaluate a professional journal article.(Crit, A, P, I)</p>
IET 380	Professional Internship I	<p>A. To provide an opportunity for students to gain industrial experience.(A, I)</p> <p>B. To provide an opportunity for students to learn about industry through actual work experience, thereby reinforcing their classroom experience.(a, I)</p> <p>C. To provide potential employers an opportunity to evaluate an individual before full-time employment is offered.(Crit, A)</p> <p>D. To provide an opportunity for the student to become acquainted with the procedures/materials/processes in industry.(A, I)</p>
IET 381	PROFESSIONAL INTERNSHIP II	<p>A. To provide an opportunity for students to gain industrial experience.(A, I)</p> <p>B. To provide an opportunity for students to learn about industry through actual work experience , thereby reinforcing their classroom experience.(A, I)</p> <p>C. To provide potential employers an opportunity to evaluate an individual before full-time employment is offered.(Crit, A)</p> <p>D. To provide an opportunity for the student to become acquainted with the procedures/materials/processes in industry.(A, I)</p>
IET 397	Undergraduate Research	<p>(1) prepare a written plan of research, (Crit, A, P, I)</p> <p>(2) complete reading/library research appropriate to the investigation proposed, (Crit, A, P, I)</p> <p>(3) conduct experiments or analyses as described in the written plan of research, and (Crit, A, P, I)</p> <p>(4) prepare a written report describing work performed and conclusions reached.(Crit, A, P)</p>
IET 399	Professional Development Seminar I	<p>A. Become familiar with the services offered by the MSU Career Services Office.(I)</p> <p>B. Develop techniques for seeking employment by preparing a resume' and other employment correspondence.(Crit, A, I)</p> <p>C. Develop techniques for seeking employment.(Crit, a, I)</p> <p>D. Complete assessment instruments and evaluations.(Crit, A)</p>

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ITD 350	Construction Systems	<p>A. Explain zoning ordinances, building codes, sets of plans and building inspections.(Crit, A)</p> <p>B. Design and produce construction framing plans/documentation for a structure (garage/shop, commercial building, etc.).(Crit, a, Creat)</p> <p>C. Plan and schedule construction activities.(Creat)</p> <p>D. Lay-out the building lines and lay up masonry block walls.(Crit, A)</p> <p>E. Identify and safely employ hand tools and portable power tools commonly used by building contractors.(Crit, a, I)</p> <p>F. Communicate the principles and procedures of building envelopes including: framing systems, sheathing systems, insulation systems, mechanical systems, etc.(Crit, A)</p> <p>G. Build residential framing system components (walls, roof frame, etc.)(Crit, A)</p> <p>H. Wire selected electrical circuits with non-metallic sheathed cable.(Crit, A, I)</p> <p>I. Design and assemble a drainage waste vent or potable water supply system for a single family detached dwelling.(Crit, a, Creat, I)</p>
ITD 351	Textiles for Interior Design	<p>A. Develop an appreciation for the aesthetic qualities of fabric as well as its utilitarian purposes.(Crit, a, I)</p> <p>B. Develop an understanding of fibers, yarns, fabric construction, finishes and coloring agents needed to predict suitability for specific end use, quality in relation to serviceability, and problems that may arise in use, thus ensuring that the best selection will be made.(A, I)</p> <p>C. Establish some guides that will help him/her in the selection, use and care of textile products in order to achieve maximum fabric performance.(Crit, A, P)</p> <p>D. Become aware of new developments in the textile field and their relationship to decision-making for interior designers.(Crit, a, Creat, I)</p> <p>E. Become familiar with publication sources of textile information and research and read selected articles related to current developments in textiles.(Crit, A, P, I)</p> <p>F. Become knowledgeable of the manufacturing process of making raw fiber into fabric.(A, I)</p> <p>G. Become aware of some of the problems of the industry in trying to meet consumer and government demands.(P, I)</p> <p>H. Become knowledgeable of federal laws and agencies that protect the consumer at the market place.(A, I)</p> <p>I. Analyze textile products in use.(Crit, A)</p> <p>J. Research textile products that are sustainable.(Crit, A, P, I)</p>

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ITD 352	History of Interior I	<p>A. Identify manufacturers of materials that can be used in residential interiors that are based on historical periods.(A)</p> <p>B. Identify specified designers and their work.(Crit, A, Creat)</p> <p>C. Identify and describe specified period furnishings.(A)</p> <p>D. Identify features used in furniture construction and explain when/where each is used.(A, Creat)</p> <p>E. Identify significant factors that influenced interior design from ancient times to 1800 and explain how each factor influenced interior design.(Crit, A, Creat)</p> <p>F. Explain the relationship between styles from different countries.(A)</p> <p>G. Distinguish between good and inferior quality furniture.(Crit)</p> <p>H. Identify and describe architectural features of homes of specified periods and apply these to current design projects.(Crit, A, Creat)</p>
ITD 353	Interior Design Studio II	<p>A. Prepare color/presentation boards(A)</p> <p>B. Prepare graphics for presentation of designs of interiors(Crit, A, Creat)</p> <p>C. Make oral presentations of designs of interiors(Crit, A, Creat)</p> <p>D. Apply principles of furniture placement to scaled drawings of furniture arrangements on floor plans(A)</p> <p>E. Select furniture and accessories for specific activities(Crit)</p> <p>F. Complete appropriate record forms for interior design projects(Crit, a, P, Creat, I)</p> <p>G. Assemble a collection of samples of appropriate materials in coordinating colors, patterns, and textures to represent the interior designed(Crit, a, Creat, I)</p> <p>H. Draw one and two point perspectives of level 2 quality(A, Crit)</p> <p>I. Do renderings using a variety of media(A)</p> <p>J. Plan adjoining rooms that coordinate in color and style(Crit, A, Creat)</p> <p>K. Prepare cost estimates for interiors designed(Crit, A, Creat)</p> <p>L. Draw level 2 quality elevations of walls of interiors designed(Crit, A, Creat)</p> <p>M. Locate sources for materials, furniture, and equipment needed for interiors designed(Crit, A, Creat)</p> <p>N. Draw reflected ceiling plans(Crit, A)</p> <p>O. Plan for HVAC systems(A)</p> <p>P. Draw electrical plans for designed spaces(Crit, A, Creat)</p> <p>Q. Write design concept statements(Crit, A, Creat)</p>

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400-500 level Courses		
Course #	Title	Objectives
BIO 568	Wetland Ecology	<p>A. define "wetlands" in both ecological and legal terms(A),</p> <p>B. describe the importance of wetlands within the landscape for both ecosystem function and biodiversity(Crit, I),</p> <p>C. explain the roles of hydrology and geomorphology in the formation of wetlands(A, I),</p> <p>D. describe the edaphic processes that occur within anoxic wetland environments(A),</p> <p>E. denote the biogeochemical processes and abiotic constraints that govern the lives of wetland biota(A),</p> <p>F. explain the main ecosystem processes that determine wetland productivity(A, Crit),</p> <p>G. design and implement original research in wetland environments(P, A, Crit, Creat, I),</p> <p>H. define "Waters of the United States" under Section 307(e) of the Water Resources Development Act(A), and</p> <p>I. delineate and assess wetlands in the field according to the US Army Corps of Engineers Wetlands Delineation Manual Technical Report Y-87-1 and appropriate regional supplement(A, P, Crit).</p>

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<p>AED 593</p>	<p>Practicum in Agricultural Education, Extension, and Public Service Leadership</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Knowledge outcomes: <ul style="list-style-type: none"> A. Organize and maintain an agricultural science program(A, P, Crit, Creat, I) B. List and demonstrate the professional expectations of an agricultural science teacher(A, I) C. Explain the typical calendar year of an agricultural science teacher(I) D. Recognize different learning styles and individual needs of students(A) E. Apply active, cooperative, student-centered, and brain-based learning techniques in an agriscience classroom(A) F. Employ effective classroom management strategies(A, Crit) G. Assess different types of curriculum materials(A, Crit, P) H. Implement efficient language while teaching(A) I. Rank various types of verbal questions based on quality(A, I) J. Effectively utilize brain-based learning techniques(A) • Skill outcomes: <ul style="list-style-type: none"> A. Develop teaching plans and successfully teach in a public school classroom and laboratory setting(A, Crit, I) B. Develop a teaching portfolio(A, Crit) C. Utilize effective directions and contextual sets(A) D. Use computer technology appropriate to the work setting(A, I) E. Utilize available agricultural science teacher resources and technology(A) F. Develop effective student evaluations(A, I) G. Develop high quality lesson plans & behavioral objectives aligned with the Kentucky Core Academic Standards(A, Crit, I) H. Perform numerous teaching methods, techniques, and strategies common to an agriscience classroom(A) I. Develop and deliver an effective demonstration(A) J. Utilize effective visual aids and equipment(A, I) K. Effectively utilize the lesson cycle(A, I) • Value outcomes: <ul style="list-style-type: none"> A. Emulate Rosenshine & Furst's characteristics of effective teachers(A) B. Conduct self---reflection and self---analyses exercises regarding lesson design and delivery(A, Crit, I) C. Demonstrate appreciation for professional teaching skills and abilities by developing and enhancing a professional résumé(A, Crit, I)
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AGR 407	Equine Selection and Evaluation	<p>A. Define terms associated with the judging of horses(A).</p> <p>B. Describe factors to consider in judging halter and performance classes(A).</p> <p>C. List desirable and undesirable characteristics of judging(A).</p> <p>D. Explain the system of examination and characteristics of judging(A, I).</p> <p>E. Complete a chart on evaluation of unsoundness and defects(A, Crit).</p> <p>F. Write and give orally, favorable comparisons and criticisms for performance and halter classes(A, Crit).</p> <p>G. List general considerations in selecting a horse(A, I).</p> <p>H. List means and techniques of marketing(A, I).</p> <p>I. Complete a proposal for a research project(A, Crit, I).</p>
AGR 436	Undergraduate Research in Agriculture	<p>A. Select a research problem(A, Crit, I)</p> <p>B. Outline the research problem(A, Crit, I)</p> <p>C. Study the research problem(A, P, Crit)</p> <p>D. Analyze the research problem(A, P, Crit, I)</p> <p>E. Report on the research problem(A, I)</p>
AGR 437	Specialized Journalism	<p>A. To select a problem. (A, Crit, I)</p> <p>B. To outline the problem. (A, Crit, I)</p> <p>C. To study the problem. (A, P, Crit)</p> <p>D. To report on the problem. (A, I)</p>
AGR 438	Seminar in Agricultural Systems	<p>A. To acquaint students with agricultural systems(I).</p> <p>B. To develop students' understanding of modern agriculture systems(I).</p> <p>C. To enable students to visualize the importance of the agriculture systems and their main consequences upon other local markets(I).</p> <p>D. To utilize local experiences to develop new and innovative ideas, marketing techniques, and profitable paths in the agriculture systems sector(A, Crit).</p> <p>E. To establish contacts and relationships with agricultural systems for current and future gain for students and the local industry(A, I).</p> <p>F. To allow students to research and report on local agriculture systems so the industry can become more profitable in their market sector and students can gain experience(A, Crit, I).</p>
AGR 497	Animal/Horse Science Practicum	<p>A. Create a professional resume and cover letter(A, Creat, I).</p> <p>B. Communicate effectively with supervisors and co workers(A, I).</p> <p>C. Carry out duties as assigned by the supervisor(A, I).</p> <p>D. Create a professional portfolio(A, Crit, Creat, I).</p>
AGR 529	International Trade and Agriculture	<p>A. To understand the importance of trade to U.S. agriculture and the key elements of U.S. agricultural trade policy (I).</p> <p>B. To apply critical thought and analysis to practical international trade problems using a partial equilibrium framework(A, Crit).</p> <p>C. To analyze the impacts of trade policies, exchange rates, macroeconomic policies and other factors affecting U.S. agriculture(A).</p>

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		<p>D. To understand the implications of contemporary trade issues affecting U.S. agriculture(I).</p> <p>E. To study the impact of international agricultural trade upon specific agribusiness firms(A, I).</p>
AGR 533	Seminar in International Agricultural Systems	<p>A. To acquaint students with international agricultural systems(I).</p> <p>B. To develop students understanding of international products/processing(I).</p> <p>C. To enable students to visualize world food production, as well as develop an understanding of the importance of international trade in agricultural products(I).</p> <p>D. To utilize international experiences to develop new and innovative ideas, marketing techniques, and profitable production and processing systems(A, Crit, I).</p> <p>E. To establish contacts and relationships with international agricultural businesses/production facilities for current and future gain(A).</p> <p>F. To provide experiences in internationally-based travel(A).</p> <p>G. To allow students to research and report on international agriculture and trade developments(A, Crit, I).</p>
AGR 537	Seminar in Agricultural Business Systems	<p>A. To acquaint students with agricultural business systems(I).</p> <p>B. To develop students' understanding of modern agriculture business systems(I).</p> <p>C. To enable students to visualize the importance of the agribusiness and what are the main consequences of agribusiness upon other local markets(A, I).</p> <p>D. To utilize local experiences to develop new and innovative ideas, marketing techniques, and profitable paths in the agribusiness sector(A, Crit, I).</p> <p>E. To establish contacts and relationships with agricultural business facilities for current and future gain(A).</p> <p>F. To allow students to research and report on local agribusiness to become profitable in their market sector(A, Crit, I).</p>
AGR 538	Seminar in Production Agricultural Systems	<p>A. To acquaint students with production agricultural systems(I).</p> <p>B. To develop students understanding of modern Agriculture production systems(I).</p> <p>C. To enable students to visualize the importance of the Agriculture production and a greater understanding of how the major agriculture enterprises effect not only the environment, but also the remaining agriculture industries(A, I).</p> <p>D. To utilize the production agriculture experiences to develop new and innovative ideas, marketing techniques, and profitable production and processing systems(A, Crit, I).</p> <p>E. To establish contacts and relationships with local agricultural production systems in order to develop understanding of how systems operate(A).</p> <p>F. To allow students to research and report on agriculture production</p>

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		systems(A, Crit, I).
AGR 551	Selected Studies in Agriculture: Applications in Animal Science	<p>A. To complete a first hand study of the beef industry by touring leading operations to observe their applications of technology to the industry(A, P, Crit, I).</p> <p>B. To expose students to the challenges that each segment of beef industry faces as they try to adapt to a cooperative system that will capitalize on genetic inputs and product enhancement rather than taking advantage of the mistakes of the others(I).</p> <p>C. To introduce students to the “lessons learned” approach that leading beef operations are using as they selectively apply new technology to the beef production chain(I).</p> <p>D. To introduce students to employment opportunities and potential employers to quality employees(A, I).</p>
AGR 585	Specialized Journalism	<p>A. To select a problem(A).</p> <p>B. To outline the problem(A, Crit).</p> <p>C. To study the problem(A, P, I).</p> <p>D. To report on the problem(A, P, Crit, I).</p>
ADE 550	Adult-Community Education in a Changing Society	<p>1. Identify key concepts in community education(A, Crit)</p> <p>2. Identify key concepts in adult education (A, Crit)</p> <p>3. Design and implement a community-based lifelong education program(A, P, Crit)</p>
ADE 599	Workshop in Adult Education	The student will be develop a project to address issues and needs in adult education for their community. The student must demonstrate the ability to plan, implement, and evaluate a project using program knowledge and skills developed in ADE 550(A, P, Crit).
BIS 437	Senior Project	Demonstrate his/her ability to synthesize, apply and critically analyze issues relating to topic their BIS field of study(A, P, Crit).
HCA 405	Hospital and Health Services Administration	<p>A. Be able to analyze the dynamics of health care organizations and how effective leadership impacts positive results(A, Crit).</p> <p>B. Have an understanding of the structural and legal organization of health care entities(I).</p> <p>C. Recognize, define and apply the functions of management to the decision-making process(A, P, Crit, I).</p> <p>D. Explore various communication styles and understand how communication occurs both internally and externally in health care organizations(Crit, I).</p> <p>E. Understand how and why health care organizations adopt various operational styles and cultures(I).</p> <p>F. Possess an understanding of reimbursement and accounting</p>

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		<p>techniques and identify successful business practices(I).</p> <p>G. Understand the importance of health care planning and marketing and identify techniques used in strategic planning and marketing(I).</p> <p>H. Be able to identify theoretical principles and practical examples, which may be used in completing case studies and addressing actual organizational concerns(A, I).</p>
HCA 410	Health Care Planning	<p>A. Understand the concept and necessity for health care organizations to develop comprehensive strategic management processes(I).</p> <p>B. Have an understanding of how to identify both external and internal factors that will impact on future plans for health care organizations(I).</p> <p>C. Develop a process to conduct strategic planning within a health care organization(A, Crit).</p> <p>D. Implement a strategy to achieve strategic objectives through short-term objectives, functional tactics, reward systems, and employee empowerment(A, P, Crit).</p> <p>E. Understand how to conduct a scenario analysis(I).</p> <p>F. Implement strategy through restructuring and reengineering the organization's structure, leadership and culture(A, P, Crit).</p> <p>G. Develop a mission and vision statement for a health care organization(A, Crit).</p> <p>H. Implement effective controls utilizing continuous improvement techniques(A, P).</p>
MIL 401	Professional Leadership Skills	<p>Leadership</p> <ul style="list-style-type: none"> • Apply Army leadership dimensions as Cadet battalion leaders(A) • Evaluate fellow Cadets using the Leadership Development Program (LOP)(A) <p>Values and Ethics</p> <ul style="list-style-type: none"> • Apply military professional ethics and ethical decision making(A) • Relate the Law of Land Warfare and rules of engagement to Army operations(A) <p>Personal Development</p> <ul style="list-style-type: none"> • Mentor the personal development of other Cadets(A) • Write and brief effectively(A) <p>Officership</p> <ul style="list-style-type: none"> • Plan, conduct, and evaluate all ROTC training and other activities as a member of the battalion staff(A, P, Crit) • Explain Army personnel management(A, I) <p>Tactics and Techniques</p> <ul style="list-style-type: none"> • Direct and evaluate leaders of squad and platoon tactical operations(A) • Use the military decision making process (MDMP)(A)

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MIL 402	Professional Leadership Skills	<p>Leadership</p> <ul style="list-style-type: none"> • Apply Army leadership dimensions as Cadet battalion leaders(A) • Evaluate fellow Cadets using the Leadership Development Program (LOP)(A) <p>Values and Ethics</p> <ul style="list-style-type: none"> • Apply military professional ethics and ethical decision making(A) • Relate the Law of Land Warfare and rules of engagement to Army operations(A) <p>Personal Development</p> <ul style="list-style-type: none"> • Mentor the personal development of other Cadets(A) • Write and brief effectively(A) <p>Officership</p> <ul style="list-style-type: none"> • Plan, conduct, and evaluate all ROTC training and other activities as a member of the battalion staff(A, P, Crit) • Explain Army personnel management(A, I) <p>Tactics and Techniques</p> <ul style="list-style-type: none"> • Direct and evaluate leaders of squad and platoon tactical operations(A) • Use the military decision making process (MDMP)(A)
MIL490	Military Leadership Seminar	<ul style="list-style-type: none"> • To research and communicate effectively the information, leadership and Army values as portrayed in an approved reading(A, I). • Assemble and develop teams in order to conduct military briefings(A, P) • Plan, resource, brief and finish projects(A, P, Crit)
ACC 488	COOPERATIVE EDUCATION/INTERNS HIP	<ol style="list-style-type: none"> 1. complete a Cooperative Education Student Contract with the department(A), 2. receive an acceptable evaluation from their workplace supervisor(A), 3. complete a self-evaluation(A), and 4. prepare a written report regarding their experience(A, Crit).
ACC 489	COOPERATIVE EDUCATION/INTERNS HIP	<ol style="list-style-type: none"> 1. complete a Cooperative Education Student Contract with the department(A), 2. receive an acceptable evaluation from their workplace supervisor(A), 3. complete a self-evaluation(A), and 4. prepare a written report regarding their experience(A, Crit).
ACC 509	Accounting Theory	<p>A. To acquaint the student with the authoritative accounting standards and updates in the broad area of financial accounting theory(I).</p> <p>B. To encourage the students to study and develop accounting into a general framework of theory(I).</p> <p>C. To critically evaluate divergent points of view and consider controversial topics in an attempt to stimulate thought and discussion concerning theoretical and practical application of accounting theory(Crit, I).</p> <p>At the conclusion of this course, the student should be familiar with</p>

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		and understand Generally Accepted Accounting Principles (GAAP) as used in the United States(I); be proficient in the preparation of financial statements according to GAAP(A); be knowledgeable in researching an accounting problem and reaching an acceptable conclusion according to GAAP(I).
ACC 586	International Experience in Accounting	<p>A. Prepare a travel plan, including securing a passport, visa, and other documentation necessary for international travel(A).</p> <p>B. Document an understanding of historical contributions, sites, and practices of a particular country relevant to the knowledge base of accounting and business(A, I).</p> <p>C. Understand aspects of accounting and business that are unique to a particular country or culture versus those common to the United States(I).</p> <p>D. Observe and note applications of accounting and managerial practices in context as they affect a culture different from his/her own. Examples include the accounting profession as well as the transportation, energy, manufacturing, and governmental sectors of business and industry(A, Crit).</p> <p>E. Document the experience by keeping a journal of events during the travel(A).</p> <p>F. Complete an instructor-approved graduate project related to international accounting and business if receiving graduate credit(A, P, Crit).</p>
BPA 442	Business Ethics and Environments	<p>1. knowledge of individual and organizational ethical issues and responsibilities in a business environment(I);</p> <p>2. ability to identify ethical dilemmas, systematically analyze alternative courses of action, evaluate the likely outcomes for stakeholders and the firm's duties to those stakeholders and justify a decision in ethical terms(A, Crit, I);</p> <p>3. knowledge of concepts related to corporate social responsibility(I); and</p> <p>4. knowledge of corporate governance, organizational culture, the Sarbanes-Oxley Act of 2002, the federal sentencing guidelines and corporate ethics programs(I).</p>
CIS 420	APPLIED SOFTWARE DESIGN and IMPLEMENTATION	<p>a) Develop software for a real client. Your responsibilities include establishing project scope, analysis of needs, development of a solution and implementation of the same(A, P, Crit)</p> <p>b) Plan and manage the implementation of (a)(A, P, Crit)</p> <p>c) Create a user and admin guide for the use and management of (a) (A, P, Crit)</p> <p>d) Demonstrate your expertise in SQL, planning, design and management(A, P, Crit)</p> <p>e) Learn to manage (or function effectively in) a team(A, P, Crit)</p>

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CIS 425	Building E-Business with Web Design	<p>a. understand ways to create dynamic Web applications using both client-side and serverside scripting technologies(I);</p> <p>b. understand and appreciate the three-tier client-server paradigm, and how to integrate middleware and component level tools(I);</p> <p>c. understand front-end, middleware, and back-end components that drive e-business(I);</p> <p>d. create, improve, and manage database-enabled Web sites in the e-business arena(A, P, Crit);</p> <p>e. plan and design, and maintain e-business sites and its implications(A, P, Crit); and</p> <p>f. be familiar with emerging trends in e-business applications/development(I).</p>
CIS 508	Computer Simulation	<p>A. Understand the basic concepts underlying simulation models(I)</p> <p>B. Comprehend the issues related to simulation in a managerial decision-making environment(P, Crit, I)</p> <p>C. Learn to use common modeling software tools(A, I)</p> <p>D. Interpret simulation data(A, I).</p>
CSC 411	Operating Systems Project in Graphics and Visual Computing	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 412	Operating Systems Project in Net-Centric Computing	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 413	Operating Systems Project in Embedded Systems Programming	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 414	Operating Systems Project in Applications Programming	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and

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		<ul style="list-style-type: none"> • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 415	Programming Languages	<ol style="list-style-type: none"> 1. Describe the major programming language design issues of data types and type checking, abstraction, encapsulation, object-orientation, concurrency, and exception handling(A). 2. Evaluate programming languages and language constructs according to given language evaluation criteria(A, I). 3. Report on analysis and research in both written and oral presentations(A, P). 4. Read and write simple programs in Scheme and Prolog(A). 5. Select an appropriate programming language in which to implement a software solution to a real-world problem(A, Crit).
CSC 446	Algorithms Project in Graphics and Visual Computing	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 447	Algorithms Project in Net-Centric Computing	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 448	Algorithms Project in Embedded Systems Programming	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 449	Algorithms Project in Applications Programming	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).

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CSC 531	Graphical User Interface Development Project in Graphics and Visual Computing	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 532	Graphical User Interface Development Project in Net-Centric Computing	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 533	Graphical User Interface Development Project in Embedded Systems Programming	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
CSC 534	Graphical User Interface Development Project in Applications Programming	<ul style="list-style-type: none"> • to better prepare the student for a career in their chosen area of computer science(A, I) • to begin or to extend the development of a significant software project(A, P, Crit, I) • to give the student a working knowledge of the techniques of software development(A, I), and • to give the student an appreciation for the principles of code reuse and object oriented programming(I).
ECO 450	Economic Applications to Law	<ol style="list-style-type: none"> 1. To develop an understanding of how economic theory is embodied in court decisions(I). 2. To develop an understanding of how economic theory can be used in reaching more equitable and efficient decisions(I). 3. To help students of economics and law develop the ability to think analytically in formulating policy(Crit, I).
ECO 498	Research Methods in Economics	<ol style="list-style-type: none"> 1. define a research question(A, I) 2. prepare a research abstract and outline(A, P, Crit) 3. prepare an appropriate literature review(A, Crit) 4. understand and apply basic statistical tools as they relate to economic research(A, I)
ECO 499	Senior Seminar in Economics	<ol style="list-style-type: none"> 1. that developing appropriate economic policy involves not only predictable economic relationships, but also value judgments and relationships that are difficult to predict(I). 2. how to identify a meaningful topic, organize and analyze

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		information (including data), then logically organize, complete and present a paper concerning that topic(A, Crit, I).
ECO 539	Microeconomic Policy (Regional Economics)	<ul style="list-style-type: none"> • to extend economic theory to incorporate space, geography and/or regional disparities(A, I). • to apply regional economic theory to firm location, regional distribution of economic activity (i.e., distribution of urban & rural space), economic development(A, I). • to use a geographic information system(A). • to analyze demographic and economic data using economic development techniques such as shiftshare analysis, location quotients, and input-output analysis(A, I). • to employ spatial statistics/spatial econometrics to analyze economic phenomena with spatial dimensions (e.g., environmental problems, geographic distribution of income/poverty)(A, Crit, I).
ECO 540	Market Structure and Firm Behavior (Industrial Organization)	<ol style="list-style-type: none"> i. Understand the characteristics of non-competitive market structures(I). ii. Demonstrate how market outcomes in areas of price, quantity, profits and efficiency in noncompetitive market structures differ from market outcomes under competition(A). iii. Understand the role of strategic behavior in non-competitive market structures(I). iv. Demonstrate the ability to apply knowledge to real-world market situations(A, Crit, I).
ECO 570-670	Labor Economics	In the United States, and most other developed economies, labor accounts for about two-thirds of national income. Therefore, it is important to increase our understanding about the world of work. This course highlights the major events, trends, and developments in the labor market(I). It then attempts to give explanations for these real world outcomes(I, Crit). By the end of the course students learn how to apply economic theory to the analysis of current events and current public policy issues(A, Crit, I).
FIN 480	Senior Seminar in Finance	<ol style="list-style-type: none"> 1. To see how financial topics relate to one another as part of a unified whole(A, I), 2. To properly analyze financial problems of various types, in a case situation(A, Crit), and 3. To develop logical, a well-reasoned position on various financial issues and to communicate this position to others in both written and verbal formats(A, Crit, I).
FIN 522	Portfolio Management and Theory	<ol style="list-style-type: none"> 1. To achieve familiarity of techniques dealing with portfolio selection and evaluation(I). 2. To understand the fundamentals of economic analysis and be able to select different industries and asset classes based upon current economic forecasts(A, I). 3. To conduct a thorough industry analysis, and in-depth fundamental analyses(A, P, Crit, I).

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		4. To devise alternative investment policy statements for a range of investor types(A, P, Crit).
GCM 427	Professional Photographic Practices	<p>A. understand and have a working knowledge of business practices necessary for a professional photographer(A, I).</p> <p>B. discuss and define the terms used in photography(Crit, I).</p> <p>C. understand copyright as it pertains to photography(I).</p> <p>D. understand pricing, and the use of business paperwork(I).</p> <p>E. discover the employment options available to photographers(A, Crit).</p> <p>F. have the skills necessary to seek and attain entry-level employment in the photographic field(A, I).</p> <p>G. be familiar with the vocabulary, procedures and working realities specific to the occupation of photography(I).</p> <p>H. identify the measures necessary to conduct their own free-lance businesses(A, Crit).</p>
GCM 440	Electronic Digital Photography	<p>A. use personal computers for photography(A).</p> <p>B. understand the software and hardware needed in the production of digital photographs(I).</p> <p>C. understand the processes required to produce digital photographs(I).</p> <p>D. know the directions in electronic digital photography as a segment of the printing/graphic communications industry, and as a component of the information highway(A, Crit, I).</p>
GCM 452	Production Printing	<p>A. Develop an understanding of and provide experiences in production(I).</p> <p>B. Be capable of defining and discussing terms peculiar to production printing industries(A, Crit, I).</p> <p>C. Be able to direct the flow of work in a production printing plant(A, P).</p> <p>D. Be capable of performing operations of production in all the areas related to the printing operation(A).</p> <p>E. Be able to work with employees in a fair and personal manner to get the best possible job done(A, P, Crit).</p>
GCM 453	In-Plant and Small Printing Facility Management	<p>Be capable of defining and discussing terms peculiar to production printing industries(A, Crit, I).</p> <p>B. Be able to direct the flow of work in a production printing plant(A, P).</p> <p>C. Be capable of performing operations of production in all the areas related to the printing operation(A).</p> <p>D. Be able to work with employees in a fair and personal manner to get the best possible job done(A, P, Crit).</p> <p>E. Be able to produce a printed product, from start to finish, profitably(A, P, Crit, I).</p>

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GCM 454	Color Management and Quality Control	<p>A. Distinguish between transmission and reflection methods of color separation and their applications(A, Crit, I).</p> <p>B. Determine the quality control aspects of process color(A, P, Crit I).</p> <p>C. Understand computer-assisted color scanning systems(I).</p> <p>D. Display an understanding of the procedures and reasons for color correction and masking(A, I).</p> <p>E. Direct-to-plate color(I).</p> <p>F. Digital desktop color(I).</p>
GCM 456	Packaging Production Management	<p>A. Understand different management theories of printing and the various printing processes that have an impact upon packaging(I)</p> <p>B. Address different environmental concerns of packaging(A, P, Crit)</p> <p>C. Apply knowledge of packaging relatable to today's society(A)</p> <p>D. Identify and understand career paths related to packaging(A, Crit, I)</p> <p>E. Identify various strategies used in the packaging industry(A, Crit, I)</p> <p>F. Understand how packaging is achieved on various substrates(I)</p> <p>G. Identify and understand the laws and government regulations that control packaging(A, Crit, I)</p> <p>H. Understand the quality control function in packaging(I)</p> <p>I. Identify and address current issues in packaging(A, P, Crit, I)</p> <p>J. Identify the environmental considerations as well as the safety function and concerns of packaging(A)</p>
GCM 552	Survey of Graphic Communication Management	<p>A. Develop an understanding of the four mass reproduction processes(I).</p> <p>B. Determine how the technical processes relate to manufacturing.(A, Crit)</p> <p>C. Determine how the printing processes are impacted by pre-press computer applications(A, Crit).</p> <p>D. Determine how to select the correct process for the job being produced(A, Crit).</p> <p>E. Create a series of lesson plans to teach the major printing processes.(A, Crit, Creat)</p> <p>F. Understand the many job functions required mass-producing printed images(I).</p> <p>G. Perform the basic skill to produce printing using the four major processors(A).</p> <p>H. Review the printing industry and understand what the non-printer should know in order to communicate with the printer/publisher(A, Crit).</p> <p>I. Understand the pre- press, major printing processes, and finishing operations and relate it to modern graphic information dissemination(Crit, I).</p>

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GCM 554	Printing Production and Manufacturing Management	<p>A. Identify and discuss problems related to the management of printing production(A, P, Crit).</p> <p>B. Explore the issue of printing production management through assigned reading(Crit).</p> <p>C. Develop oral skills through classroom presentations on the subject of production management(I).</p> <p>D. Evaluate progress in the course through the use of tests and assignments(A).</p> <p>E. Understand and develop organizational structures(A, Crit, I).</p> <p>F. Understand management techniques(I).</p> <p>G. Outline and understand the departmental divisions commonly found in production operations(A, I).</p> <p>H. Organize and maintain production control charts and boards(A, Crit).</p> <p>I. Identify and apply materials handling procedures(A, I).</p> <p>J. Identify the problems involved in purchasing(A, P, Crit).</p> <p>K. Understand the rationale for maintaining inventories(I).</p> <p>L. Develop a plant layout(A, P, Crit, Creat).</p> <p>M. Understand job descriptions, evaluation, merit ratings, and grievances(I).</p> <p>N. Understand industrial engineering as it is related to printing production(I).</p> <p>O. Apply records of performance(A).</p>
GCM 560	Plant Equipment Layout and Purchasing	<p>A. Read and understand blue print drawings and technical descriptions(I).</p> <p>B. Determine the size of current and future plants requirements(A, P, Crit).</p> <p>C. Understand and implement local, state, and federal legislation for building and equipment(I).</p> <p>D. Layout the work flow for the small, medium and large printing company(A, Crit).</p> <p>E. Understand the relationship between equipment and work flow(I).</p> <p>F. Understand the requirements for building a safe and compliant work environment(I).</p>
GCM 571	Problems in Technology	<p>A. Do independent study(A, P, Crit, I).</p> <p>C. Investigate a topic or area of interest not provided for in an existing organized course(A, P, Crit, I).</p> <p>D. Explore in greater depth a topic or an area of interest than is possible through an existing organized course(A, P, Crit, I).</p> <p>E. Develop competencies where a recognized weakness may be identified and cannot be provided for in scheduled organized courses(A, P, Crit, I).</p>
JMC 445	Community Journalism	<p>A. Demonstrate an understanding of the special nature of community news(A)</p> <p>B. Analyze local news audiences(Crit)</p> <p>C. Produce news content for a variety of media that is of interest to local audiences(A, Creat)</p>

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		<p>D. Continue to demonstrate an understanding of the nature of news(A)</p> <p>E. Establish the framework for a start-up journalistic organization in a community(A, P, Crit)</p>
JMC 597	ADVANCED REPORTING	<p>JMC 597 is designed to acquaint students with advanced techniques of specialized reporting on topics of interest to the community, such as city-county and state government, court and law enforcement agencies, politics and education(I).</p> <p>At the end of the semester, a student should be able</p> <p>(I) to identify a public affairs story in either print or electronic format(A);</p> <p>(2) to use advanced techniques of reporting and writing to disseminate public affairs stories to the public(A);</p> <p>(3) to research a current ethical issue affecting public affairs reporting(A, P, Crit, I);</p> <p>(4) to research a legislative issue on either the state or federal level and to report how that issue could affect society(A, P, Crit, I);</p> <p>(5) to research one area of public affairs reporting and disseminate that information to the class(A, P, Crit, I) and</p> <p>(6) to examine the coverage of one major current public affairs story(Crit) .</p>
JMC 400	INTERNATIONAL MASS COMMUNICATIONS	<p>1) Describe the five theories of the press and explain how those theories relate to the types of media systems which have developed round the world(A, Crit, I);</p> <p>2) Describe the origins and current status of the mass media in the United States, the developed, the developing, and the present and former Communist nations(A, I);</p> <p>3) Compare and contrast the media of the various regions of the world and articulate changes in the regions relative to freedom of expression, free flow of information, press freedom, and ownership(A, Crit)</p> <p>4) Discuss how changing technologies have affected the role of media in society(A, Crit);</p> <p>5) Explain the role of multi-national media conglomerates in the world media arena and discuss the ramifications of this new phenomenon on the gathering and dissemination of news as well as on the cultures of the world(A, Crit); and</p> <p>6) Make critical judgments about the way in which media cover international topics(A, Crit).</p>

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JMC 412	Writing for Public Relations	<p>1) To write effective copy in the various forms used in public relations, such as, but not limited to: news releases, feature stories, newsletters, business correspondence, social media copy, and web publishing(A);</p> <p>2) to understand, establish and maintain traditional and social media relations(A, P, Crit, I);</p> <p>3) to understand the research, writing, and planning processes needed to achieve objectives of public relations campaigns(I);</p> <p>4) to utilize critical thinking skills to develop communication tactics directed to diverse publics(Crit);</p> <p>5) to understand the legal and ethical issues associated with practicing as a responsible public relations communicator in a culturally diverse society(I);</p> <p>6) To understand the basic operation and use of new, digital and social media tactics for public relations campaigns; and To understand the new formatting, implementation and dissemination techniques required for online news releases, social media news releases, blog news releases and traditional news releases(A, I)</p>
JMC 417	Advertising Copywriting and Layout	<p>A. Demonstrate an understanding of the principles of creating advertising for a variety of media(A, I);</p> <p>B. Demonstrate an understanding of the creative process(A, I);</p> <p>C. Effectively use creative, writing, and design skills(A, Creat);</p> <p>D. Develop advertising materials and complete a creative presentation(A, Crit, Creat);</p> <p>E. Continue to demonstrate a mastery of the advertising concepts learned in JMC 394 Introduction to Advertising, including target marketing, media strengths and weaknesses, ad industry structuring, and ethics(A, I).</p>
JMC 439	Advertising Media Planning	<p>A. Be conversant in the terms of media planning(A, I);</p> <p>B. Demonstrate a knowledge of the various advertising media and their strengths and weaknesses(A, I);</p> <p>C. Be able to make strategy planning decisions at the professional level(A, Crit, I);</p> <p>D. Be able to create and present an advertising media plan(A, P, Crit, Creat, I);</p> <p>E. Continue to demonstrate a mastery of the concepts learned in JMC 394 Introduction to Advertising including target marketing, media strengths and weaknesses, and ethics(A, I).</p>
JMC 440	Research Methods in Public Relations	<ul style="list-style-type: none"> • Understand, explain, and use appropriately the basic terminology used by social science researchers(A, Crit, I) • Construct and administer a survey, analyze the data collected, and write a report discussing how the research was conducted and the results(A, P, Crit, I) • Explain what a focus group is, how one is conducted, and when it is appropriate to use this form of research in public relations(A, I) • Explain the difference between quantitative and qualitative research and know when to use each in public relations research(A, I)

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		<ul style="list-style-type: none"> • Understand what content analysis is, when and how to use it in public relations situations research situations(A, Crit, I)
JMC 448	Television Production Operations	A. electronic media ... where we've been, where we are now ... where we're going(A, Crit, I), B. platforms of digital media(A, I), C. television stations and networks ... over-the-air and on-line(A, I), D. content distribution and syndication, sales and marketing(A, I), E. financial and personnel management in creating a television program(A, I), F. the regulatory environment(A, Crit, I), G. social and ethical responsibilities of content producers(A, Crit, I), H. technology and how it's changing the entire media environment...i.e. HDTV, digital platforms, consolidation, globalization(A, Crit, I).
JMC 451	Television Field Production	A. understand and execute the jobs of producer and director(A, I). B. understand and execute preproduction planning and paperwork(A, I). C. analyze video/broadcast programming and break it down into basic elements(A, Crit, I). D. analyze a story or message as expressed in the script and develop it into a program(A, P, Crit, I). E. apply skills in intercommunication--directing talent and production crewmembers(A, Crit, I). F. utilize advanced audio and video production skills(A, I).
JMC 456	Advertising Campaigns	A. Demonstrate the ability to organize and develop an advertising campaign(A, Crit, I); B. Coordinate and work with others, delegate and accept responsibilities, make sound advertising decisions(A, P, I); C. Complete a written advertising campaign(A, P, Crit, I); D. Make a sound oral presentation of the campaign(A, Crit, I); E. Continue to demonstrate a mastery of creative, media planning, and client service skills and concepts learned in lower-level advertising courses.
JMC 466	Advanced Electronic News Reporting & Production	A. Know and understand various journalistic responsibilities as they apply to electronic news media profession(A, I); B. effectively refine journalistic writing and copy scripting skills(A, Crit, I); C. build on techniques learned in JMC 398 (Electronic News Reporting) to further develop the ability to identify and gather news through observation; interviewing; and computer-assisted means(A, Crit, I); D. utilize the knowledge acquired from prior news and production courses to accomplish the construction of several videotape news reports for air, as well as development of an opinion piece for

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		<p>broadcast(A, P, Crit, I); and,</p> <p>E. utilize the lab to blend practical hands-on experiences with an exploration of the theoretical, social, legal and ethical issues posed by modern electronic journalism, including on-line products(A, I).</p>
JMC 486	Media Production Techniques	The student will be able to identify the main parts of the Quark XPress interface, develop a working knowledge of the program, and use the program to create documents(A, Crit, I).
JMC 488	Cooperative Education/Internship	To document the work done on the internships and share with other interns and the general student body skills and content gained from the job experience(A, Crit, I).
JMC 491	ADVANCED PUBLIC RELATIONS	<ol style="list-style-type: none"> 1. To analyze public relations situations and understand the eight-step process of public relations planning(A, Crit, I); 2. To examine and apply appropriate research techniques necessary to develop effective public relations campaigns(A, Crit, Creat); 3. To put theory into practice by planning a public relations campaign to meet a client's problem/opportunity goal(A, Crit, P); 4. To gain experience in the practice of public relations by designing and implementing a public relations campaign(A, Crit, I); 5. To learn to work as a productive team member through communicating internally and externally, delegating responsibilities, meeting deadlines, managing resources, and coordinating activities(A, Crit, I); 6. To continue the development of a sense of professionalism in the practice of public relations through the ethical preparation of a public relations campaign(A, Crit, I); 7. To improve professional writing and communications skills(A, I); 8. To establish the discipline required to compete in the public relations profession(A, Crit, I); and 9. To finalize development of a resume, portfolio, and personal ethics statement(A, Crit, I).
JMC 492	Feature Writing	<ol style="list-style-type: none"> A. Find material/sources for feature articles(A, Crit, I) B. Write a variety of feature formats(A, Crit, I) C. Edit a variety of feature formats(A, Crit) D. Market a feature story to a professional magazine or ezine(A, Crit)
JMC 499	Senior Seminar	<ol style="list-style-type: none"> A. Demonstrate an understanding of all graduation requirements(A); B. Be able to write a professional résumé(A, I); C. Be able to write a professional cover letter(A, I); D. Prepare professional samples of their work(A, Creat); E. Demonstrate an understanding of the job interview process(A, I).

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JMC 593	Opinion Writing	<p>A. Demonstrate an understanding of the differences between opinion and news(A, crit, I)</p> <p>B. Be able to craft a well-reasoned argument based on journalistic research(A, I)</p> <p>C. Be able to produce opinion pieces for a variety of media(A, Crit, I)</p> <p>D. Demonstrate the ability to make sound news judgments(A, P, Crit, I)</p> <p>E. Continue to demonstrate an understanding of how the media influence individuals and society(A, I)</p> <p>F. Continue to demonstrate a mastery of the writing skills learned in JMC 194 Newswriting(A, I)</p> <p>G. Be able to organize and lead an editorial board meeting(A, I)</p>
JMC 596	Internship in Advertising, Journalism, Public Relations and Radio-TV	To document the work done on the internships and share with other interns and the general student body skills and content gained from the job experience(A, P, Crit, I).
BPA 499	Senior Seminar	<p>To ensure that seniors have completed all graduation requirements, professional resume, cover letter, and portfolio(a, I)</p> <p>To ensure that the senior knows the job interview process(I)</p> <p>To provide the student with the experience of organizing seminars and presenting the material To his or her professional peers(a, P, Crit)</p> <p>To assess the business administration program</p>
BPA 596	Intl Business Seminar-Europe	<p>1) a basic knowledge of basic topics in international business(I),</p> <p>2) the ability to analyze articles on international business in the popular and business press(A, P, Crit),</p> <p>3) the ability to perform situational analysis on a countries, companies and industries(A, P, Crit), and</p> <p>4) effective written communication skills(A).</p>
MGT 420	Entrepreneurial Strategic Growth	<ul style="list-style-type: none"> • Identify the critical driving forces in a new venture success(A, CRIT). • Identify how to find and differentiate profitable opportunities from just “other good ideas” (A, CRIT). • Identify how successful entrepreneurs create and build value for themselves and others(A, CRIT). • Identify and determine necessary financial and non-financial resources for new ventures(A, CRIT). • Identify future consequences of decisions made by entrepreneurs at each point in time, and pitfalls one has to anticipate and prepare for(A, P, CRIT). • Identify techniques to increase the reward to risk ratio(A, P, CRIT).
MGT 440	Entrepreneurial Innovation and Creativity	<ul style="list-style-type: none"> • Understand why creativity and innovation are the foundation for entrepreneurship(I). • Understand “road blocks” to creativity and how to overcome them(I, CRIT). • Explore techniques for improving the creative process(A, CREAT, CRIT).

		<ul style="list-style-type: none"> • Understand how to apply the creative process(I).
MGT 443	Management of Operations and Technology	<p>To introduce the student to the concepts and processes of the production function with emphasis on the application of these to the management of various types of operating systems (including services)(I). Special attention will be given to the use of various accepted quantitative techniques used by management to help facilitate the decision making process.</p> <p>The student should be able to understand the relationship between the operation function and the other functions in the organization(I). The student should develop an understanding of such topics as quality control, inventory control, continuous improvement, productivity, and process design and the relationship of these topics to the student's area of study(I).</p> <p>The student should demonstrate the ability to apply decision-making models and to interpret the results(A, CRIT). Additionally, the student should demonstrate the ability to evaluate alternatives by making cost comparisons using the models(A, CRIT).</p>
MGT 445	New Product Development	<p>A. Demonstrate a working knowledge of the steps required to successfully develop and launch a new product idea(A, I).</p> <p>B. Develop an understanding of the interaction and contributions of business functions (e.g. marketing, engineering, manufacturing, finance) to the new product development process(I).</p> <p>C. Enhance teamwork skills through interaction on a project team(A, CREAT, CRIT).</p> <p>D. Apply creative techniques and a structured project management process to the identification and implementation of a new product(A, P, CRIT).</p> <p>E. Propose a team-developed product concept and business plan in a professional business presentation(A, CRIT, CREAT).</p>
MGT 490	Entrepreneurial Consulting	<ul style="list-style-type: none"> • An understanding of the consulting process and, specifically, of a logical and systematic process for identifying the problems and opportunities confronting small, entrepreneurial firms(I); • A knowledge of how to effectively apply this process to an entrepreneurial enterprise, and specifically, how to thoroughly critique the operations of the business and to establish priorities for a) improving the efficiency and effectiveness of the enterprise, and b) growing the business(A, CRIT, P, I); • An appreciation for the unique characteristics, requirements and contributions of emerging enterprises and the entrepreneurs behind these enterprises(I); • The ability to create value for a consulting client in terms of tangible deliverables. These deliverables can take the form of new methods, processes, approaches, systems, products and services(A, P, CRIT, CREAT, I);

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		<ul style="list-style-type: none"> • Skills in working with individual entrepreneurs, establishing positive relationships, building trust, sharing information and experience and solving problems(A, P); • Enhanced capabilities in the creation of a final consulting report(A, CREAT, CRIT).
MGT 499	Senior Seminar	<p>To ensure that seniors have completed all graduation requirements, professional resume, cover letter, and portfolio(I)</p> <p>To ensure that the senior knows the job interview process(I)</p> <p>To provide the student with the experience of organizing seminars and presenting the material To his or her professional peers(a, CREAT)</p> <p>To assess the business administration program(a, Crit)</p>
MGT 550	Human Resource Management	<ol style="list-style-type: none"> 1. To learn the methods and processes used by HRM departments to attract new employees and to motivate and retain the existing employees(I). 2. To understand the character of the relationships between HRM employees and their counterparts in the other functional areas of the organization(I). 3. To understand the activities of HRM and how these activities interact within the organization and the organization's external environment to ensure that employees are effective and efficient in accomplishing the organization's goals(I). 4. To understand the implications that HRM activities have on the ability of the organization to achieve its strategic objectives(I). 5. To enhance one's ability to discern, objectively evaluate, and propose solutions to critical situations related to HRM(A, P, CRIT).
MGT 552	Management of Operations and Technology II	<ul style="list-style-type: none"> • To further familiarize the student to the concepts and processes of the production function with emphasis on the application of these to the management of various types of operating systems (including services). Special attention will be given to the use of various accepted quantitative techniques used by management to help facilitate the decision making process(I). • The student should be able to understand the relationship between the operation function and the other functions in the organization(I). • Demonstrate the ability to apply decision-making models and to interpret the results(A, CRIT, I). • Demonstrate the ability to evaluate alternatives by making cost comparisons using the models(A, CRIT, I).

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MGT 555	Training and Development	<p>Through written, oral, and group assignments, students will demonstrate the following competencies:</p> <ol style="list-style-type: none"> Describe the training function of organizations, linking to organizational goals, objectives, and strategies(A, CRIT, I) Explain the needs and characteristics of adult learners(A, I) Identify learning theories(A) Understand the purpose of a needs assessment for training(I) Write and execute training objectives(A, CRIT, CREAT) Select and evaluate training strategies and media through research(A, CRIT, P, I) Design training: instructional methods, facilities planning, and training materials(A, CRIT, P, I) Develop and present a training project(A, P, CRIT) Evaluate the effectiveness of training programs(A, CRIT, P) Provide examples of each of the following topics: <ul style="list-style-type: none"> Competency models(A, I) Human/intellectual capital(A, I) Career development needs of individuals(A, I) Organizational developmental needs(A, I) Outsourcing(A, I) HR as training leader(A, I) E-learning and use of technology in training(A, I) On-the-job training (OJT) (A, I) Mandatory training for legal compliance(A, I)
MGT 557	INTERNATIONAL MANAGEMENT	<ol style="list-style-type: none"> Develop an understanding of the socio-cultural forces that determine the “playing field” of international business(I). Explain the role of culture in cross-cultural communications and negotiations(A, I). Understand the unique risks and opportunities in international business(I). Explain the ways in which culture affects the management functions of planning, organizing, leading, controlling and staffing(A, CRIT, P). Display sensitivity to the unique ethical issues that arise in the conduct of international business(A, CRIT, I). Demonstrate your ability “to continue learning” about international management(A, I).
MGT 572	SEMINAR IN ORGANIZATION DEVELOPMENT	<ol style="list-style-type: none"> (1) Ability to perceive, understand and evaluate situations in which individual and group behavior affect organizational effectiveness(A, I, Crit, P). (2) Knowledge of, and ability to apply, the Planned Change Models used by both internal and external organization development specialists(A, Crit, I). (3) Understanding of the processes of organization development and ability to identify the appropriate intervention(s) that may lead to improved individual, group, and organizational performance(I). (4) Understanding of the methods used to measure the results of

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		<p>interventions that have been introduced to change an organization(I).</p> <p>(5) Knowledge of, and ability to recognize, the unique ethical dilemmas related to the practice of organization development(A, I).</p>
MGT 580	Seminar in Leadership	<p>1. Understand what leadership is and the meaning and importance of leadership in organizations(I).</p> <p>2. Understand the relationship between Emotional Intelligence and leadership, have knowledge of their personal strengths and weaknesses regarding Emotional Intelligence, and have made progress toward improving their Emotional Intelligence(Crit, I).</p> <p>3. Demonstrate the leadership skills associated with motivating, coaching, and delegating duties and responsibilities to organizational members(A, Crit).</p> <p>4. Demonstrate effective skills related to communication, conflict resolution, and problem solving related to leadership(A, P, Crit).</p> <p>5. Explain the difficulties with, and the potential competitive advantage, from effectively leading and managing diversity(A, I).</p>
MGT 590	Strategic Management	<p>(1) Know— and differentiate between— Mission, Objectives or Goals or Targets, and Strategy: as they apply to profit and non-profit oriented organizations, national and international(A, I).</p> <p>(2) Understand the relationship that should exist between the Chief Executive Officer [CEO] and the Board of Directors [BOD](I).</p> <p>(3) Know the types of problems and decisions which strategists are confronted with(I, P).</p> <p>(4) Use all the knowledge acquired from prior Business Courses, coupled with new Strategic Management concepts and techniques learned, to chart the future direction of different organizations. This entails clear understanding, on the part students, of such important topics as the Internal Analysis of a firm (including the use and interpretation of Financial Ratios); the External Analysis; Strategy Analyses, Evolution and Implementation, as well as International aspects of these processes(A, Crit, P, I) .</p> <p>(5) Assume due responsibility for making objective strategic decisions, and to justify those decisions through both oral as well as written communication(A, Crit).</p>
MKT 460	PRINCIPLES OF ADVERTISING	<p>1) understand the role of advertising in society(I);</p> <p>2) understand advertising's origins(I);</p> <p>3) understand what a marketing mix is and how advertising serves a role in product, concept and service marketing(I, Crit);</p> <p>4) be able to create an ad(A, Crit, Creat);</p> <p>5) understand the characteristics of various media and how they may be used in advertising(I, Crit).</p>

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MKT 490	Survey of Management and Marketing	<p>(i) To motivate students to absorb, retain, integrate, and apply the basic knowledge that is fundamental to the course(I, Crit, A).</p> <p>(ii) To help students synthesize various management and marketing concepts and tools(A, Crit, I).</p> <p>(iii) To enhance students' ability to apply various management and marketing concepts and tools to "real-world" situations(A, Crit, P).</p> <p>(iv) To develop students' ability to engage in management and marketing planning(A, Crit, P).</p> <p>(v) To enhance students' written communication skills(A, I).</p>
MKT 499	Senior Seminar	<p>To ensure that seniors have completed all graduation requirements, professional resume, cover letter, and portfolio(A)</p> <p>To ensure that the senior knows the job interview process (I)</p> <p>To provide the student with the experience of organizing seminars and presenting the material to his or her professional peers (A, Crit, Creat, P, I)</p> <p>To assess the business administration program(A)</p>
MKT 564	Marketing Channels	<p>To enhance your understanding of marketing strategy and the interaction of the marketing mix elements within marketing channels(I, Crit, P).</p> <p>2. To give you a good understanding of the nature of channel relationships and processes(I, Crit).</p> <p>3. To enhance your ability to assess marketing situations and channel design options.(A, Crit, P, I)</p> <p>4. To acquaint you with research issues and methods in marketing channels.(A, Crit, P, I)</p> <p>5. To acquaint you with the literature of marketing channels.(I)</p>
MKT 565	Marketing Research	<p>(1) To motivate students to absorb, retain, integrate and apply the basic principles that are fundamental to this course. (A, I, Crit)</p> <p>(2) To enhance students' ability to understand and apply marketing research principles and techniques to "real-world" marketing situations in the Service Learning model. (A, Crit, P, I)</p> <p>(3) To enhance students' written and oral communications skills, as members of a problem solving team. (A, I)</p> <p>(4) To encourage students to appreciate the need for and benefits of continuous research to measure and adjust to changing target markets. (A, Crit)</p> <p>(5) To develop their skills to understand, interpret, research data and to use it to formulate successful marketing strategy.(A, Crit, P)</p>
MKT 568	GLOBAL MARKETING MANAGEMENT	<p>1) a basic knowledge of marketing concepts and tools as applied in a global context, (I, Crit, A)</p> <p>2) basic competence in using a variety of information resources and technologies to gather market information, (I, Crit, A)</p> <p>3) the ability to analyze market information for appropriate application in marketing planning and management, (A, Crit, P)</p> <p>4) the ability to evaluate a foreign market for potential export entry(A, Crit, P), and</p> <p>5) effective written communication skills.(A, I)</p>

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MKT 569	PROMOTIONAL MANAGEMENT	<ol style="list-style-type: none"> 1. To provide students with an enjoyable learning experience. 2. To provide students with an opportunity to study the strategic role of new media in the promotional mix. (BAB/BSB Assurance of Learning Goal 1; MBA Assurance of Learning Goal 1)(I) 3. To provide students with an opportunity to solve problems and complete tasks in a team-based environment. (BAB/BSB Assurance of Learning Goal 2; MBA Assurance of Learning Goal 2)(P, A) 4. To help students understand the changing role of information technology as it relates to the practice of marketing. (BAB/BSB Assurance of Learning Goal 3; MBA Assurance of Learning Goal 6) (I) 5. To provide students with an opportunity to deepen their knowledge of various new media tools and to gain hands on experience using those tools. (BAB/BSB Assurance of Learning Goal 3; MBA Assurance of Learning Goal 6) (A, I) 6. To make students aware of the moral and ethical dimensions involved in the use of new media. (BAB/BSB Assurance of Learning Goal 4; MBA Assurance of Learning Goal 5) (I) 7. To give students an opportunity to develop and polish their written communication skills. (BAB/BSB Assurance of Learning Goal 6; MBA Assurance of Learning Goal 3) (A, Crit, I) 8. To give students an opportunity to develop their oral communication skills. (BAB/BSB Assurance of Learning Goal 6; MBA Assurance of Learning Goal 3) (A, Crit, I)
MKT 578	SOCIAL MEDIA MARKETING	<ol style="list-style-type: none"> 1. To provide students with an enjoyable learning experience. 2. To provide students with an opportunity to study the strategic role of new media in the marketing mix. (BAB/BSB Assurance of Learning Goal 1)(A, Crit, I) 3. To provide students with an opportunity to solve problems and complete tasks in a team-based environment. (BAB/BSB Assurance of Learning Goal 2) (A, Crit, P) 4. To help students understand the changing role of information technology as it relates to the practice of marketing. (BAB/BSB Assurance of Learning Goal 3) (I) 5. To give students an opportunity to effectively apply information technology tools for the purpose of completing the tasks outlined in the course. (BAB/BSB Assurance of Learning Goal 3) (A, Crit, I) 6. To provide students with an opportunity to deepen their knowledge of various new media tools and to gain hands-on experience using those tools. (BAB/BSB Assurance of Learning Goal 3) (A, Crit, I) 7. To make students aware of the moral and ethical dimensions involved in the use of new media. (BAB/BSB Assurance of Learning Goal 4) (I) 8. To give students an opportunity to develop and refine their oral communication skills. (BAB/BSB Assurance of Learning Goal 6) (A, Crit, I)

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MKT 579	SOCIAL MEDIA CONSULTING	<ol style="list-style-type: none"> 1. To provide students with an enjoyable learning experience. 2. To provide students with an opportunity to study the strategic role of new media in the promotional mix. (BAB/BSB Assurance of Learning Goal 1; MBA Assurance of Learning Goal 1)(A, Crit, I) 2. To provide students with an opportunity to solve problems and complete tasks in a team-based environment. (BAB/BSB Assurance of Learning Goal 2; MBA Assurance of Learning Goal 2)(A, Crit, P) 3. To help students understand the changing role of information technology as it relates to the practice of marketing. (BAB/BSB Assurance of Learning Goal 3; MBA Assurance of Learning Goal 6)(I) 4. To provide students with an opportunity to deepen their knowledge of various new media tools and to gain hands-on experience using those tools. (BAB/BSB Assurance of Learning Goal 3; MBA Assurance of Learning Goal 6)(A, Crit, I) 5. To give students an opportunity to develop and polish their written communication skills. (BAB/BSB Assurance of Learning Goal 6; MBA Assurance of Learning Goal 3)(A, Crit, I) 6. To give students an opportunity to develop their oral communication skills. (BAB/BSB Assurance of Learning Goal 6; MBA Assurance of Learning Goal 3)(A, Crit, I)
MKT 595	MARKETING IN THE ERA OF CONSUMER GENERATED MEDIA	<ol style="list-style-type: none"> 1. To provide students with an enjoyable learning experience. 2. To provide students with an opportunity to study the strategic role of consumer generated media in the promotional mix. (Assurance of Learning Goal 1) (A, Crit, I) 3. To provide students with an opportunity to solve problems and complete tasks in a team-based environment. (Assurance of Learning Goal 2)(A, Crit, P) 4. To help students understand the changing role of information technology as it relates to the practice of marketing. (Assurance of Learning Goal 3)(I) 5. To give students effectively apply information technology tools for the purpose of completing the tasks inherent in the course. (Assurance of Learning Goal 3)(A, Crit) 6. To make students aware of the moral and ethical dimensions involved in the use of consumer generated media. (Assurance of Learning Goal 4)(Crit, I) 7. To give students an opportunity to develop and polish their written communication skills. (Assurance of Learning Goal 6)(A, Crit, I) 8. To give students an opportunity to develop their oral communication skills. (Assurance of Learning Goal 6)(A, I)

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COM 439	Conflict and Communication	<p>A. To create an understanding of the variables that affect conflict management(A, I).</p> <p>B. To establish a framework that helps you to see the relevance of course materials in your own personal experience. (A, Crit)</p> <p>C. To improve interpersonal communication skills in conflict situations. (A, I, P)</p> <p>D. To stimulate the use of this material outside of class. (A)</p> <p>E. To provide an understanding of perception in conflict. (I, P)</p> <p>F. To provide future managers, employees, and community members with the tools to understand and mediate conflict. (A, Crit, P, I)</p>
COM 461	Persuasive Communication	<p>Appreciate the utility and pervasiveness of persuasion within our society. (a, I)</p> <p>Define persuasion and the key characteristics associated with persuasive communication. (a, P, Crit, I)</p> <p>describe various ethical perspectives and analyze ethical implications involved in persuasion. (a, Crit)</p> <p>Explain how attitudes, values and beliefs in the receiver affect persuasion. (a, Crit, P)</p> <p>Select appropriate persuasive theories and be able To appropriately apply To persuasive situations. (a, I, Crit)</p> <p>analyze commonly used persuasive tactics and compliance-gaining strategies To resist/defend against those tactics. (Crit, a)</p> <p>Understand and Discuss the necessity and application of persuasion in leadership and management contexts. (I, a)</p> <p>apply one or more of the persuasive theories studies in an analysis of a real-world persuasive situation. (a, Crit, P)</p>
COM 488	Cooperative Education/Internship	<p>1. explain how specific communication processes facilitate or undermine organizing.(A, I)</p> <p>2. apply a wide variety of communication theories and principles to diagnose communication breakdowns in work/organizational environments. (A, Crit)</p> <p>3. recommend various organizational communication theories and principles to improve the organizing of work/workplaces. (A, Crit, P)</p> <p>4. utilize organizational communication knowledge to enhance their acumen as managers/leaders. (A, Crit, P)</p> <p>5. apply the discipline of organizational communication to their careers. (A, Crit)</p>
COM 489	Cooperative Education/Internship	<p>1. explain how specific communication processes facilitate or undermine organizing.(A)</p> <p>2. apply a wide variety of communication theories and principles to diagnose communication breakdowns in work/organizational environments.(A, Crit)</p> <p>3. recommend various organizational communication theories and principles to improve the organizing of work/workplaces.(A, Crit, P)</p> <p>4. utilize organizational communication knowledge to enhance their acumen as managers/leaders.(A, Crit)</p> <p>5. apply the discipline of organizational communication to their</p>

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		careers.(A, Crit)
COM 510	Internship	<ol style="list-style-type: none"> 1. explain how specific communication processes facilitate or undermine organizing.(A) 2. apply a wide variety of communication theories and principles to diagnose communication breakdowns in work/organizational environments.(A, Crit) 3. recommend various organizational communication theories and principles to improve the organizing of work/workplaces.(A, Crit, P) 4. utilize organizational communication knowledge to enhance their acumen as managers/leaders.(A, Crit) 5. apply the discipline of organizational communication to their careers.(A, Crit)
COM 553	Advanced Team Communication and Leadership	<ol style="list-style-type: none"> 1. To understand and apply group communication theories and principles in varied organizational settings(A, I) 2. Plan, design, implement, interpret, evaluate, and participate in team building exercises(A, Crit, P) 3. Effectively participate in a team project(A, Crit, P) 4. Improve communication competence in team settings(A, Crit, P) 5. Collect and evaluate scholarly research in group communication(A, Crit, P)
COM 577	Organizational Communication	<ol style="list-style-type: none"> A. Understand the interdependence of organizational learning and dialogic communication.(I) B. Identify organizational learning as a specific kind of organizational change initiative.(A, I) C. Explain theories of organizational learning.(A) D. Apply the tools of organizational learning.(A, Crit) E. Understand dialogic assumptions about human communication.(I) F. Employ dialogue skills in interaction.(A, Creat) G. Identify characteristics of dialogue in interaction.(A, Crit) H. Identify specific contexts for organizational learning and dialogue.(A, Crit)
COM 580	Advanced Organizational Communication	<ol style="list-style-type: none"> 1. Articulate and defend a well informed definition of organizational communication.(A, Crit) 2. Articulate and defend a well informed, personal philosophy of organizational communication.(A, Crit) 3. Analyze the organizing/disorganizing dynamics among structural, interpersonal, cultural, and systemic communication.(A, I) 4. Apply various structural, interpersonal, cultural, and systemic approaches to communication to diagnose and solve organizational problems.(A, P, Crit) 5. Apply communication research and theory to address problems in various organizational contexts.(A, P, Crit) 6. Explain the communication principles of various “management”

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		<p>theories.(A, I)</p> <p>7. Manage specific communication processes of the workplace (e.g., employee assimilation, climate, employee development, leadership, and change).(A, P)</p>
COM 595	SENIOR SEMINAR IN ORGANIZATIONAL COMMUNICATION	<p>Developing a research question and answering it in a 20-24 page, APA formatted research paper.(A, P, Crit, I)</p> <p>Ø Creating and delivering a formal, 10-12 minute speech based upon the research question.(A, Creat, Crit)</p> <p>Ø Developing a senior letter and current resume'.(A, Crit, Creat)</p> <p>Ø Participating in a comprehensive, oral examination.(A)</p>
BED 510	Methods and Materials-Teaching Business/Marketing Education Subjects	<p>A. Prepare a KERA unit of study and KTIP lesson plans. (NTS 1)(A)</p> <p>B. Microteach lessons demonstrating the ability to organize curriculum and/or instructional tasks which are developmentally appropriate for business/marketing education. (NTS 1-6, 8)(A, I, Crit, P)</p> <p>C. Evaluate, reflect upon, and revise given teaching situations (NTS 4, 5, 8)(A, Crit)</p> <p>D. Demonstrate teaching skills associated with multiple approaches to learning. (NTS 3)(A, Crit)</p> <p>E. Develop and apply a wide repertoire of questioning, differentiated instructional strategies and assessment techniques associated with business/marketing education subjects. (NTS 3, 4)(A, I)</p> <p>F. Examine classroom management strategies (CHAMPs). (NTS 2, 3, 6)(A, Crit)</p> <p>G. Infuse instructional technology into microteaching and other activities. (NTS 1, 3, 9)(A, Crit)</p> <p>H. Create a working portfolio with artifacts and reflections. (NTS 1, 3, 5, 9)(A, Creat)</p> <p>I. Review the functions of business/marketing career and technical student organizations (NTS 8)(A, I, Crit)</p> <p>J. Share research on the current trends and issues in business/marketing education (Diversity, Assessment, Literacy/Reading, Closing the Achievement Gap) through a collaborative inquiry project presentation. (NTS 1, 4-9)(A, Crit, I)</p> <p>K. Discuss the roles of business/marketing education professional organizations. (NTS 7)(A, I)</p> <p>L. Plan a business or marketing career and technical student organization conference trip graduate students only. (NTS 6, 8)(A, Crit)</p> <p>M. Develop a presentation to recruit business and/or marketing students to join your business or marketing career and technical student organization – graduate students only. (NTS 8, 9)(Creat, Crit, A)</p>

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CTE 501	Structures and Foundations of CTE	<p>A. Incorporate models of integration and collaborative planning for instruction (KTS #2, 3, 4, 8)(Crit, A)</p> <p>B. Discuss Career and Technical education reform movements and legislative mandates (KTS #1, 9)(A, I)</p> <p>C. Discuss the importance of positive parent and community relations (KTS #8) (A, I)</p> <p>D. Explain school-based decision making (KTS #9) (A, I)</p> <p>E. Create a plan for implementing work-based learning (KTS #2, 3, 8)(Creat, Crit, P)</p> <p>F. Create and describe a professional development plan that will guide personal and program improvement, including memberships in professional organizations (KTS #9)(Creat, Crit, P)</p> <p>G. Document experience with and support of CTE activities and sponsorship (KTS #2, 8)(A)</p> <p>H. Develop interpersonal and collaborative team skills (KTS #8) (A, I)</p> <p>I. Develop a Career and Technical Student Organization (CTSO) Program of Work (KTS #1, 4) (A, I)</p> <p>J. Discuss the history of CTE and its implication on today's educational system (KTS #1, 9) (A, I)</p>
CTE 502	Assessment and Curricula in CTE	<p>A. Incorporate discipline specific national and state level standards into instructional planning (KTS #2)(Crit, A)</p> <p>B. Identify, access, and incorporate school and community resources into instructional planning (KTS #9) (A, I, Crit)</p> <p>C. Identify and plan appropriate instructional sequences and use to improve instruction (KTS #2, 3) (A, I, Crit)</p> <p>D. Access, interpret, and incorporate current literature in curriculum development (KTS #9) (A, I, Crit)</p> <p>E. Develop appropriate performance assessments linked to learning goals and objectives (KTS #5) (A, I)</p> <p>F. Plan to accommodate diverse learning styles and intelligence (KTS #2, 3, 7) (A, I, P)</p> <p>G. Develop a program evaluation plan that includes planning for improvements (KTS #7, 9) (A, I, Crit)</p> <p>H. Discuss the importance of quality student assessment, evaluation, and feedback (KTS #5, 8) (A, I)</p> <p>I. Develop effective instructional materials that meet the needs of all learners (KTS #2, 4, 6) (A, I, Creat)</p>
CTE 566	Special Problems in Career and Technical Education	<p>A. Provide experiences in the identification, defining and stating of a problem. (KTS #1)(A, P, Crit)</p> <p>B. Provide experience in stating goals and objectives to be reached in solving a problem. (KTS #1)(A, Crit, P)</p> <p>C. Provide experience in searching and using pertinent data. (KTS #1)(A, Crit)</p> <p>D. Provide additional experiences in justification of course of action, in organizing materials and in the evaluation process. (KTS #7, 9)(A, I)</p>

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EDU 400	Practicum in Teaching Mathematics	<p>A. Design, plan, and implement instruction that addresses KERA initiatives (Program of Studies, Core Content for Assessment, and SB1) (KTS: 1, 2, 3, 5, 9; NCTM: 1, 2, 5, 6)(A, Crit, Creat)</p> <p>B. Discuss the nature of the mathematical thinking process of students in grades P-5 (KTS: 1, 2, 3, 4, 5, 7; NCTM: 1, 2, 3, 4, 5, 6)(A, I)</p> <p>C. Apply theories associated with mathematics and concept development (KTS: 1, 3, 4, 5, 9; NCTM: 1, 2, 3)(A)</p> <p>D. Demonstrate competence in the use of various approaches to the teaching of mathematics (KTS: 2, 3, 4, 5, 7; NCTM: 1, 2, 3, 4, 5, 6)(A)</p> <p>E. Demonstrate competency in designing, scoring, and interpreting performance-based assessment tasks (KTS: 7, 9; NCTM: 6)(A, Crit)</p> <p>F. Develop short-term and long-term plans for the teaching of mathematics (KTS: 3, 4, 5, 7; NCTM: 1, 5, 6)(A, P)</p> <p>G. Select, create, and use various materials for the teaching of mathematics (KTS: 2, 3, 4, 5, 6, 8; NCTM: 4)(A, Creat)</p> <p>H. Collaborate with supervising teachers and peers to provide the optimal mathematics environment for students (KTS: 1, 6, 9, 10; NCTM: 5,6)(A, Crit, P)</p> <p>I. Accommodate diversity within the classroom setting in providing mathematics experiences for students (KTS: 4, 5, 9; NCTM:1)(A, I)</p> <p>J. Develop and implement a professional development plan with a focus on the teaching and learning of mathematics. (KTS: 6; NCTM: 2)(Creat, A, Crit)</p> <p>K. Reflect upon their teaching and upon their growth and development as a reflective decision-maker (KTS:9; NCTM: 1, 2)(A, I)</p> <p>L. Utilize a variety of instructional technologies and mathematics interventions (KTS: 5, 7, 9; NCTM: 4)(A)</p>
EDU 403	Structures and Foundation of Education	<p>A. Upon successful completion of this class, students will be able to reflect in ways that will enhance their ability to evaluate specific teaching/learning situations and/or programs. (KTS #7)(Crit, P, I)</p> <p>B. Upon successful completion of this class, students will be able to incorporate a multicultural/global perspective into their teaching. (KTS #3)(Crit, I)</p> <p>C. Upon successful completion of this class, students will be better able to organize, express, and respond to information and ideas. (KTS #1)(Crit, P)</p> <p>D. Upon successful completion of this class, students will express greater self sufficiency, and creativity. (KTS #1)(Crit, P, A)</p> <p>E. Throughout this class and upon its successful completion, students will act as group members who demonstrates consistent, responsive, and caring behavior; interpersonal skills; respect for the rights and responsibilities of others; world views; and an open mindedness to other perspectives. (KTS # 10)(A, Crit, P)</p>

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EDU 404	Teaching Environmental Education (K-12)	<p>A. Identify and provide an operational definition for environmental education. (NTS V: NAAEE, Theme 2)(I)</p> <p>B. Discern and articulate ways in which the environment may be used as an integrating context in the classroom. (NTS I, III: NAAEE, Theme 2, 4)(A, Crit, I)</p> <p>C. Demonstrate a variety of ways of providing value-fair teaching and learning of environmental issues. (NTS III: NAAEE, Theme 1, 3)(A, Crit)</p> <p>D. Articulate ways of integrating disciplines to effectively and efficiently to be able to prepare and deliver environmental education experiences. (NTS I, III: NAAEE, Theme 4)(A, P, Crit)</p> <p>E. Relate how to provide an in-class, out-door classroom, and residential experience for students in environmental education. (NTS II: NAAEE, Theme 4, 5)(Crit, A, P)</p> <p>F. Identify specific national/international curriculum that may be used to teach environmental education and discuss how this may be accomplished. (NTS III: NAAEE, Theme 2)(A, Crit)</p>
EDU 405	Evaluation and Measurement in Education	<p>A. The students will describe a perspective regarding current issues in educational evaluation under No Child Left Behind and the Kentucky Education Reform Act, including Kentucky Program of Studies, and Core Content. (KTS 5)(A, I)</p> <p>B. The students will investigate and practice the design of various assessment methods, including portfolios, task events, open-ended questions and more traditional objective methods, utilizing Kentucky Program of Studies, and Core Content (KTS 1,2,5)(A, Crit, P)</p> <p>C. The students will prepare assessment-focused objectives and a variety of assessment activities that will address Kentucky Program of Studies, and Core Content. (KTS 2,5)(A, Crit)</p> <p>D. The students will reflect on the uses of assessment in instruction, in relationship to their own learning and their development as reflective decision-makers (KTS 5,7)(A, Crit, P, I)</p> <p>E. The students will collaborate in the development of course curriculum projects using lap top computers and participate in discussions of current issues in instruction and assessment. (KTS 2,5, 6,8)(A, Crit, P)</p> <p>F. The students will analyze ethical dilemmas related to common classroom situations to prepare for the complexity of classroom decision making. (KTS 3)(Crit, A)</p> <p>G. The students will review procedures of Response to Intervention–RTI, (called Student Intervention System in Kentucky) directed at addressing learner differences (ethnicity, race, socioeconomic status, gender, exceptionalities, language, geography, and intellectual diversity). (KTS 2,5)(A, Crit)</p>

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EDU 422	Student Teaching Seminar	<ol style="list-style-type: none"> 1. Designs and plans instruction(A) 2. Creates and maintains effective learning climate(A, Crit, P) 3. Implements and manages instruction(A, P) 4. Assesses and communicates learning results(A, I) 5. Reflects and evaluates teaching and learning(A, Crit) 6. Collaborates with colleagues, parents and others(A, Crit, P) 7. Engages in professional development(A) 8. Demonstrates knowledge of content(A, I) 9. Demonstrates knowledge of technology(A, I)
EDU 423	International Teaching Experience	<ol style="list-style-type: none"> A. The primary aspects of the educational system in the host country and the cultural influences that impact it (1, 3, 6)(A, Crit) B. The ability to plan and implement lessons appropriate for students in the host country (1, 2, 4, 8,)(A, P, Crit) C. The ability to collaborate with peers, classroom teachers, and school administrators in the host country to plan appropriate instruction (2, 4, 8)(A, Crit, P) D. The ability to reflect upon one's classroom experiences and instructional behaviors in the host country (7)(A)
EDU 450	Special Problems	<ol style="list-style-type: none"> A. develop, revitalize, and strengthen important attributes of creative behavior and innovative problem solving;(A, Crit, P) B. gain repeated insights into the kinds of difficulties they face as problem solvers and how these can be overcome;(A, P) C. discover new facets of their imagination and inventive powers;(A, I) D. develop new modes of teaching and patterns of thought which are designed to foster creativity in their professional work;(Creat, Crit, P) E. think of many more alternative solutions to problems than are now used habitually(Crit, I, P)
EDU 515	Introduction to Environmental Education	<ol style="list-style-type: none"> 1. identify and discuss the basic characteristics and goals of the field of environmental education (ETS 1, 2, 9 /NAAEE 1, 2 ,3)(A, Crit) 2. show how various programs and policies support the implementation of environmental education (ETS 1, 2, 9/ NAAEE 3, 4, 5, 6)(A) 3. identify and use knowledge, skills, and concepts to show how the field of environmental education has changed over time and continues to change (ETS 1, 2, 4, 9, 10/ NAAEE 2, 4)(A, Crit, P) 4. recognize and analyze the integrated curriculum model of the ecological principles which are the foundation of environmental education (ETS 1, 2, 3, 4, 9/ NAAEE 4, 5, 6)(A, I) 5. compare and contrast natural resource use problems that exist in this region and state (ETS 1, 2, 9/ NAAEE 4, 5)(Crit, P) 6. make use of opportunities for the development of values which lead to commitment to participate in environmental maintenance and improvement; (ETS 1, 2, 9/NAAEE 1, 3, 4)(A, Crit, P) 7. share and communicate current environmental problems and issues and examine the various cultural, economic and societal

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		positions on those issues. (ETS 1, 2, 9/NAAEE 1, 2)(A, P, Crit)
ELE 401	Teaching Social Studies in Elementary Grades	<p>A. list the six social sciences that make up social studies (anthropology, economics, history, geography, political science/civics, and sociology). (KTS #2)(I)</p> <p>B. integrate the social sciences with other disciplines during instruction. (KTS #2, 3)(Crit)</p> <p>C. demonstrate the steps in teaching social studies as a decision-making process. (KTS #1, 4)(I)</p> <p>D. utilize the national and Kentucky state curriculum standards for social studies instruction. (KTS #1)(A)</p> <p>E. construct a variety of assessment tools for social studies. (KTS #5)(Creat, Crit)</p> <p>F. implement multiple levels of thinking skills as depicted in Bloom's taxonomy. (KTS #2, 4)(A)</p> <p>G. utilize journals as a historical fiction to help students better understand historical events. (KTS #1)(A)</p> <p>H. develop thematic units for social studies. (KTS #1, 2)(Creat)</p> <p>I. prepare KTIP lesson plans focused on a social studies theme to be taught during a practicum. (KTS #4)(Creat, Crit)</p> <p>J. demonstrate competency in applying the five themes of geography. (KTS #1, 4)(I, A)</p> <p>K. utilize children's literature in the teaching of geography. (KTS #1)(A)</p> <p>L. incorporate Internet sites in the teaching of geography. (KTS #6)(A)</p> <p>M. teach students their role in civic life, politics, and government. (KTS #1)(A, Crit, Creat, I)</p> <p>N. collaborate with classmates to achieve common goals in social studies projects. (KTS #8)(Crit, P)</p>

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ELE 402	Teaching Science in Elementary P-5	<p>A. Prepare appropriate science lessons and identify the process skills involved. (KTS# 2)(Creat, Crit)</p> <p>B. Prepare science materials and experiments for children. (KTS# 2)(A)</p> <p>C. Demonstrate effective questioning techniques with peers and children during science lessons. (KTS# 3, 4, 5)(A)</p> <p>D. Identify science program materials and commercial products used in teaching elementary science. (KTS# 1, 2, 9)(Crit, I)</p> <p>E. Describe and demonstrate how other subject areas can be integrated with the teaching of science. (KTS# 1, 4, 7)(Creat, Crit, I)</p> <p>F. Demonstrate how to obtain materials and equipment for science instruction using available resources. (KTS# 2, 3)(A, I)</p> <p>G. Demonstrate how to administer a successful science experiment for children in a selected elementary grade. (KTS# 4)(A, P, Crit, I)</p> <p>H. Demonstrate proficiency with a computer for science related purposes. (KTS# 2, 3, 4, 6)(A)</p> <p>I. Demonstrate an awareness of environmental issues. (KTS# 1, 2, 8, 9)(I)</p> <p>J. Develop an awareness of your professional self, and an understanding of the importance of the rights of individuals and accepted professional behavior. (KTS# 2, 7, 8, 9)(I, Crit)</p>
ELE 410	Collaboration and Communication in IECE Environments	<p>A. acquire knowledge about the major theories that support partnerships with professionals and families. {V, VII}{1}(I)</p> <p>B. translate theories into practical applications for all types of early childhood education programs. {V}{1,4,5}(Crit, A)</p> <p>C. become familiar with collaboration processes and skills needed in early childhood environments. {VI}{3}(I)</p> <p>D. demonstrate knowledge of recommended practice and research in interdisciplinary collaboration and consultation. {V, VI, VIII}{1,2,3,4,5,6}(A, I)</p> <p>E. use effective team membership and interpersonal skills to support collaboration.{VI,IX}{6}(A, Crit, P)</p> <p>F. understand and apply communication processes and skills. {VI, VIII, IX}{6}(A, I)</p> <p>G. understand the importance of promoting professionalism and influencing public policy in early childhood education. {VII}{3}(I)</p> <p>H. gain experience in using the NAEYC Code of Ethical Conduct and DEC Code of Ethics for resolving ethical dilemmas in early childhood environments.{V,VI, VII, VIII}{3}(I, A)</p>

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ELE 421	Student Teaching in the Elementary P-5	<ol style="list-style-type: none"> 1. Students will be able to design and plan instruction at the appropriate level in a variety of subject areas for the students at each of the assigned grade levels. (NTS 1,8)(Creat, Crit, P, A) 2. Students will be able to create a classroom climate for effective instruction at each of the assigned grade levels. (NTS 2)(A) 3. Students will be able to demonstrate effective classroom management skills creating a mutually respectful classroom. (NTS 2,3)(Crit, P, A) 4. Students will be able to plan and assess the learning and achievement of all students in the subject areas in the classroom to which assigned, regardless of gender, ethnicity, learning styles or exceptionalities. (NTS 4,8)(Crit, A, I) 5. Students will demonstrate an understanding of child behavior and be able to recognize students' diverse learning styles, individual differences and levels of performance. (NTS 4)(I) 6. Students will systematically collect and analyze assessment data and maintain accurate records on their students' performance. (NTS 4)(Crit, A, P) 7. Students will demonstrate the ability to collaborate with their supervising teacher, colleagues and staff at their student teaching site. (NTS 6)(Crit, A, I) 8. Students will collaborate with parents to enhance the learning of the students. (NTS 6)(Crit, A, I) 9. Students will demonstrate the COE Conceptual Framework and the Theme of Educator as a Reflective Decision-Maker by reflective analysis of their teaching experience through weekly reflection sheets and an eligibility portfolio containing entries for each of the nine Kentucky New Teacher Standards. (NTS 5,7)(A, I) 10. Students will demonstrate use of technology to enhance instruction in the classroom. (NTS 9)(A, I) 11. Students will adhere to the Kentucky School Personnel Code of Ethics. (NTS 1-9)(A)
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ELE 439	Early Childhood Assessment and Program Development	<p>A. Demonstrate an understanding of various statistical terms and develop a working knowledge of statistical concepts related to screening and assessment of young children. (IECE IV, VII) {ECCC 3, 5, 7}{I, A}</p> <p>B. Demonstrate knowledge of advantages and disadvantages of norm-referenced, criterion referenced and informal assessment. (IECE IV, V, VI, VIII) {ECCC 3,5, 7}{A, I}</p> <p>C. Demonstrate the ability to write an assessment report based on scores and information derived from multiple assessment methods. (IECE IV) {ECCC 3,5,7}{A, Crit, I}</p> <p>D. Demonstrate the ability to select, administer, score and interpret appropriate evaluation measures including the use of computer scoring for determining eligibility for special education/early intervention services. (IECE V, VII, IX) {ECCC 3,5,7}{A, Crit, P, I}</p> <p>E. Demonstrate knowledge of federal and state regulations related to evaluation, eligibility, and service delivery for special education services. (IECE IV){ECCC 3,5}{A, Crit, I}</p> <p>F. Demonstrate the ability to collect, maintain, and disseminate ongoing student evaluation information. (IECE IV) {ECCC 5}{A, I}</p> <p>G. Demonstrate knowledge of observation techniques for assessing the needs of infants, toddlers, and preschoolers. (IECE III, IV) {ECCC 5}{I}</p> <p>H. Demonstrate ability to adapt assessment materials and procedures for infants, toddlers, and preschool children with sensory and physical disabilities when conducting assessments for instructional planning. IECE IV) {ECCC 5}{A, I}</p> <p>I. Demonstrate the ability to conduct and accurately interpret family assessment for concerns, priorities, and resources. (IECE IV, VIII) {ECCC 5,6}{Crit, A, P, I}</p> <p>J. Demonstrate knowledge of teaming techniques for interacting with colleagues and parents to insure mutual respect, cooperation, and exchange of information. (IECE IV, VI, VIII) {ECCC 5,6}{A, P, I}</p>
ELE 455	Curriculum and Methods for Infants and Toddlers	<p>A. Demonstrate knowledge of child growth and development during the first three years of life. (I, II) {1,3,4}{A, I}</p> <p>B. Demonstrate ability to develop a collaborative relationship between caregiver and family. (VI, VIII) {6}{A, I}</p> <p>C. Demonstrate ability to create safe and healthy developmentally appropriate learning environments and design and implement experiences for infants and toddlers with diverse abilities, including the ability to schedule activities, design learning opportunities and monitor child progress. (I, II, III, IV, V){4}{A, I, Crit}</p> <p>D. Demonstrate knowledge of activities for meeting the physical, emotional, cognitive and social needs of infants and toddlers with and without disabilities from diverse backgrounds. (II, III, VI, VIII) {4}{A, I}</p> <p>E. Demonstrate knowledge of federal and state regulations for childcare and for providing early intervention services to young</p>

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		<p>children with disabilities. (I, II, V, II) {3,4}(A, I)</p> <p>F. Demonstrate knowledge about best practices and models for infant-toddler care. (II, III, IV, VIII) {1,2,3,4,7}(A, I)</p> <p>G. Develop skills in planning for and conducting home visits with infants and toddlers and their families. (I, III, VIII) {6}(A, Crit, P, I)</p> <p>H. Demonstrate knowledge of ways to use technology to research effective practices, and curriculum materials, create a database to track developmental progress and to enhance child learning. (I, IX) {3}(A, I)</p> <p>I. Demonstrate knowledge of health and safety procedures and universal precautions to limit spread of infectious diseases. (I, II, III) {4.7}(A, I)</p>
ELE 474	IECE Practicum	<p>A. Demonstrate an ability to plan and implement developmentally appropriate curriculum and instructional practices (including use of technology for instruction) for children birth- 5 years of age. (IECE I, III) (ECC 2,4)(A, Crit, I)</p> <p>B. Make specific adaptations for the special needs of children who have specific disabilities or learning, developmental and behavioral needs. (IECE I,II,III) (ECC 4)(A, Crit, P)</p> <p>C. Select intervention curricula and methods for children with and without disabilities birth- 5 years of age. (IECE I, III) (ECC 4)(A, I)</p> <p>D. Apply appropriate skills in management of children in diverse settings. (IECE III, V) (ECC 4)(A)</p> <p>E. Implement developmentally and functionally appropriate individual and group activities using a variety of formats including play, environmental routines, parent-child activities, small group projects, and systematic instruction. (IECE I,II,III, V) (ECC 4)(A, Crit, P)</p> <p>F. Establish a safe and developmentally appropriate environment for children. (IECE II) (ECC 2,4)(A, Creat, Crit, P, I)</p> <p>G. Establish and maintain a positive collaborative relationship with families, other professionals, and community providers. (IECE VI, VIII) (ECC 6)(A, I, P)</p> <p>H. Select and use a variety of formal and informal assessment instruments and procedures. (IECE IV, VIII) (ECC 5)(A, Crit, P)</p> <p>I. Monitor, summarize and evaluate the acquisition of child and family outcomes as identified on the IFSP or IEP. (IECE IV, VIII) (ECC 5)(A, Crit)</p> <p>J. Reflect on professional practice and develop, implement, and evaluate a professional growth plan. (IECE V) (ECC 3)(A, Crit)</p>

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ELE 504	Introduction to Kindergarten and the Primary School	<p>A. Demonstrate knowledge of the historical, philosophical and sociological foundation of early childhood education as it relates to the primary school. (NTS # 5, 8)(A, I)</p> <p>B. Describe and evaluate the developmental processes of young children. (NTS# 4, 5, 8)(A, Crit)</p> <p>C. Describe the role of the teacher in effecting a positive transition of children and parents/guardians with diverse backgrounds (developmental and cultural to kindergarten/primary school. (NTS# 6)(A, Crit, P, I)</p> <p>D. Describe the role of the teacher in effecting a positive home-school relationship. (NTS# 6)(A, I)</p> <p>E. Describe the role of the teacher in planning and organizing a supportive school. (NTS# 1, 3) (A, I)</p> <p>F. Select and design appropriate materials, technology, and teaching strategies for young children with application to developmental understanding. (NTS# 1, 2, 3, 8) (A, I, crit)</p> <p>G. Describe the role of the teacher in supervision of and collaboration with paraprofessionals in the early childhood classroom. (NTS# 6) (A, I)</p> <p>H. Demonstrate knowledge of the Critical Attributes of a KERA primary classroom. (NTS# 1, 2) (A, I)</p>
PSY 584	Industrial and Organizational Psychology	<p>Upon completion of this course, students should have a sound understanding of the key psychological principles as applied to business and organizational settings(I).</p> <p>As stated above, students should be able to make recommendations concerning various organizational problems which have a psychological origin.(Crit, A)</p>
PSY 589	Personality	<p>This course will provide the student with an overview of different theories of personality and individual differences(I).</p> <p>The student will become familiar with the historical bases of these theories, their applications in clinical settings, and relevance to non-clinical populations(I).</p> <p>Students will learn to critically evaluate the theories and research pertaining to the area of personality.(Crit, A, I)</p>
PSY 591	Statistics	<p>The course is designed to provide students with opportunities to master the basic elements of experimental design, statistical analysis, and the interpretation of research findings.(A, I)</p> <p>The course will be “applied” in the sense that students will use statistical software to perform most analyses.(A)</p> <p>However, the selection and interpretation of the appropriate statistical tests will emphasize the principles of psychometric theory, sampling distributions, and the theory underlying hypothesis testing.(A, I, Crit)</p>

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GUI 450	Seminar in Personnel Services	<ol style="list-style-type: none"> 1. To explore and become familiar with the theories relating to the development of college-age students;(Crit, I) 2. To examine contemporary issues facing college-age students;(I, Crit) 3. To become familiar with human behavior as it relates to college-age students;(I) 4. To apply the theories to “real-life” situations that require specific skills and decision making;(A, Crit) 5. To consider the ethical and professional issues which may be involved as a resident advisor;(Crit, I)
HPE 409	Evaluation and Assessment in Health & Physical Education	<ol style="list-style-type: none"> A. Integrate health and physical education principles that can extend the body of knowledge developed in the health and physical education areas. (KTS #1)(A, I) B. Create various tests and assessments including but not limited to performance-based assessments and rubrics for K-12 health and physical education. Align with KY core content and assessment in K-12 programs. (KTS #5)(Creat, Crit, A) C. Learn and use a grading program for students in K-12 programs. (KTS #5)(I) D. Use problem solving applications to go beyond theoretical principles. (KTS #1)(P) E. Explore and integrate new research in their respective fields of endeavor, along with presenting current trends in the field regarding assessment. (KTS #1)(Crit, P, I) F. Use technology to refine analytical skills relevant to assessment knowledge. Use Fitness Gram technology program (site license). (KTS #6)(A)
HPE 450	Teaching Strategies in Health Education	<ol style="list-style-type: none"> A. Explain the health status of children and adolescents in the U.S. (KTS #1)(I) B. Define comprehensive school health education. (KTS #1)(I) C. Describe school health services, school health environment, and school health education (KTS #1)(I) D. Explain the importance of Healthy People 2000. (KTS #1, 4)(I) E. Describe philosophy, behavioral objectives, scope, and sequence as they pertain to health education curriculum (KTS #2)(I) F. List and define life skills incorporated in school health education. (KTS #1) (I) G. Explain the strengths and weaknesses of teaching strategies (lecture, discussion, role play, brainstorming, buzz group, panel discussion, debate, cooperative learning, decision-making, self appraisals, field trips, demonstrations, guest speakers). (KTS #3, 4) (I) H. Define health content areas (mental and emotional well-being, family and relationships, growth and development, nutrition, personal fitness, substance use and abuse, diseases and disorders, consumer health, safety and injury prevention, and community and environmental health). (KTS #1) (I) I. Collaborate in instruction with area middle and high school health

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		<p>teachers. (KTS #8)(Crit, A, I)</p> <p>J. Demonstrate teaching strategies in relation to addressing learner diversity, collaborative learning situations, decision-making, refusal skills, and conflict resolution. (KTS #2, 3, 4)(A, I, Crit, P)</p> <p>K. Demonstrate teaching strategies utilizing multimedia computer technology (KTS #6)(A)</p>
HPE 460	Teaching Strategies in Sex Education	<p>A. Define comprehensive sex education. (KTS #1) (I)</p> <p>B. Explain the relationship between sex, violence, and wellness. (KTS #1) (I, Crit)</p> <p>C. Detail sex education factual information. (KTS #1) (I, Crit)</p> <p>D. Describe philosophy, behavioral objectives, scope, and sequence as they pertain to sex education curriculum. (KTS #2) (I)</p> <p>E. List and define life skills incorporated in school sex education. (KTS #1) (I)</p> <p>F. Explain the strengths and weaknesses of teaching strategies. (KTS #3, 4) (I, Crit)</p> <p>G. Define sex education content areas (promotion of responsible and healthful behavior; human sexuality, sexual anatomy, and physiology; sexual arousal and response; sexually transmitted diseases, including HIV/AIDS; contraception; conception; pregnancy; gender roles; sexual communication; love and intimacy; behaviors and relationships; and sexual victimization.) (KTS #1) (I)</p> <p>H. Demonstrate teaching strategies in relation to addressing learner diversity, collaborative learning situations, decision-making, refusal skills, and conflict resolution. (KTS #2, 3, 4)(A, Crit, P)</p> <p>I. Prepare a lesson plan. (KTS #2)(Creat)</p> <p>J. Demonstrate teaching strategies utilizing multimedia computer technology. (KTS #6)(A)</p>

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HPE 470	Teaching Substance Abuse Education	<p>A. Explain the relationship among drugs, violence and wellness (KTS #1). (I)</p> <p>B. Detail drug, alcohol, and tobacco factual information (KTS #1). (I, A, Crit)</p> <p>C. Describe philosophy, behavioral objectives, scope and sequence as they pertain to drug education curriculum (KTS #1). (I)</p> <p>D. List and define life skills incorporated in school drug education (KTS#1). (I)</p> <p>E. Explain the strengths and weaknesses of teaching strategies (KTS #1, 2, 4). (I)</p> <p>F. Define drug education content areas (promotion or promotion of responsible and healthful behavior; drug actions and reactions; stimulant, sedative-hypnotic, and narcotic drugs, marijuana, hallucinogens, inhalants, over-the-counter, and prescription drugs; anabolic steroids, alcohol, tobacco; prevention and treatment of drug abuse; and drug education curriculum (KTS#1). (I)</p> <p>G. Demonstrate teaching strategies in relation to addressing learner diversity, collaborative learning situations, decision-making, refusal skills, and conflict resolution (KTS#1, 4). (A, Crit, P)</p> <p>H. Teach a lesson (KTS#2, 4, 6, 7). Plan, Implement, Assess, Technology, Reflect.(A, Crit, P)</p> <p>I. Demonstrate teaching strategies utilizing multimedia computer technology (KTS #6).(A)</p>
HPE 480	Special Problems in Health and Physical Education	<p>A. Design a research study or project(Creat, Crit, P)</p> <p>B. Utilize library and/or other sources to secure pertinent information.(A, I)</p> <p>C. Collect data related to the study or project.(A)</p> <p>D. Analyze data and report in an acceptable format.(Crit, P, A)</p>
MID 421	Middle School Student Teaching	<p>1. Students will be able to design and plan instruction at the appropriate level in a variety of subject areas for the students at each of the assigned grade levels. (N.T.S. #1; #8)(Creat, A, I)</p> <p>2. Students will be able to create a classroom climate for effective instruction at each of the assigned grade levels. (N.T.S. #2)(Creat, A, I)</p> <p>3. Students will be able to demonstrate effective classroom management skills creating a mutually respectful classroom. (N.T.S. #2; #3) (A, I)</p> <p>4. Students will be able to plan and assess student learning in the subject areas in the classroom to which assigned. (N.T.S. #4; #8)(A, Crit, I)</p> <p>5. Students will demonstrate an understanding of child behavior and be able to recognize students' individual differences and levels of performance. (N.T.S. #4)(A, I)</p> <p>6. Students will systematically collect and analyze assessment data and maintain accurate records on their students performance. (N.T.S. #4)(A, Crit)</p> <p>7. Students will demonstrate the ability to collaborate with their</p>

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		<p>supervising teacher, colleagues and staff at their student teaching site. (N.T.S. # 6)(A, Crit, P)</p> <p>8. Students will collaborate with parents to enhance the learning of the students. (N.T.S. #6)(A, P, Crit)</p> <p>9. Students will demonstrate reflective analysis of their teaching experience through weekly reflection sheets and an eligibility portfolio containing entries for each of the nine Kentucky New Teacher Standards. (N.T.S. #5; #7)(Crit, A, I)</p> <p>10. Students will demonstrate use of technology to enhance instruction in the classroom. (N.T.S. #9)(A, I)</p> <p>11. Students will adhere to the Kentucky School Personnel Code of Ethics. (N.T.S. #1-9)(A)</p>
PHE 400	Teaching Physical Education in the Elementary School	<p>A. Describe and analyze the relationships between physical education teaching and motor skill learning.(Lesson Plan - closure should indicate it takes lots of practice to learn a skill) (KTS #1) (A, I, Crit)</p> <p>B. Incorporate appropriate national and state Physical Education standards into lessons.(Lesson Plan) (KTS #2) (A, I)</p> <p>C. Recognize and plan developmentally appropriate learning opportunities for young children ensuring maximum participation for all lessons. (Lesson Plan) (KTS #2, 3, 4) (A, I, P, Crit)</p> <p>D. Teach developmentally appropriate lessons to peers first, then children in elementary physical education in a school based setting under supervision by K-5 teacher and university supervisor. (Lesson Plan and Rubric for (Rubric Mini-Lesson) (KTS #4)(A, I, Crit)</p> <p>E. Effectively combine pre-active and post-active skills such a planning and student assessment. (Lesson Plan) (KTS #2, 3, 5)(Crit, P)</p> <p>F. Realistically and accurately reflect on the teaching process as it relates to student learning. (Lesson Plan) (KTS #5, 7)(Crit, A, I)</p> <p>G. Correctly employ systematic observation of teaching skills to improve student learning. (Systematic observation of others on Rubric Mini-Lesson) (KTS #5, 7)(A, I)</p> <p>H. Demonstrate effective teaching strategies such as creating a positive climate, using protocols, demonstrations, set-inductions, specific congruent feedback, closure, visual checking for understanding, teaching by invitation, intra-task variation, handling equipment and materials. (Implements teaching Rubric Mini-Lesson) (KTS #3) (A, I)</p> <p>I. Participate in hands-on field and in-class teaching experiences. (KTS #1, 7, 9)(A)</p>

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PHE 459	Teaching Adolescent Physical Education	<p>A. explore different styles of learning. (KTS #2)(Crit, A, I)</p> <p>B. demonstrate the need for professional growth through continued study and professional affiliations. (KTS #2)(A, I)</p> <p>C. practice using classroom/teaching materials, organizational strategies and classroom strategies to enhance learning climate. (KTS #2, 3, 4) (A, I)</p> <p>D. acquire, integrate, reflect, and perform various teaching techniques. (KTS #2, 3, 4, 5) (A, I, Crit)</p> <p>E. study professional journals related to the study of Pedagogy and integrate these studies into teaching methods. (KTS #3, 9) (A, I)</p> <p>F. review the varied teaching strategies. (KTS #2, 3)(A)</p> <p>G. incorporate technology into the learning process. (KTS #6)(A, Creat, I)</p> <p>H. learn ways of handling common problems that occur in the Health and Physical Education class. (KTS #3, 4) (I, P)</p> <p>I. learn how to plan a Health and Physical Education curriculum, a unit plan, and a lesson plan. (KTS #2) (I, A)</p> <p>J. implement, evaluate and reflect on lesson plans. (KTS #2, 4, 5)(Crit, P)</p> <p>K. implement KERA standards in relation to the Health and Physical Education curriculum requirements. (KTS #1, 2, 4) (A, I)</p> <p>L. develop a working portfolio. (KTS #6)(Creat)</p>
REA 407	Middle School Reading	<p>A. the relationship of current research and theory in the field of literacy to teaching and learning in the middle grades (KTS #1 ; IRA #1.1);(I)</p> <p>B. the reading process as an extension of language and cognitive development (KTS #1; IRA #1.4);(I)</p> <p>C. the factors related to “readiness to read” at the middle school level and the plans/methods for appropriate reading instruction (KTS #1; IRA #2.1);(I)</p> <p>D. the types of learning environments that motivates students to read and learn (KTS #1, 3; IRA #2.2, 5.1);(I)</p> <p>E. text factors such as text structure and readability, which influence students in the middle grades (KTS #1; #IRA 2.3);(I)</p> <p>F. the relation between vocabulary knowledge and reading comprehension, as well as strategies for developing vocabulary (KTS #1; IRA #1.1, 2.1, 2.2);(I)</p> <p>G. the role of prior knowledge in reading and strategies for building background knowledge (KTS #1; IRA #1.1, 2.1, 2.2);(I)</p> <p>H. current views related to reading comprehension as well as strategies for enhancing comprehension of text (KTS #1; IRA #1.1, 2.1, 2.2);(I)</p> <p>I. the teaching of study and learning strategies in the middle grades (KTS #1; IRA #2.2);(I, A)</p> <p>J. the development of evaluation methods for encouraging the reading and appreciation of adolescent literature (KTS #1; IRA #4.1, 4.2);(I, Crit)</p>

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		<p>K. the interpretation of results from and evaluation of reading assessments, performance events, and portfolios used in the middle grades (KTS #1, 5; IRA #3.1, 3.2, 3.3, 3.4);(I, A, Crit)</p> <p>L. the organizational structure and procedures of evaluating middle school reading programs (KTS #1, 7; IRA #5.3);(I)</p> <p>M. the development of instructional procedures for learners from diverse backgrounds (e.g., multicultural, ESL, disabled, gifted) (KTS #1, 3, 4; IRA #4.3, 4.4);(Creat, I)</p> <p>N. the ability to collaborate with peers and classroom teachers to plan and implement appropriate instruction in a middle school setting (KTS #2, 4, 8; IRA #5.3);(Crit, P, I)</p> <p>O. the ability to reflect upon one's instructional behaviors (KTS #7; IRA #5.3);(A, Crit)</p> <p>P. the ability to utilize technology to enhance literacy instruction for middle school students (KTS #6; IRA #2.2, 4.2);(A, I)</p> <p>Q. awareness of and participation in professional development opportunities and professional organizations such as the International Reading Association and the National Middle School Association (KTS #9; IRA #5.2, 5.3, 5.4).(I, A)</p>
REA 412	Practicum in Reading Instruction P-5	<p>A. Design, plan, and implement instruction that addresses KERA Initiatives (Learner Goals, Program of Studies, Core Content). (KTS 1,2,3; IRA 5.1)(Creat, Crit, P, A)</p> <p>B. Discuss the nature of the reading process (NKS 1; IRA 1.1, 1.4; NCTE 3).(A, I)</p> <p>C. Apply the linguistic/cognitive theories associated with reading and concept development (i.e. schema, metacognition, literacy development, story and text structure) (KTS 1,2,3; IRA 1.1, 1.3; NCTE 3).(A, Crit)</p> <p>D. Demonstrate competence in the use of various approaches to the teaching of reading (KTS 1,2,3; IRA 1.5, 2.1, 2.2, 2.3, 2.4, 4.2, 4.3; NCTE 1, 2, 3).(A, I)</p> <p>E. Demonstrate competency in assessing students' reading via traditional as well as alternative assessment methods (KTS 5; IRA 3.1, 3.2).(A, I, Crit)</p> <p>F. Demonstrate ability in designing, scoring, and interpreting performance-based assessment tasks (KTS 5; IRA 3.2, 3.3, 3.4).(Creat, Crit, A)</p> <p>G. Develop short-term and long-term plans for the teaching of reading (KTS 12; IRA 3.3, 4.1, 4.4).(Creat, A)</p> <p>H. Select, create, and use various materials for the teaching of reading (KTS 4; IRA 2.3, 4.2).(Creat, Crit, A)</p> <p>I. Collaborate with classroom teachers and/or peers to provide the optimal literacy environment for students (KTS 8; IRA 5.2).(Crit, P)</p> <p>J. Accommodate diversity within the classroom setting in providing</p>

		<p>literacy experiences for children (KTS 2,3; IRA 1.5, 2.4, 3.2, 3.3, 4.1; NCTE 9, 10, 11).(A, I)</p> <p>K. Engage in professional development experiences designed to promote and extend literacy (KTS 7,9; IRA 5.1, 5.2).(A, I)</p> <p>L. Reflect upon their teaching and upon their growth and development as a reflective decision-maker (KTS 7; IRA 1.3, 2.2, 3.2, 5.1, 5.2).</p> <p>M. Utilize a variety of instructional technologies (KTS 6; IRA 2.2, 2.4, 3.1, 4.1, 4.2; NCTE 8)(A, Crit, I)</p>
SEC 420	Practicum in Secondary Schools	<p>A. demonstrate the application of generic teaching skills to plan and develop miniunit/ lessons of instruction, including materials necessary through supervised laboratory experiences. The mini-unit/lessons will be planned with and in a manner such that it can be successfully integrated into the course curriculum of an assigned/designated middle or senior high school classroom using KERA Initiatives- Core Content, Learner Goals and Academic Expectations, Program of Studies (KTS #2, 3, 4, 5).(A, I, Crit)</p> <p>B. develop the techniques required to write and present a lesson based upon the Kentucky Teacher Internship Program (KTS #2, 3, 4, 5).(Creat, A, I)</p> <p>C. engage in micro-teaching designed to demonstrate proficiency in generic teaching skills and strategies essential to the successful integration of the planned mini-unit (see A above) into an assigned/designated middle or senior high school classroom (KTS #2, 3, 4, 5).(A, I)</p> <p>D. engage in fieldwork to include the successful teaching of the planned miniunit/ lessons of instruction while working under the co-direction and supervision of the instructor and a designated public school teacher (KTS #1-9).(A, I)</p> <p>E. demonstrate, through a self-analysis and reflection of a video tape/cassette, the ability to successfully assess and evaluate their own teaching strengths and weaknesses, and plan appropriate improvement strategies. Also, the student will effectively analyze the teaching of others (see grading procedures), including a culminating activity (KTS #2, 3, 4, 5, 7, 8, 9).(A, Crit, P)</p> <p>F. examine classroom management strategies, leading to appropriate usage in the practicum setting—Task E, Portfolio (KTS #3, 4).(Crit, I)</p> <p>G. comprehend and consider applications of effective content area reading strategies (KTS #4).(A, Crit, I)</p> <p>H. demonstrate through the completion of a Professional Growth Plan, the ability to determine teaching strengths and areas of</p>

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		<p>improvement, leading to a pertinent plan of action—Task G, Portfolio (KTS #7. 9)(A, Crit, P)</p> <p>I. demonstrate through the completion of a dispositions essay, the ability to self-assess and evaluate dispositions for teaching—Task H, Portfolio (KTS #7)(A, Crit, P)</p>
SED 400	Characteristics of Students with Mild Disabilities	<p>A. develop an understanding of the foundations of education with an emphasis on special education laws (KTS #1) [4](I)</p> <p>B. identify causes and characteristics of mild disabilities (KTS #1) [1](A, Crit, I)</p> <p>C. examine the pros and cons of collaboration with regular education (KTS #3, 4) [1](Crit, P)</p> <p>D. connect knowledge of student learning style with instructional models (KTS #1, 2, 3, 5) [3,4](Crit, P, A)</p> <p>E. analyze importance of classroom organization and classroom management to classroom success (KTS #3, 4) [1,4](Crit, A)</p> <p>F. examine appropriate and successful ways to form family partnerships (KTS #5, 7, 8) [4](Crit, I)</p> <p>G. demonstrate an understanding of the necessity of social skills through class discussion (KTS #2, 4) [1](A, I)</p>

SED 404	Special Education Procedures and Strategies in IECE	<p>A. Demonstrate knowledge of state and federal special education regulations related to assessment, development of an Individual Education Program (IEP) or Individualized Family Service Plan (IFSP), and ongoing evaluation of child and family progress. (IECE I, II, III, IV) (EC 5)(A, I)</p> <p>B. Demonstrate the ability to summarize child and family strengths and needs identified on the IEP or IFSP. (IECE IV, VIII) (EC 4,5)(A, Crit, P)</p> <p>C. Demonstrate the ability to assess and redesign outcomes in order to meet the everchanging needs of the child and family. (IECE I, IV, VIII) (EC 5)(A, Crit, P)</p> <p>D. Demonstrate the ability to make data-based decisions to modify child and family outcomes and intervention priorities and practices. (IECE I, III, IV, IX) (EC 5)(A, I, Crit)</p> <p>E. Demonstrate the ability to function as a member of a team for the selection of intervention priorities and determining child and family progress in each priority area. (IECE VI) (EC 6)(A, P, I)</p> <p>F. Demonstrate knowledge of state and federal special education policies and procedures as well as recommended best practices. (IECE III, IV, VII) (EC 5)(A, I)</p> <p>G. Demonstrate knowledge of the policy development process and contexts (laws, regulations) as well as key players at the federal, state and local levels. (IECE VII) (EC5)(A, I)</p> <p>H. Demonstrate knowledge of skills needed for working collaboratively within and across systems that deal with children and families and with professionals from diverse disciplines. (IECE VI, VIII) (EC 6)(A, I, P)</p> <p>I. Demonstrate the ability to design and implement child and family intervention plans in a variety of settings (home-based, child-care, Early Head Start, Head Start, public preschool and kindergarten). (IECE I, II, III, VI, VIII) (EC 4)(A, Creat, P, Crit)</p>
SED 406	Procedures for Classroom Management and Discipline	<p>A. Articulate his/her personal philosophy of classroom management. (KTS #3, 4)(A, Crit, I)</p> <p>B. State regulatory and ethical standards that govern management of challenging behavior. (KTS #3, 4)(I)</p> <p>C. Analyze challenging behaviors and motivational issues in order to develop effective intervention strategies. (KTS #3, 4)(Crit, Creat, P)</p> <p>D. Demonstrate knowledge of the models of behavior. (KTS #3)(A, I)</p> <p>E. Demonstrate knowledge of the repertoire of intervention strategies that may become part of a comprehensive intervention plan, and approaches designed to select the most appropriate strategy for a given situation. (KTS #3)(A, I, P)</p> <p>F. Demonstrate knowledge of strategies that shift the management of behavior from an adult to the student. (KTS #3)(A, I)</p> <p>G. Demonstrate knowledge of the repertoire of intervention strategies to suppress and handle school-wide violence. (KTS #3)(A, I)</p> <p>H. Demonstrate skills used in nonviolent conflict resolution. (KTS</p>

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		<p>#5)(A, P, Crit)</p> <p>I. Create a classroom behavior policy. (KTS #4, 5, 7)(Creat, Crit, P)</p> <p>J. Structure classroom environment for optimum learning. (KTS #5)(Creat, Crit, P, A, I)</p>
SED 421	Student Teaching in Special Education	<p>A. Students will be able to plan and implement instruction at the appropriate level in a variety of subject areas for students at each of the assigned grade levels including appropriate materials selection. (1,2,3)(A, P, Crit, I)</p> <p>B. Students will be able to arrange the classroom for effective instruction at each of the assigned grade levels. (2)(Creat, A, I)</p> <p>C. Students will be able to demonstrate effective practices of classroom management including preventive discipline, contingency contracting, etc. (1,2,3)(A, P, Crit)</p> <p>D. Students will be able to plan and exhibit adequate evaluation of pupil learning in each of the subject areas in the classroom to which assigned including ability to write objectives reflecting student interest and strength. (1,2,3)(A, I)</p> <p>E. Students will demonstrate an understanding of child behavior and be able to recognize severe learning and/or emotional problems. (3)(A, I)</p> <p>F. Students will maintain comprehensive, accurate, and understandable cumulative records for the pupils in their assigned student-teaching classes. (4)(A)</p> <p>G. Students will demonstrate the ability to work cooperatively with the supervising teacher, other teachers in the school, the principal, aides, custodians, and other school staff personnel. (6)(A, Crit, P)</p> <p>H. Students will communicate with parents and develop strategies to involve the parents in their children's learning. (6)(A, P, I)</p> <p>I. Students will demonstrate the ability to be punctual in work habit and assignments. (7)(A)</p> <p>J. Students will demonstrate the ability to comply with regulations regarding confidentiality of information. (7)(A)</p> <p>K. Students will demonstrate the ability to modify the learning environment to meet the needs of children with sensory and/or orthopedic disabilities. (2)(Creat, A, I)</p> <p>L. Students will demonstrate the ability to design, create, construct, and use teacher-made instructional materials. (1,2,3)(Creat, A, Crit)</p> <p>M. Students will demonstrate the ability to establish and maintain professional rapport with students. (1,2,3)(A, I, P)</p>

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		<p>N. Students will demonstrate the ability to perform effectively as a participant in pupil staffings and during multidisciplinary meetings. (6)(A, I)</p> <p>O. Students will demonstrate the generalized ability to appropriately formulate and implement individual instructional plans. (1,2,3)(A, I, Creat, Crit)</p> <p>P. Students will demonstrate the ability to use software to facilitate learning by children with disabilities. (9)(A, I)</p> <p>Q. Students will demonstrate the ability to identify, obtain, and operate adaptive assistive equipment. (4)(A, I)</p>
SED 455	Practicum	<p>A. Select, administer, score, and interpret appropriate assessment instruments (formal and informal) for an LBD child/youth. (KTS #5)(A, Crit)</p> <p>B. Select and implement a variety of instructional materials, strategies, and techniques known to be effective for instruction of students with mild disabilities. (KTS #1, 2, 3, 4)(A, Crit)</p> <p>C. Evaluate student progress to demonstrate results from intervention via record keeping and generate a written a report. (KTS #7)(Crit, A)</p> <p>D. Comply with regulations and the CEC Code of Ethics regarding client confidentiality. (KTS #1)(A)</p> <p>E. Establish and maintain professional behavior with students, parents, university supervisors, and other professionals as necessary. (KTS #7, 8)(A)</p> <p>F. Plan and develop Tasks A – H of the initial certification of eligibility portfolio outline via the teacher performance assessment. (KTS #9)(Crit, P, A)</p> <p>G. Organize materials, paperwork, schedules, and time to effectively complete required activities. (KT #4)(A, Crit, P)</p> <p>H. Integrate technology into a lesson plan in order to facilitate learning. (KTS #6)(A, Crit)</p>

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SED 526	Education of Young Children with Severe Disabilities	<p>A. Develop an understanding of the transdisciplinary teaming model and its process in planning, designing, adapting, and implementing services in early intervention, preschool and kindergarten classrooms. (IECE VI, VII, VIII) {ECCC 4, 6}(I)</p> <p>B. Demonstrate the ability to adapt appropriate learning environments for young children with severe disabilities, including materials, assistive technology, and adaptive equipment. (IECE I, II, III, IX) {ECCC 4}(A, Crit, P)</p> <p>C. Adapt and implement appropriate curriculum for young children with severe disabilities including materials, assistive technology, and adaptive equipment. (IECE I, II, III, IX) {ECCC 4,5,6}(Crit, A, I)</p> <p>D. Discuss the issues and needs of families with children with severe disabilities and family-centered strategies to meet needs of families. (IECE VI, VIII) {ECCC 6}(A, crit)</p> <p>E. Discuss issues of collaboration both among team members and to meet needs identified by the family. (IECE II, III, VI, VIII) {ECCC 6,7}(A, Crit)</p> <p>F. Develop an awareness of current educational approaches to behavioral intervention, developing communication, facilitating adaptive development skills. (IECE II, III) (ECCC 4, 5,6)(I, Crit, Creat)</p> <p>G. Develop skills in designing and implementing instructional programming to increase child's independence and development in self-care and daily living skills, communication skills, motor skills, and social skills. (IECE II, III) (ECCC 4,5,6)(A, Crit)</p> <p>H. Develop the ability to conduct a functional skills assessment of a young child with severe disabilities. IECE IV) (ECCC 5)(A, Crit)</p> <p>I. Develop an appreciation of the value of including young children with severe disabilities into typical activities and routines of the classroom, family and community. (IECE I, II, III, IV) (ECCC 4,5,6)(A, Crit)</p>
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SED 531	Nature and Needs of Individuals with Moderate to Severe Disabilities	<p>A. demonstrate knowledge of national and Kentucky definitions, etiologies, and incidence/prevalence data related to the population with moderate to severe disabilities. (3) [8](A, I)</p> <p>B. develop and articulate a philosophy of working with persons with moderate to severe disabilities. (2, 3) [7, 8](I)</p> <p>C. discuss a value-based approach of teaching children with moderate to severe disabilities focusing on ability, similarities with children without disabilities and with a focus on the family. (2, 3) [7, 8](A, Crit, I)</p> <p>D. identify and discuss issues of social, cultural, intellectual diversity of moderate to severe disabilities. (2, 3) [7, 8](A, Crit)</p> <p>E. identify and discuss ethical issues related to individuals with moderate to severe disabilities (e.g., sterilization, euthanasia, educability, integration/inclusion, geriatric issues, and sexuality). (2, 3) [7, 8](A, Crit, I)</p> <p>F. identify and discuss educational outcomes for persons with moderate to severe disabilities (e.g., community participation, independence, social membership). (1, 2, 3, 6) [7, 8, 6](A, Crit)</p> <p>G. identify stages and issues in human growth and development for students without disabilities and compare these to the population with moderate to severe disabilities. (3) [8](A, Crit)</p> <p>H. identify key issues in site-based management as related to students with moderate to severe disabilities. (4, 5, 7) [1, 2, 3](A, Crit)</p> <p>I. identify transition stages across the age span (Birth --21). (3) [8](A, Crit)</p> <p>J. discuss Department of Labor regulations, SSI, workmen's compensation in community-based vocational training programs for individuals with moderate to severe disabilities. (3, 6) [8, 7](Cirt, A)</p> <p>K. locate and access information and resources related to identified professional and instructional issues for individuals with moderate to severe disabilities. (3, 6, 10) [8, 7, 9](A, Crit)</p> <p>L. demonstrate knowledge of professional development opportunities at the local, state, and national levels. (3, 6) [8, 7](A)</p> <p>M. evaluate professional behavior using a professional ethics document (e.g., CEC Code of Ethics and Standards for Professional Behavior). (6, 9)(Crit, P, A)</p>
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SED 554	Classroom Management of Individuals with Moderate to Severe Disabilities	<p>A. design effective instructional programs based on both formal and informal assessments for school, home, and community settings. (3,4,7,8)(Creat, Crit, P)</p> <p>B. apply near-errorless learning strategies, prompting procedures, and other systematic instructional procedures (e.g., time delay, system of least prompts, most to least prompting, simultaneous prompting, graduated guidance, naturalistic teaching strategies, milieu teaching strategies, and incidental teaching strategies) in school and nonschool settings using a variety of instructional grouping arrangements (e.g., individual, small group, large group; multi-age, multi-ability grouping; cooperative learning formats, etc.) (4,5,7)(A, I, Crit, P)</p> <p>C. collect data strategies to evaluate student progress in instructional programs (8)(A)</p> <p>D. make instructional decisions based on continuous program data (4)(A, Crit)</p> <p>E. identify and use of age-appropriate reinforcers for students (5)(A, I)</p> <p>F. plan effective strategies for the fluency, maintenance and generalization of skills (4, 5, 7)(A, I)</p> <p>G. develop and adapt instructional materials (4, 7)(Creat, A)</p> <p>H. develop thematic activity-based approaches to instruction (4, 5, 7)(Creat, I)</p> <p>I. design and implement individual and group behavior management programs individually and with other professionals through collaborative efforts with consistent use of reinforcement strategies (1, 5)(Creat, A, P, Crit)</p> <p>J. monitor and analyze behavior individually and/or with other professionals to plan appropriate interventions (1, 4, 8)(A, Crit)</p> <p>K. collect ongoing intervention data and modifying programs based on data (8)(A, Crit, P)</p> <p>L. assist others in designing and implementing behavior management programs (1, 5, 7)(A, Crit, P)</p> <p>M. develop student-centered instructional programs and strategies which result in active participation with peers and person without disabilities, positive social outcomes, and enhanced status (4, 7)(Creat, A, Crit, P)</p> <p>N. incorporate family, multicultural, and setting-specific needs in the design, implementation, and evaluation of social skills instructional programs (1, 4)(A, Crit, P)</p> <p>O. design, and evaluate instructional programs that enhance the student's social participation in valued activities in family, school, and community settings (1, 4, 7)(Crit, A)</p> <p>P. facilitate participation of student, family members, and same age peers (with and without disabilities) in student centered planning (1)(A, Crit, I)</p> <p>Q. effectively plan for CBI (e.g., transportation, supervision, funding,</p>
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		<p>insurance, and liability) (1)(Crit, P)</p> <p>R. identify of negotiation strategies for use with families and students regarding the highest priorities for community-based instruction (1)(Crit, I)</p> <p>S. develop community vocational training experiences that sample the range of available job opportunities (1)(Creat, A, I)</p> <p>T. develop community-based job training leading to post-school employment (1)(Creat, A)</p> <p>U. identify opportunities for student involvement in extracurricular activities (clubs, sports, friendships) and develop support for inclusion in such activities (1)(A, Crit, I)</p> <p>V. assess, train, and evaluate instructional assistants and strategies for including these individuals in planning (1, 6)(A, Crit, P, I)</p> <p>W. make curricular determinations based on age (4, 5)(A, Crit, I)</p> <p>X. use functional embedded skills approach in all environments (4, 5)(A, I)</p> <p>Y. collaborate effectively with general education (1)(A, P, Crit)</p>
ART 403	Drawing VI	To assist the individual with the continued development of their work in drawing. (Crit,A,I)
ART 404	Drawing VII	To assist the individual with the continued development of their work in drawing. (Crit, A, I)
ART 411	Metalsmithing IV	<p>A. Develop and demonstrate an aesthetic sense concerning craftsmanship. (Crit, A, I)</p> <p>B. Demonstrate the correct, safe use of materials and tools. (A, P)</p> <p>C. Demonstrate competency in all basic techniques of jewelry making. (A, I)</p> <p>D. Effectively use constructive criticism. (Crit, P)</p>
ART 412	Metalsmithing V	<p>A. Develop and demonstrate an aesthetic sense concerning craftsmanship. (Crit, A, I)</p> <p>B. Demonstrate the correct, safe use of materials and tools. (A, P)</p> <p>C. Demonstrate competency in all basic techniques of jewelry making. (A, I)</p> <p>D. Effectively use constructive criticism. (Crit, P)</p>

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ART 413	Furniture Design IV.	<ul style="list-style-type: none"> • to stimulate self expression through complex problem assignments;(A, P, Crit) • to become proficient in advanced techniques in the production of complex objects.(Crit, I)
ART 414	Wood V.	<p>A. Techniques are determined by individual student's design and will be scheduled accordingly. The objectives are subject to the student's designs and in addition students are expected to use their technical and design files from previous classes to help aid in designing proposed work. (Crit,A,Creat)</p> <p>B. Ability to draw effectively in perspective and orthographic drawings. (Crit,A,P,I)</p> <p>C. Ability to hand and machine shape objects. (A,I)</p> <p>D. Attain a higher level of self awareness and self expression through the design and construction of your work. (Crit,A,Creat,I)</p> <p>E. Possess the ability to condition a hand plane, spoke shave, cabinet scraper and use. (A,I)</p> <p>F. Be able to sharpen chisels, plane irons, spoke shave blades and carving tools and use effectively. (Crit,A,P,I)</p> <p>G. Have a strong awareness of wood properties, grain direction and cutting technology. (I)</p>
ART 415	Greek and Roman Art	<p>To help the student understand the historical and cultural context in which the works of art were created. Some issues to be considered include the reflection in art of burial customs; worship of nature and gods; philosophical inquiry into the nature of beauty; attitudes of an imperial system of government. (A,Creat,I)</p> <p>To provide the student with the opportunity to research an aspect of this art, allowing him or her to understand the historical discourse surrounding the art of this period.(Crit, A, P, I)</p>
ART 416	Medieval Art	<p>To help students understand late Medieval art as considered within the context o changing Medieval value systems. Issues to be considered include workshop method and patronage system, the monastic system and the role of religion in art, changing philosophical concerns, the changing political environment, and such related topics as the value of craftsmanship, manuscript illumination, etc.(I)</p> <p>To provide students with the opportunity to research an aspect of this art, allowing him/her to understand the art historical discourse surrounding the art of this period.(Crit, A, P, I)</p>
ART 419	Baroque Art	<p>To help the student understand the immediate historical and cultural context in which the Baroque works of art were created. Some issues to be considered include: the reform of artistic standards; the use of art as religious propaganda in the post-Reformation age, and as political propaganda in the age of the creation of nations; the expansion of artistic genres.(Crit, A, P, Creat, I)</p> <p>To provide the student with the opportunity to research an aspect of this art, allowing him or her to understand the historical discourse surrounding the art of this period.(Crit, A, P, I)</p>

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ART 428	19th Century Art	<p>A. To help students understand the basic artists, movements and works of the Nineteenth Century; give a context to the ideological birth of "modernity;" and provide the necessary foundation upon which students can construct an understanding of modern art.(I)</p> <p>B. To provide students with the opportunity for in-depth scholarship and analysis.(Crit, A)</p>
ART 429	ART FROM 1900 TO 1960	<p>A. To help students understand the basic artists, movements and works of the period 1900 and 1960; give a context to the ideological program of "modernity"; and provide the necessary foundation upon which students can construct an understanding of contemporary art. Issues to be considered include the increasing fascination with "primitivism", the growing interest in formal issues, the birth of non-objective art, the fascination with the unconscious mind, the rise of social realism, and the rise of American modernism immediately after W.W.II, among others.(P, I)</p> <p>B. To provide students with the opportunity to research an aspect of this art, allowing him/her to understand the art historical discourse surrounding the art of this period.(Crit, A, P, I)</p>
ART 430	Contemporary Art (1960 to the Present)	<p>To help students understand the basic artists, movements and works of the period 1960 to the present.(I)</p> <p>To give context to the ideological programs of "late-modernism" and "post-modernism." Issues to be considered include the rise of the American avant-garde, the shift from modern to postmodern sensibilities, the dissolution and revival of the art-object, the separation and subsequent reintegration of "art and life," the proliferation of non-traditional and mixed media, and the rise of women as interpreters of culture and image makers.(I)</p> <p>To provide the student with the opportunity to research an aspect of this art, allowing him/her to understand the art historical discourse surrounding the art of this period.(Crit, A, P, I)</p>
ART 433	Painting IV	<p>I have set up a series of problems that run from quite structured to very loose for this class.(P)</p> <p>The strategy is to help me determine each individual's need for structure, since you are on several different levels of experience.(Crit, P)</p> <p>It is also geared toward getting each individual to start to develop a sense of responsibility for their own ideas and images.(Crit, A, Creat, I)</p>
ART 434	Painting V	<p>I have set up a series of problems that run from quite structured to very loose for this class.(P)</p> <p>The strategy is to help me determine each individual's need for structure, since you are on several different levels of experience.(Crit, P)</p> <p>It is also geared toward getting each individual to start to develop a sense of responsibility for their own ideas and images.(Crit, A, Creat, I)</p>

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ART 451	Graphic Design IV	The object of this class is to explore the various components included in a corporate design system, including a presence on the Internet. You will have the opportunity to put together a project large enough to use all of your design and computer skills, as well as learn some new ones. (Crit, A, Creat, I)
ART 452	Graphic Design V: Senior Portfolio	A. possess an advanced knowledge of design principles and processes and a portfolio which reflects this knowledge(Crit, A, Creat) B. have a working knowledge of printing processes as they apply to the graphic designer(Crit, A, Creat) C. have a thorough understanding of the history of graphic design(A, I)
ART 461	Sculpture IV	A. To further explore the individual's ideas and imagery.(Crit, A, I) B. To isolate and examine a student's technical directions.(Crit, A, P, I) C. To help students develop both a physical and verbal interpretation of their ideas.(Crit, A, I)
ART 462	Sculpture V	A. To further explore the individual's ideas and imagery.(Crit, A, I) B. To isolate and examine a student's technical directions.(Crit, A, P, I) C. To help students develop both a physical and verbal interpretation of their ideas.(Crit, A, I)
ART 471	Ceramics IV	The student will be provided with the necessary information and "hands on" experience building and designing kilns. For those students who plan to further their studies in graduate school or for those who plan on becoming production artists, these skills and information are essential. (Crit, A, P, Creat, I) Safety procedures will also be taught in conjunction with the kiln construction class. Students will also pursue their individual art workload for the semester.(A, I)
ART 472	Ceramics V	The student will be provided with the necessary information and "hands on" experience building and designing kilns. For those students who plan to further their studies in graduate school or for those who plan on becoming production artists, these skills and information are essential. (Crit, A, P, Creat, I) Safety procedures will also be taught in conjunction with the kiln construction class. Students will also pursue their individual art workload for the semester.(A, I)
ART 480	Printmaking IV	This course will be an introduction to the processes and aesthetics of lithography.(I) You will be expected to master a range of mechanical skills and employ them effectively in presenting your own creative vision.(Crit, A, P, Creat) We will cover the basics of preparing a litho stone and a variety of drawing techniques.(A, I) As the course progresses you will be taught how to successfully integrate these various techniques as appropriate to your own needs

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		<p>and then to print (edition) your work with proper finesse(A, Creat, I). We will discuss the history of this print process, as illustrated by the work of past artists(Crit, A).</p> <p>You will learn to use the shop facilities in a safe and orderly manner with consideration for the fact that the shop must be shared with your student colleagues.(P, I)</p>
ART 481	Printmaking V.	<p>This course will be an introduction to the processes and aesthetics of lithography.(I)</p> <p>You will be expected to master a range of mechanical skills and employ them effectively in presenting your own creative vision.(Crit, A, P, Creat)</p> <p>We will cover the basics of preparing a litho stone and a variety of drawing techniques.(A, I)</p> <p>As the course progresses you will be taught how to successfully integrate these various techniques as appropriate to your own needs and then to print (edition) your work with proper finesse(A, Creat, I). We will discuss the history of this print process, as illustrated by the work of past artists(Crit, A).</p> <p>You will learn to use the shop facilities in a safe and orderly manner with consideration for the fact that the shop must be shared with your student colleagues.(P, I)</p>
ART 483	Photography IV	<p>A. Choose their personal areas of interest and/or expertise based on experience, personal taste, etc.(Crit)</p> <p>B. Produce a body of work that is of professional caliber to facilitate entry into graduate school or the work place.(Creat)</p> <p>C. Develop the technical skills and aesthetic judgment to adapt to future needs.(Crit, A, I)</p> <p>D. Develop the work habits needed to succeed in either graduate school or industry.(Crit, A, I)</p>
ART 484	Photography V	<p>A. Choose their personal areas of interest and/or expertise based on experience, personal taste, etc.(Crit)</p> <p>B. Produce a body of work that is of professional caliber to facilitate entry into graduate school or the work place.(Creat)</p> <p>C. Develop the technical skills and aesthetic judgment to adapt to future needs.(Crit, A, I)</p> <p>D. Develop the work habits needed to succeed in either graduate school or industry.(Crit, A, I)</p>
ART 488	Cooperative Education	<p>This course is designed for students to have a meaningful work experience from which they may receive academic credit and financial remuneration.(Crit, A, Creat)</p>
ART 498	BFA Practicum Exhibition	<p>Upon completion of the Practicum Exhibition, the student will have demonstrated his or her competency by presenting works for evaluation and will have demonstrated the ability to express, in oral and written fashion, the formal and conceptual characteristics of his or her work.</p>

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		(Crit, A, P, I)
ART 499	BA/BS Practicum Group Exhibition	Upon completion of the Practicum Exhibition, the student will have demonstrated his or her competency by presenting works for evaluation and will have demonstrated the ability to express, in oral and written fashion, the formal and conceptual characteristics of his or her work. (Crit, A, P, I)
ART 503	Drawing VIII	To assist the individual with the continued development of their work in drawing.(Crit, A, I)
ART 504	Drawing IX	To assist the individual with the continued development of their work in drawing.(Crit, A, I)
ART 511	Metalsmithing VI	A. Develop and demonstrate an aesthetic sense concerning craftsmanship.(Crit, A, I) B. Demonstrate the correct, safe use of materials and tools.(A, P) C. Demonstrate competency in all basic techniques of jewelry making.(A, I) D. Effectively use constructive criticism.(Crit, P)
ART 512	Metalsmithing VII	A. Develop and demonstrate an aesthetic sense concerning craftsmanship.(Crit, A, I) B. Demonstrate the correct, safe use of materials and tools.(A, P) C. Demonstrate competency in all basic techniques of jewelry making.(A, I) D. Effectively use constructive criticism.(Crit, P)
ART 513	Furniture Design VI.	A. Techniques are determined by individual student's designs and will be scheduled accordingly. The objectives are subject to the student's designs and in addition students are expected to use their technical and design files from previous classes to help aid in designing proposed work.(Crit, A, P, Creat) B. Ability to draw effectively in perspective and orthographic drawings.(Crit, A, P, I) C. Ability to hand and machine shape objects.(A, I) D. Attain a higher level of self awareness and self expression through the design and construction of your work.(Crit, A, Creat, I) E. Possess the ability to condition a hand plane, spoke shave, cabinet scraper and utilize it effectively.(Crit, A, P, I) F. Be able to sharpen chisels, plane irons, spoke shave blades and carving tools effectively.(Crit, A, P, I) G. Have a strong awareness of wood properties, grain direction and cutting technology.(I)
ART 514	Furniture Design VII.	To stimulate self-expression through complex problem assignments; To become proficient in advanced techniques in the production of complex objects.(Crit, A, P, I)

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ART 515	Greek and Roman Art	<p>To help the student understand the historical and cultural context in which the works of art were created. Some issues to be considered include the reflection in art of burial customs; worship of nature and gods; philosophical inquiry into the nature of beauty; attitudes of an imperial system of government.(A, Creat, I)</p> <p>To provide the student with the opportunity to research an aspect of this art, allowing him or her to understand the historical discourse surrounding the art of this period.(Crit, A, P, I)</p>
ART 516	Medieval Art	<p>To help the student understand the historical and cultural context in which the works of art were created. Some issues to be considered include the reflection in art of burial customs; worship of nature and gods; philosophical inquiry into the nature of beauty; attitudes of an imperial system of government.(A, Creat, I)</p> <p>To provide the student with the opportunity to research an aspect of this art, allowing him or her to understand the historical discourse surrounding the art of this period.(Crit, A, P, I)</p>
ART 519	Baroque Art	<p>To help the student understand the immediate historical and cultural context in which the Baroque works of art were created. Some issues to be considered include: the reform of artistic standards; the use of art as religious propaganda in the post-Reformation age, and as political propaganda in the age of the creation of nations; the expansion of artistic genres.(Crit, A, P, Creat, I)</p> <p>To provide the student with the opportunity to research an aspect of this art, allowing him or her to understand the historical discourse surrounding the art of this period.(Crit, A, P, I)</p>
ART 528	19th Century Art	<p>A. To help students understand the basic artists, movements and works of the Nineteenth Century; give a context to the ideological birth of "modernity;" and provide the necessary foundation upon which students can construct an understanding of modern art.(I)</p> <p>B. To provide students with the opportunity for in-depth scholarship and analysis.(Crit, A)</p>
ART 529	ART FROM 1900 TO 1960	<p>A. To help students understand the basic artists, movements and works of the period 1900 and 1960; give a context to the ideological program of "modernity"; and provide the necessary foundation upon which students can construct an understanding of contemporary art. Issues to be considered include the increasing fascination with "primitivism", the growing interest in formal issues, the birth of non-objective art, the fascination with the unconscious mind, the rise of social realism, and the rise of American modernism immediately after W.W.II, among others.(P, I)</p> <p>B. To provide students with the opportunity to research an aspect of this art, allowing him/her to understand the art historical discourse surrounding the art of this period.(Crit, A, P, I)</p>

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ART 530	Contemporary Art,1960 to the Present	To help students understand the basic artists, movements and works of the period 1960 to the present. To give context to the ideological programs of "late-modernism" and "post-modernism." Issues to be considered include the rise of the American avant-garde, the shift from modern to postmodern sensibilities, the dissolution and revival of the art-object, the separation and subsequent reintegration of "art and life," the proliferation of non-traditional and mixed media, and the rise of women as interpreters of culture and image makers.(P, I) To provide the student with the opportunity to research an aspect of this art, allowing him/her to understand the art historical discourse surrounding the art of this period.(Crit, A, P, I)
ART 533	Painting VI	I have set up a series of problems that run from quite structured to very loose for this class.(P) The strategy is to help me determine each individual's need for structure, since you are on several different levels of experience. It is also geared toward getting each individual to start to develop a sense of responsibility for their own ideas and images. The ideas for these assignments are drawn from concepts relevant to contemporary art.(Crit, A, P, Creat, I)
ART 534	Painting VII	I have set up a series of problems that run from quite structured to very loose for this class.(P) The strategy is to help me determine each individual's need for structure, since you are on several different levels of experience. It is also geared toward getting each individual to start to develop a sense of responsibility for their own ideas and images. The ideas for these assignments are drawn from concepts relevant to contemporary art.(Crit, A, P, Creat, I)
ART 551	Graphic Design VI	A. the skill to use most basic design tools available (including the computer) in the execution and production of graphic design.(Crit, A, Creat, I) B. knowledge of printing processes as they apply to the graphic designer and visual communication(Crit, A, Creat) C. the ability to evaluate their own work and the work of others, and be able to express that evaluation clearly and concisely(Crit, A, Creat, I)
ART 552	Graphic Design VII	A. the skill to use most basic design tools available (including the computer) in the execution and production of graphic design.(Crit, A, Creat, I) B. knowledge of printing processes as they apply to the graphic designer and visual communication(Crit, A, Creat) C. the ability to evaluate their own work and the work of others, and be able to express that evaluation clearly and concisely(Crit, A, Creat, I)
ART 561	Sculpture VI	A. To further explore the individual's ideas and imagery.(Crit, A, I) B. To isolate and examine a student's technical directions.(Crit, A, P, I) C. To help students develop both a physical and verbal interpretation

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		of their ideas.(Crit, A, I)
ART 562	Sculpture VII	A. To further explore the individual's ideas and imagery.(Crit, A, I) B. To isolate and examine a student's technical directions.(Crit, A, P, I) C. To help students develop both a physical and verbal interpretation of their ideas.(Crit, A, I)
ART 571	Ceramics VI	The student will be provided with the necessary information and "hands on" experience building and designing kilns. For those students who plan to further their studies in graduate school or for those who plan on becoming production artists, these skills and information are essential.(Crit, A, P, Creat, I) Safety procedures will also be taught in conjunction with the kiln construction class. Students will also pursue their individual art workload for the semester.(A, I)
ART 572	Ceramics VII	Art 572 Ceramics is taken in the student's last semester in school and is the culmination of the respective studio experience for the major area of concentrated study.(A) Planning the student's final exhibition and coordinating the specific show dates and overall exhibition needs is a part of a joint effort between the student, his or her area professor, the faculty and the gallery director(Crit, A, P)
ART 580	Printmaking.	This course will be an introduction to the processes and aesthetics of lithography.(I) You will be expected to master a range of mechanical skills and employ them effectively in presenting your own creative vision.(Crit, A, P, Creat) We will cover the basics of preparing a litho stone and a variety of drawing techniques.(I) As the course progresses you will be taught how to successfully integrate these various techniques as appropriate to your own needs and then to print (edition) your work with proper finesse.(A, Creat, I) We will discuss the history of this print process, as illustrated by the work of past artists.(Crit, A) You will learn to use the shop facilities in a safe and orderly manner with consideration for the fact that the shop must be shared with your student colleagues.(P, I)
ART 581	Printmaking VII.	This course will be an introduction to the processes and aesthetics of lithography.(I) You will be expected to master a range of mechanical skills and employ them effectively in presenting your own creative vision.(Crit, A, P, Creat) We will cover the basics of preparing a litho stone and a variety of drawing techniques.(I) As the course progresses you will be taught how to successfully integrate these various techniques as appropriate to your own needs

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		<p>and then to print (edition) your work with proper finesse.(A, Creat, I)</p> <p>We will discuss the history of this print process, as illustrated by the work of past artists.(Crit, A)</p> <p>You will learn to use the shop facilities in a safe and orderly manner with consideration for the fact that the shop must be shared with your student colleagues.(P, I)</p>
ART 583	Photography VI	<p>A. Choose their personal areas of interest based on experience, readings, etc.(Crit)</p> <p>B. Produce a body of work that is of professional caliber to facilitate entry into the work place.(Creat)</p>
ART 584	Photography VII	<p>A. Choose their personal areas of interest based on experience, readings, etc.(Crit)</p> <p>B. Produce a body of work that is of professional caliber to facilitate entry into the work place.(Creat)</p>
ENG 407	Short Fiction	<p>A. Identify the literary aspects of the readings and differentiate between and among particular literary “schools” or approaches (e.g., Naturalism, Realism, Modernism, Magic Realism, post-modernism);(Crit, A, Creat)</p> <p>B. Understand and compare these approaches in the context of both the theories of the short story we study and the particular thematic concerns expressed in the works read in the course;(A, I)</p> <p>C. Communicate that understanding effectively in written and oral forms.(A, P, I)</p>
ENG 408	Forms of Fiction	<p>A. examine the texts from the point of view of the practitioner;(Crit, A, P, I)</p> <p>B. relate the forms encountered to the fictional content, ideas, and socio-historical context of the readings;(Crit, P, I)</p> <p>C. incorporate new understanding of forms into their own work; and(P, Creat, I)</p> <p>D. understand connections between form and meaning in their own collected work as well as place their work in the context of the overall development of the Western fictional form.(Crit, A, P, Creat, I)</p>
ENG 410	Contemporary American Literature	<p>A. Gain an understanding of the development of American literature in the past fifty years or so especially its “location” in the particular historical and cultural context;(A, I)</p> <p>B. Improve their ability to read, analyze, and compare contemporary American literature over a broad historical expanse;(Crit, A, I)</p> <p>C. Develop appreciations of how different literary movements had an effect on contemporary American literature; and;(Crit, A, P, I)</p> <p>D. Expand knowledge of critical approaches to the interpretation of literature in general, and contemporary American literature in particular.(Crit, A, P, I)</p>

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ENG 411	Non-Shakespearean Elizabethan-Jacobean Drama	<p>A. Enhance their understanding and appreciation of some major works of seventeenth-century English dramatic literature through close study of their literary and historical elements;(I)</p> <p>B. Develop contextual understanding of these works, examining their place in their own time and in the development of English literature; and(A, Creat, I)</p> <p>C. Widen intellectual horizons and sharpened critical thinking skills by studying literature of an historical period and place far removed from our own.(Crit, P, Creat, I)</p>
ENG 412	Directed Studies in Film	<p>A. gain in-depth knowledge about a specific area of film studies;(Crit, I)</p> <p>B. learn to critically examine readings and films; and(Crit, A, P, I)</p> <p>C. communicate ideas in written and oral forms.(Crit, A, P)</p>
ENG 413	American Poetry	<p>A. demonstrate a familiarity with the literary & cultural characteristics of poets of the period;(A, I)</p> <p>B. discuss individual works within broad categories; and(Crit, A)</p> <p>C. demonstrate the ability to analyze works of poetry critically through class discussion, presentations, and in a researched critical essay.(Crit, A, P, I)</p>
ENG 415	Writer's Workshop: Short Story	<p>A. Define terms essential to the study of fiction;(I)</p> <p>B. Analyze and appreciate the work of established writers;(Crit, A, I)</p> <p>C. Analyze and appreciate the work of their classmates; and(Crit, A, I)</p> <p>D. Develop their own abilities as writers of fiction.(Crit, A, Creat, I)</p>
ENG 416	Writer's Workshop: Poetry	<p>A. define terms essential to the study of poetry on the intermediate level;(I)</p> <p>B. employ poetic strategies learned in ENG 214 and ENG 342;(I)</p> <p>C. analyze and appreciate the work of established poets; and(Crit, A, I)</p> <p>D. analyze and appreciate the work of their classmates.(Crit, A, I)</p>
ENG 424	Forms of Poetry	<p>A. Define terms essential to the study of poetic form in accentual, accentual syllabic and syllabic meters, as well as in free verse;(Crit, P, I)</p> <p>B. Understand the historical development of poetic form in English;(Crit, A, P, I)</p> <p>C. Analyze and appreciate aspects of form in the work of poets writing in English across many historical periods; and(Crit, A, P, Creat, I)</p> <p>D. Analyze and appreciate attempts by classmates to work in these forms.(Crit, A, P, I)</p>
ENG 425	Teaching Literature, Writing and Grammar in Middle Schools	<p>A. Recognize and use a wide variety of literature texts appropriate for middle school (NTS 8; NCTEPS* 3) ;(Crit, A, I)</p> <p>B. Know and understand a range of materials and approaches used in teaching literature to adolescents (NTS 1-4, 8; NCTEPS 1-4) ;(A, I)</p> <p>C. Design an effective standards-based unit of study and lesson plans (NTS 1, NCTEPS 4);(Crit, A, P, Creat, I)</p> <p>D. Demonstrate knowledge of effective questioning, discussion, and assessment techniques (NTS 3-4, NCTEPS 2-4);(Crit A, P, I)</p>

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		<p>E. Teach lessons demonstrating the ability to plan and deliver effective instruction (NTS 1-6, NCTEPS); and(Crit, A, P, I)</p> <p>F. Use appropriate technology to foster student learning (NTS 9, NCTEPS 3-4)(A, I)</p>
ENG 426	Classical Literature	<p>The student will develop a greater understanding of and appreciation for classical Greek and Roman literature and its historical and cultural contexts.(A, I)</p> <p>Reading assignments, class discussions, and written assignments will provide an opportunity to develop and refine communicative, interpretative, and analytical skills.(Crit, A, I)</p>
ENG 428	Renaissance Literature	<p>A. Understand the primary characteristics of Renaissance culture and literature as well as the values expressed in that literature;(A, I)</p> <p>B. Be familiar with the continental Renaissance literary works which were studied by the great writers and thinkers of the British early modern period; and(Crit, A, P, I)</p> <p>C. Speculate on the influence of these works upon the British literary tradition.(Crit, P)</p>
ENG 431	American Literature, 1607-1820	<p>A. demonstrate a familiarity with the literary & cultural characteristics of authors of the period;(A, I)</p> <p>B. discuss individual works within broad categories; and(Crit, A)</p> <p>C. demonstrate the ability to analyze works of literature critically through class discussion, presentations, and in a researched critical essay.(Crit, A, P, I)</p>
ENG 435	Teaching Literature in Secondary Schools	<p>A. Recognize and use a wide variety of literature texts appropriate for secondary schools (NTS 8;NCTEPS* 3) ;(Crit, A, I)</p> <p>B. Know and understand a range of materials and approaches used in teaching literature to adolescents (NTS 1-4, 8; NCTEPS 1-4) ;(A, I)</p> <p>C. Design an effective standards-based unit of study and lesson plans (NTS 1, NCTEPS 4);(Crit, A, P, Creat, I)</p> <p>D. Demonstrate knowledge of effective questioning, discussion, and assessment techniques (NTS 3-4, NCTEPS 2-4);(Crit, A, P, I)</p> <p>E. Teach lessons demonstrating the ability to plan and deliver effective instruction (NTS 1-6, NCTEPS); and(Crit, A, P, I)</p> <p>F. Use appropriate technology to foster student learning (NTS 9, NCTEPS 3-4)(A, I)</p>
ENG 436	Seventeenth-Century British Literature	<p>A. identify the prominent poets of the late Early Modern British period, as well as some of their poetry and conventions;(A)</p> <p>B. identify the prominent verse forms used in that period and recognize those verse forms when in use;(Crit, A, P)</p> <p>C. analyze poems for literary devices, symbolism, theme, metrics and versification, voice, style, and other elements; and(Crit)</p> <p>D. discuss the principle historical and critical developments of the late Early Modern period.(Crit, A, P, I)</p>

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ENG 439	Modern British Literature	A. demonstrate a familiarity with the literary & cultural characteristics of the period;(A, I) B. discuss individual works within broad categories; and(Crit, A) C. demonstrate the ability to analyze works of literature critically through class discussion, presentations, and in a researched critical essay.(Crit, A, P, I)
ENG 442	American Literature, 1820-1870	A. demonstrate a familiarity with the literary & cultural characteristics of the period;(A, I) B. discuss individual works within broad categories; and(Crit, A) C. demonstrate the ability to analyze works of literature critically through class discussion, presentations, and in a researched critical essay.(Crit, A, P, I)
ENG 443	American Literature, 1870-1920	A. demonstrate a familiarity with the literary & cultural characteristics of the period;(A, I) B. discuss individual works within broad categories; and(Crit, A) C. demonstrate the ability to analyze works of literature critically through class discussion, presentations, and in a researched critical essay.(Crit, A, P, I)
ENG 444	American Literature, 1920 to the Present	A. demonstrate a familiarity with the literary & cultural characteristics of the period;(A, I) B. discuss individual works within broad categories; and(Crit, A) C. demonstrate the ability to analyze works of literature critically through class discussion, presentations, and in a researched critical essay.(Crit, A, P, I)
ENG 445	Teaching Writing in Secondary Schools	A. plan (and prepare to implement) effective writing and language instruction in secondary school teaching (KNTS #1 and #3),(Crit, P, I) B. evaluate their own strengths and weaknesses as writers in order to develop their own writing skills (KNTS #5),(Crit, A, Creat, I) C. read theoretical and practical material about writing pedagogy and discover further possibilities for renewal and development of one's pedagogy (KNTS #7 and #8),(Crit, A, Creat, I) D. develop lessons that will enhance student understanding of language and writing (KNTS #1),(A, I) E. adapt classroom environments and activities to support development of writing skills (KNTS #2),(Crit, A, I) F. participate in the ongoing professional conversation about the teaching of writing (KNTS #7),(A) G. evaluate the lesson plans of others (KNTS #4 ,#5, and #6),(Crit) H. practice interpersonal teaching skills by conferencing with a local student (KNTS #2, #3, and #4),(A) I. explain how practice is supported by research in writing (KNTS #6 and #8),(Crit, A, P) J. demonstrate how technology can be used to enhance writing pedagogy (KNTS #9),(A) K. respond to and evaluate student writing by a variety of methods KNTS #4).(Crit)

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ENG 460	Comedy and Satire	The student will understand the unique literary history of satire both as an independent genre and a protean literary mode present in other genres and influencing their forms(Crit, A, P, I); be familiar with some of the standard literary techniques employed by satirists, including declamation, irony, allegory, comedy, burlesque, parody, invective, lampoon, etc.; explore the dialogue between satire and its historical and cultural contexts; and produce both analytical and creative works.(Crit, A, Creat, I)
ENG 470	Literary Criticism	The student will acquire strategies to read theoretical texts; will develop the ability to synthesize theoretical ideas and concepts; and will apply these ideas and concepts to literary texts in sophisticated analyses. (Crit, A, I)
ENG 488	Cooperative Education/Editorial Internship	A. Successfully apply outside the classroom the knowledge gained in courses;(A, I) B. Function effectively in a working environment;(Crit, P) C. Thoughtfully reflect on the cooperative education/internship experience.(Crit)
ENG 512	Directed Study	A. gain in-depth knowledge about a specific area of English studies;(Crit, I) B. learn to critically examine readings (depending on topic); and(Crit, A, P, I) C. communicate ideas in written and oral forms.(Crit, A, P)
ENG 560	Advanced Creative Writing: Fiction	A. Define terms essential to the study of fiction at the advanced level;(I) B. Read closely as a writer;(A) C. Rigorously edit their own work;(Crit, Creat) D. Analyze and appreciate the work of their classmates; and(Crit, A, I) E. Develop their own abilities as writers of fiction.(Crit, A, Creat, I)
ENG 561	Advanced Creative Writing: Poetry	A. define terms essential to the study of poetry on the advanced level;(I) B. write poems in response to a defined set of personal goals;(A) C. define a personal aesthetic;(A) D. analyze and appreciate the work of established poets; and(Crit, A, I) E. analyze and appreciate the work of their classmates.(Creat, A, I)
ENG 562	BFA Senior Seminar	A. Critically analyze form and meaning in their own creative work and place their work in the contexts of world and western literature;(Crit, A, P, Creat, I) B. Effectively read their work at a public gathering;(Crit, P) C. Understand their career strengths and opportunities.(I)
FRE 401	A Survey of French Literature	A. Express opinion on literary texts and criticism.(Crit, A, P) B. Gain awareness and understanding of the evolution of French literature, culture, and the French mind.(I) C. Develop an understanding and appreciation of the relationship between language, literature, and culture through close textual analysis.(A, I)

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		D. Gain emphasis on literary appreciation, expression, and vocabulary building and acquisition of good reading skills in French.(Crit, A, I)
FRE 402	A Survey of French Literature II	A. Express opinion on literary texts and criticism.(Crit, A, P) B. Gain awareness and understanding of the evolution of French literature, culture, and the French mind.(I) C. Develop an understanding and appreciation of the relationship between language, literature, and culture through close textual analysis.(A, I) D. Gain emphasis on literary appreciation, expression, and vocabulary building and acquisition of good reading skills in French.(Crit, A, I)
FRE 419	European Cinema	A. Understand the cinematic heritage of several European countries.(I) B. Analyze a film text as they would a literary text; understand how an artist uses themes, motifs, conflicts, parallels and other ways of creating meaning.(Crit, A, Creat, I) C. Understand and compare the national historical perspectives of France, Germany and Spain to the Second World War, immigration, women's issues, among others.(I) D. Learn to express ideas in their target language on essays and in group discussions.(Crit, A, P, I)
FRE 421	Topics in French Literature	A. Read literary texts in French including the vocabulary used in literary interpretation.(Crit, A, I) B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I) C. Read and present—individually and collaboratively—interpretations of representative texts.(Crit, A, I) D. Express opinion on literary and non-literary texts.(Crit, A) E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I) F. Get the basic principles of translation theory.(I)
FRE 430	Advanced Conversation and Composition	A. Review, refine, and expand his/her knowledge and usage of French structures such as past tense forms, subjunctive, word order, passive, and so forth.(Crit, A, P, I) B. Practice advanced structures of expression through writing, speaking, and reading.(A, I)
FRE 437	Senior Honors Thesis	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I) B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)

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FRE 441	Topics in French Cultural Studies	<p>A. Read literary texts in French including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural events and literary pieces written in French.(I)</p> <p>C. Read and present--individually and collaboratively--interpretations of representative works (novellas, novel excerpts, poetry, drama, film, political and social cartoon, art).(Crit, A, I)</p> <p>D. Develop a linguistic ability especially in the area of reading, writing and speaking. (Crit, A, I)</p>
FRE 450	Literary Masterpieces in French	<p>A. Have the basic approach to reading literary texts in French including the vocabulary used in literary interpretation. (Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I)</p> <p>C. Read and present interpretations of representative literary works through the ages. (Crit, A, I)</p> <p>D. Develop a linguistic ability especially in the area of reading, writing, and speaking. (Crit, A, I)</p>
FRE 451	Directed Study	<p>A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I)</p> <p>B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)</p>
FRE 460	Studies in a Genre	<p>A. Read literary texts in French including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods during which the plays were written.(I)</p> <p>C. Read and analyze—individually and collaboratively—representative works from any of the periods from Classicism, Romanticism, Naturalism, Expressionism, and post WWII. (Crit, A, I)</p> <p>D. Develop cognitive and linguistic ability especially in the area of reading, writing, and speaking. (Crit, A, I)</p>
FRE 501	Middle Ages Literature	<p>A. Read literary texts in French including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I)</p> <p>C. Read and present—individually and collaboratively—interpretations of representative texts. (Crit, A, I)</p> <p>D. Express opinion on literary and non-literary texts. (Crit, A, I)</p> <p>E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I)</p> <p>F. Get the basic principles of translation theory.(I)</p>

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FRE 503	Seventeenth- and Eighteenth-Century Literature	<p>A. Read literary texts in French including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I)</p> <p>C. Read and present—individually and collaboratively—interpretations of representative texts. (Crit, A, I)</p> <p>D. Express opinion on literary and non-literary texts. (Crit, A, I)</p> <p>E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I)</p> <p>F. Get the basic principles of translation theory.(I)</p>
FRE 505	Nineteenth-Century Literature	<p>A. Read literary texts in French including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I)</p> <p>C. Read and present—individually and collaboratively—interpretations of representative texts. (Crit, A, I)</p> <p>D. Express opinion on literary and non-literary texts. (Crit, A, I)</p> <p>E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I)</p> <p>F. Get the basic principles of translation theory.(I)</p>
FRE 507	Twentieth-Century Literature	<p>A. Read literary texts in French including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I)</p> <p>C. Read and present—individually and collaboratively—interpretations of representative texts. (Crit, A, I)</p> <p>D. Express opinion on literary and non-literary texts. (Crit, A, I)</p> <p>E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I)</p> <p>F. Get the basic principles of translation theory.(I)</p>
FRE 521	Topics in French Literature	<p>A. Read literary texts in French including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I)</p> <p>C. Read and present—individually and collaboratively—interpretations of representative texts. (Crit, A, I)</p> <p>D. Express opinion on literary and non-literary texts. (Crit, A, I)</p> <p>E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I)</p> <p>F. Get the basic principles of translation theory.(I)</p>
FRE 551	Directed Study I	<p>A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I)</p>

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		B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)
FRE 552	Directed Study II	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I) B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)
GER 401	Survey of German Literature I	A. Develop an understanding of literary texts of the German-speaking countries in the context of their history and culture.(A, I) B. Improve command of the German language.(I) C. Develop and strength skills in critical text analysis.(Crit, A, P, I) D. Expand knowledge of German vocabulary.(I)
GER 402	Survey of German Literature II	A. Develop an understanding of literary texts of the German-speaking countries in the context of their history and culture.(A, I) B. Improve command of the German language.(I) C. Develop and strength skills in critical text analysis.(Crit, A, P, I) D. Expand knowledge of German vocabulary.(I)
GER 421	Topics in German Literature	A. Read literary texts in German including the vocabulary used in literary interpretation.(Crit, A, I) B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I) C. Read and present—individually and collaboratively—interpretations of representative(Crit, A, I) D. Express opinion on literary and non-literary texts.(Crit,A) E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I) F. Get the basic principles of translation theory.(I)
GER 437	Senior Honors Thesis	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I) B. Have acquired the ability to read, write, and/or speak about the materials critically(Crit, A, P, I)
GER 441	Topics in German Cultural Studies	A. Read literary texts in German including the vocabulary used in literary interpretation.(Crit, A, I) B. Become familiar with the major historical events which helped shape the cultural events and literary pieces written in German.(I) C. Read and present--individually and collaboratively--interpretations of representative works (novellas, novel excerpts, poetry, drama, film, political and social cartoon, art).(Crit, A, I) D. Develop a linguistic ability especially in the area of reading, writing and speaking.(Crit, A, I)
GER 450	Masterpieces in German	A. Have the basic approach to reading literary texts in German including the vocabulary used in literary interpretation.(Crit, A, I) B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I) C. Read and present interpretations of representative literary works

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		through the ages.(Crit, A, I) D. Develop a linguistic ability especially in the area of reading, writing, and speaking.(Crit, A, I)
GER 451	Directed Study	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I) B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)
GER 460	Studies in a Genre	A. Read literary texts in German including the vocabulary used in literary interpretation.(Crit, A, I) B. Become familiar with the major historical events which helped shape the cultural and literary periods during which the plays were written.(I) C. Read and analyze—individually and collaboratively—representative works from any of the periods Baroque, Classicism, Romanticism, Naturalism, Expressionism, and post WWII.(Crit, A, I) D. Develop cognitive and linguistic ability especially in the area of reading, writing, and speaking.(Crit, A, I)
GER 501	Literature Before 1600	A. Read literary texts in German including the vocabulary used in literary interpretation.(Crit, A, I) B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I) C. Read and present—individually and collaboratively—interpretations of representative texts.(Crit, A, I) D. Express opinion on literary and non-literary texts.(Crit, A, I) E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I) F. Get the basic principles of translation theory.(I)
GER 503	Seventeenth- and Eighteenth-Century Literature	A. Read literary texts in German including the vocabulary used in literary interpretation.(Crit, A, I) B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I) C. Read and present—individually and collaboratively—interpretations of representative texts. (Crit, A, I) D. Express opinion on literary and non-literary texts. (Crit, A, I) E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I) F. Get the basic principles of translation theory.(I)

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GER 505	Nineteenth-Century German Literature	<p>A. Read literary texts in German including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I)</p> <p>C. Read and present—individually and collaboratively—interpretations of representative texts. (Crit, A, I)</p> <p>D. Express opinion on literary and non-literary texts. (Crit, A, I)</p> <p>E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I)</p> <p>F. Get the basic principles of translation theory.(I)</p>
GER 521	Topics in German Literature	<p>A. Read literary texts in German including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I)</p> <p>C. Read and present—individually and collaboratively—interpretations of representative texts. (Crit, A, I)</p> <p>D. Express opinion on literary and non-literary texts. (Crit, A, I)</p> <p>E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I)</p> <p>F. Get the basic principles of translation theory.(I)</p>
GER 531	Advanced Grammar	<p>A. Review, refine, and expand his/her knowledge and usage of German structures such as past tense forms, subjunctive, word order, passive, and so forth.(Crit, A, P, I)</p> <p>B. Practice advanced structures of expression through writing, speaking, and reading.(A, I)</p>
GER 551	Directed Study I	<p>A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I)</p> <p>B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)</p>
GER 552	Directed Study II	<p>A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I)</p> <p>B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)</p>
HIS 400	Senior Seminar	<p>A. Use primary source materials in construction of historical research paper.(Crit, A, P, I)</p> <p>B. Formally present their research and final paper at the end of the semester.(Crit, A, P, I)</p> <p>C. Write a research proposal and state a thesis for research project.(Crit, A, P, I)</p> <p>D. Use library resources to research paper topic.(Crit, A, P, I)</p> <p>E. Learn how to write cover letters and construct a resume.(A, I)</p> <p>F. Critique papers and provide constructive comments to improve writing.(I)</p>

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		G. Incorporate constructive criticism into paper revision and turn in a bibliographic essay.(Crit, A, P, Creat)
HIS 401	The French Revolution	<p>A. demonstrate a knowledge of the main events, social developments, and leaders of France and Europe from the mid-eighteenth century to about 1820;(Crit, A, I)</p> <p>B. assess the impact of the development and spread of the Enlightenment, Enlightened Despotism, nationalism, the growth and collapse of the Napoleonic Empire, the beginnings of industrialization in Britain, the origins of socialism and feminism, Romanticism, and(Crit, A, Creat, I)</p> <p>C. the various phases of the French Revolution and the legacy of the Revolution, and(I)</p> <p>D. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)</p>
HIS 402	Nineteenth-Century Europe	<p>A. demonstrate a knowledge of the main events, social developments and leaders of Europe from 1789 and the outbreak of the French Revolution to 1914 and the coming of World War I;(Crit, A, I)</p> <p>B. assess the impact of the development and spread of nationalism, liberalism and socialism, the unification of Italy and Germany, industrialization, the New Imperialism, the Victorian and Bismarckian eras, as well as various artistic, scientific, and literary movements and;(Crit, A, Creat, I)</p> <p>D. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusion as well as the difference between primary and secondary documents and their use.(Crit, A, I)</p>
HIS 403	Europe Since 1914	<p>A. demonstrate a knowledge of the main events, social developments, and key figures in twentieth-century European history;(Crit, A, I)</p> <p>B. assess the impact of Europe's relationship with the wider world;(Crit)</p> <p>C. understand the effects that two World Wars and the Cold War had on European societies; and(Crit, P, I)</p> <p>D. demonstrate an understanding of the process of European integration.(A, I)</p>

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HIS 406	Europe Since 1945	<p>A. demonstrate a knowledge of the main events, social developments, and key figures in European history since 1945;(Crit, A, I)</p> <p>B. assess the impact of Europe's relationship with the wider world;(Crit)</p> <p>C. understand the effects the Cold War had on European societies; and(Crit, P, I)</p> <p>D. demonstrate an understanding of the process of European integration.(A, I)</p>
HIS 407	Modern Imperialism & Colonialism	<p>A. understand the basic concepts of imperialism and colonialism in the modern period,(I)</p> <p>B. engage with primary sources related to imperialism and colonialism in order to understand both historical thinking and historical research,(Crit, A, P, I)</p> <p>C. understand the ways in which empires affected the society and culture of both metropolitan and colonial societies,(Crit, A, I)</p> <p>D. explain the key debates and issues related to imperialism and colonialism since 1453, and(A)</p> <p>E. understand the relevance of modern empires to the contemporary world.(I)</p>
HIS 408	The Rise and Fall of the Soviet Union	<p>A. demonstrate knowledge of major political, economic, social, and cultural events and trends in Soviet history from the establishment of Soviet power in 1917 to the collapse of the Soviet Union in 1991;(A, I)</p> <p>B. discuss the state's exercise of power and its relationship to society;(Crit, A)</p> <p>C. explain the role of intellectual thought, cultural production, and daily life in the constitution of Soviet society; and(A)</p> <p>D. demonstrate critical thought in oral expressions and writing, including the organization and synthesis of information and the development of arguments that rely on the interpretation of historical information to arrive at well-reasoned conclusions.(Crit, A, P, I)</p>
HIS 409	Tudor Stuart England	<p>1. demonstrate a working knowledge of English (British) history from 1475-1714 (political, economic, social, and cultural aspects);(A, Creat, I)</p> <p>2. be able to compare and contrast various events and developments ;(Crit, A, I)</p> <p>3. understand how the country(ies), foreign policy, roles of women, cultural issues, and social classes, etc., have changed over time;(I)</p> <p>4. discuss some of the complexities of English (British) history;(Crit, A)</p> <p>5. write about major issues ; and(A)</p> <p>6. read historical documents more critically.(Crit, A, P, I)</p>

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HIS 410	Modern Britain	<ol style="list-style-type: none"> 1. demonstrate a working knowledge of British history from 1714 to the present (political, economic, social, and cultural aspects);(A, Creat, I) 2. be able to compare and contrast various events and developments;(Crit, A, I) 3. understand how the country(ies), foreign policy, roles of women, cultural issues, and social classes, etc., have changed over time ;(I) 4. discuss some of the complexities of modern British history;(Crit, A) 5. write about major issues; and(A) 6. read historical documents more critically.(Crit, A, P, I)
HIS 411	Modern France	<ol style="list-style-type: none"> A. demonstrate a knowledge of the main events, social developments, and leaders of France from the outbreak of the French Revolution in 1789 to the present;(Crit, A, I) B. assess the impact of the development and spread the Enlightenment, the French Revolution, industrialization, parliamentary government, socialism, nationalism, Romanticism, World Wars, decolonization, and the post Cold War era; and(Crit, A, I) C. compare the leadership style of Napoleon Bonaparte, Charles de Gaulle and Nicolas Sarkozy, and(Crit, A) D. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)
HIS 412	Modern Germany	<ol style="list-style-type: none"> A. demonstrate a knowledge of the main events, social developments, and key figures in modern German history;(Crit, A, I) B. understand the causes and consequences of German unification in 1870;(A, I) C. assess the impact of Germany's relationship with the European continent and the wider world;(Crit) D. understand the effects that two World Wars and the Cold War had on German society; and(Crit, P, I) E. demonstrate an understanding of the process of German reunification.(A, I)
HIS 414	Europe During WWI and WWII	<ol style="list-style-type: none"> A. demonstrate a knowledge of the main events, social developments, and key figures in Europe from 1914 to 1945;(Crit, A, I) B. assess the impact of the World Wars on European societies; and(Crit) C. understand the long-term effects of the World Wars on European and global history.(Crit, P, I)
HIS 415	Women in History	<ol style="list-style-type: none"> A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat) B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I) C. Demonstrate a critical understanding and knowledge of women in

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		<p>history;(Crit, A, P, I)</p> <p>D. Understand the dynamics of cultural diversity, of economic and political systems, and of complex moral and ethical issues.(Crit, I)</p>
HIS 416	Women in American History to 1877	<p>A. demonstrate knowledge of women's place and role in American history and women's importance to the study of history, as well as a basic knowledge of American history to 1877, and(A, I)</p> <p>B. demonstrate a working knowledge of U.S. women's history from 1620 to the present (political, economic, social, and cultural aspects); and,(A, Creat, I)</p> <p>C. be able to compare and contrast various events and developments; and,(Crit, A, I)</p> <p>D. understand how the roles of women have changed over time; and,(I)</p> <p>E. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)</p>
HIS 417	Women in American History since 1877	<p>A. demonstrate a knowledge of women's place and role in American history and women's importance to the study of history, as well as a basic knowledge of American history since 1877.(A, I)</p> <p>B. demonstrate critical thinking skills by reading, synthesizing, and analyzing course materials, including primary and secondary sources, for class discussion and exams.(Crit, A, P, I)</p> <p>C. students will learn how to write a research proposal and state a thesis for research project. (Crit, A, P, I)</p> <p>D. demonstrate research and writing skills by researching, writing, and presenting a primary-source, documented research paper (draft and final copy). (Crit, A, P, I)</p> <p>E. students will learn how to use library resources for paper research. (Crit, A, P, I)</p> <p>F. students will learn how to incorporate constructive criticism into paper as they revise their drafts and turn in a completed paper with bibliographic essay. (Crit, A, P, I)</p>
HIS 418	World War II in Asia and the Pacific	<p>A. understand the role of nationalism, racism and imperial ambition in the coming of the war and its conduct;(I)</p> <p>B. be able to imagine the rationale and strategy of the Chinese, Japanese, and U.S. leadership before and during the war;(A, I)</p> <p>C. understand the behavior of participants at all levels;(I)</p> <p>D. have a grasp of the conditions of life during the war on the battlefield and home front;(I)</p> <p>E. be able to analyze the decisions for such things as strategic bombing, atomic weapons, and kamikaze;(Crit, A, I)</p> <p>F. understand the relationship between the war fought in Europe and that in Asia; and(I)</p> <p>G. see how the war led to the Chinese Civil War and Communist victory, the post-war Economic Miracle in Japan, and the Korean</p>

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		War.(I)
HIS 419	The Third Reich	<p>A. demonstrate a knowledge of the main events, social developments, and key figures in Germany's Third Reich;(Crit, A, I)</p> <p>B. assess the impact of the Third Reich on German society;(Crit)</p> <p>C. evaluate the causes and consequences of the Second World War; and(Crit, A)</p> <p>D. understand the nature of Nazi occupation policies and the regime's genocidal projects to remake European society.(A, I)</p>
HIS 421	U.S. SOCIAL AND CULTURAL HISTORY TO 1865	<p>A. demonstrate a knowledge of the main social developments in the United States from settlement to the Civil War;(Crit, A, I)</p> <p>B. assess the relationship between the ideas of the American founding and Revolution and the society that developed; and(Crit, A, I)</p> <p>C. compare the responses of Americans to the challenge of modernization.(Crit, A)</p>
HIS 422	U.S. SOCIAL AND CULTURAL HISTORY SINCE 1865	<p>A. demonstrate a knowledge of the main social developments in the United States since the Civil War;(Crit, A, I)</p> <p>B. assess the impact of social and economic reform movements; and(Crit, P)</p> <p>C. compare the responses of Americans to the challenges of urbanization, modernization, and diversity.(Crit, A)</p>
HIS 425	Science and Religion	<p>A. demonstrate a knowledge of the main events, social, scientific and intellectual developments, and leaders in science and Western religion from the time of the ancient Greeks to the present;(Crit, A, I)</p> <p>B. assess the impact of science and religious transformations on Europe and the Western World; and(Crit, P)</p> <p>C. compare the responses of Western civilization to the challenges of changes in science and religious doctrine and thought over the last twenty-two centuries.(Crit, A)</p>
HIS 431	AMERICA IN REVOLUTION	<p>A. demonstrate a knowledge of the main events, social, economic, and political developments, and leaders in America and Great Britain during the era of the American Revolution ;(Crit, A, I)</p> <p>B. assess the impact of the Revolution and its ideas on American society; and(Crit)</p> <p>C. understand the development of post-Revolutionary America.(Crit, A, I)</p>

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HIS 433	Jacksonian America and Sectional Conflict	<p>A. understand the significance of the War of 1812 and especially the Battle of New Orleans as events that represented turning points in US history.(A, Creat, I)</p> <p>B. explain the manner in which the Battle of New Orleans boosted the reputation of Andrew Jackson.(A, Creat)</p> <p>C. explain and analyze the reasons for the development of the “Cotton Kingdom” in the American South and Southwest.(Crit, A, I)</p> <p>D. identify and analyze the major political and social developments that transpired during the administration of Andrew Jackson.(Crit, A, I)</p> <p>E. analyze the birth and growth of the abolitionist movement in America.(Crit)</p> <p>F. identify and analyze the political, economic, and social developments that caused America’s “market revolution” and to explain the influence these changes exerted on the country’s political, social, and economic structure.(Crit, A, I)</p> <p>G. explain the main ideas of the pro-slavery argument that developed in the United States during the antebellum era.(Crit, A, I)</p> <p>H. identify and explain the causes of the Mexican War and the role the war played in bringing on the Civil War.(A)</p> <p>I. understand the events of the 1850s that fueled sectional strife and eventually brought on the American Civil War.(I)</p> <p>J. understand not only past worlds, but also they should be able to understand better the world in which they live.(A, I)</p>
HIS 435	Transformation of America 1877 - 1929	<p>A. define the main aspects of American politics and society at the conclusion of the Reconstruction era(A, Creat)</p> <p>B. identify, explain, and analyze the reasons for the rampant growth of industry in the United States(Crit, A)</p> <p>C. explain the impact of industrialism on the United States(A)</p> <p>D. explore the factors that brought the rise of progressivism in the United States(Crit, A,)</p> <p>E. explain what is meant by the “paradox of southern progressivism(A)</p> <p>F. define the term “populism” and explain the failures and achievements of the populist movement in the United States(A)</p> <p>G. explain ways in which European progressivism affected American progressivism and vice versa(Crit, A)</p> <p>H. identify ways in which Theodore Roosevelt advanced progressive policies in the United States(A)</p> <p>I. explain the main political, social, and economic developments of the “Roaring Twenties”(Crit, A, I)</p> <p>J. explain why the United States entered World War I(A)</p> <p>K. explain the impact of World War I on political, social, and economic developments in the United States(Crit, A, I)</p> <p>L. explain and analyze the factors that caused the Great Depression(Crit, A, I)</p> <p>M. analyze the position of the United States in the world on the eve</p>

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		of the Great Depression(Crit)
HIS 436	Recent America	<p>A. Demonstrate understanding and comprehension of United States history since 1929.(A, I)</p> <p>B. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat)</p> <p>C. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>D. Demonstrate a critical understanding and knowledge of American twentieth-century history;(Crit, A, P, I)</p> <p>E. Understand the dynamics of cultural diversity, of economic and political systems, and of complex moral and ethical issues of the twentieth century.(Crit, I)</p>
HIS 441	History of the Old South	<p>1) explain how the South emerged as a distinctive region with defining characteristics(A)</p> <p>2) explain and analyze the role of black, white, and Native American women in the Old South(Crit, A)</p> <p>3) to identify the major events, ideas, and historical figures in the development of the South's tri-racial society (Whites, Blacks, Native-Americans)(Crit, A, I)</p> <p>4) explain and analyze slavery's role in creating a system of symbiotic, albeit unequal, relationships between blacks and whites in the Old South(Crit, A, Creat)</p> <p>5) to understand the development of the southern economy, especially the rise of the cotton kingdom, prior to the Civil War(Crit, A, I)</p> <p>6) to identify and analyze religious developments in the Old South(Crit, A, I)</p> <p>7) to understand the major events which led to the Civil War in the United States and how those events shaped life and thought in the South(I)</p> <p>8) to identify a link between the South of the past and the South of the present, thereby developing a deeper understanding of the contemporary South(A, I)</p>

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HIS 446	History of Kentucky	<p>A. identify and understand the major themes of Kentucky history in the context of the nation's history.(A, I)</p> <p>B. grasp the chronological development of the state.(Crit, A, I)</p> <p>C. know the major personalities, institutions, and events of Kentucky history.(I)</p> <p>D. learn the geography of the state.(I)</p> <p>E. appreciate what is right and to criticize what is wrong in Kentucky's past and present.(A, P, I)</p> <p>F. "do history" by completing a research project on a Kentucky county and to serve the state through the presentation of a completed research project to an appropriate agency of a Kentucky county.(Crit, A, P, I)</p> <p>G. enjoy the rich musical and literary heritage of Kentucky.(A, I)</p> <p>H. read about Kentucky, to write about Kentucky, and to think about Kentucky.(Crit, A, P, I)</p>
HIS 451	Slavery and Africa	<p>A. demonstrate a knowledge of the main events, social developments, and key figures in the development of slavery within Africa and beyond;(Crit, A, I)</p> <p>B. assess the impact of Atlantic slavery on African societies as well as on colonial societies of the New World; and(Crit, Creat)</p> <p>C. understand the ways in which slavery's legacy influenced subsequent historical developments up to the present.(Crit, A, I)</p>
HIS 478	Comparative Civilizations After 1500	<p>A. demonstrate a knowledge of the main events, social developments, values, institutions and leaders of whatever country or regions are under study;(Crit, A, I)</p> <p>B. assess the impact of the development and spread of various movements or trends under study particularly colonialism, imperialism, and decolonialism; and(Crit, A, I)</p> <p>C. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use. (Crit, A, I)</p>
HIS 479	Comparative History Topics	<p>A. demonstrate a knowledge of the main events, social developments, and leaders of whatever country or regions that are under study; (Crit, A, I)</p> <p>B. assess the impact of the development and spread of various movements or trends under study; and(Crit, A, I)</p> <p>C. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use. (Crit, A, I)</p>
HIS 488	Cooperative Education/Internship	<p>A. Explain the ways in which the cooperative work experience enhanced his/ knowledge of history;(A, I)</p> <p>B. Explain the ways in which the study of history can be applied to a work environment;(A, I)</p> <p>C. Evaluate both the positive and negative facets of the work experience;(Crit)</p>

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		<p>D. Share insights gleaned from the cooperative work experience with fellow students and history faculty Members;(P)</p> <p>E. Use the work experience as a springboard for obtaining other jobs, especially full-time jobs in a history- related field.(A)</p>
HIS 489	Cooperative Education/Internship	<p>A. Explain the ways in which the cooperative work experience enhanced his/ knowledge of history;(A, I)</p> <p>B. Explain the ways in which the study of history can be applied to a work environment;(A, I)</p> <p>C. Evaluate both the positive and negative facets of the work experience;(Crit)</p> <p>D. Share insights gleaned from the cooperative work experience with fellow students and history faculty Members;(P)</p> <p>E. Use the work experience as a springboard for obtaining other jobs, especially full-time jobs in a history- related field.(A)</p>
HIS 494	Historic Interpretive Internship	<p>A. explain and analyze major issues related to historic preservation.(Crit, A)</p> <p>B. explain the approaches toward historic preservation of public and private agencies, museums, and historic sites.(A)</p> <p>C. analyze the roles of government on the state and national level in promoting historic preservation and in establishing and maintaining history museums.(Crit, A)</p> <p>D. analyze the historic importance of documents, artifacts, and ephemera and determine how the importance of these items might be relayed to the public.(Crit, P)</p> <p>E. complete a major research project dealing with historic preservation.(Crit, A, P, I)</p>
HIS 498	MUSEUM STUDIES	<p>A. demonstrate a knowledge of the main areas of historical museum operation;(A, I)</p> <p>B. develop museum exhibits; and(Crit, A, I)</p> <p>C. understand the care of historical objects.(I)</p>
HIS 499	Directed Studies	<p>A. demonstrate a knowledge of the main events, social developments, and leaders of whatever country or region are under study;(Crit, A, I)</p> <p>B. assess the impact of the development and spread of various movements or trends under study; and(Crit, A, I)</p> <p>C. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use. (Crit, A, I)</p>
JPN 401	Advanced Japanese I	<p>A. Handle various daily-life and professional situations with the appropriate speaking style considering politeness, formality, intimacy, and gender.(Crit, A, P, I)</p> <p>B. Express their own perspectives and opinions toward Japanese culture and society in speaking and writing.(Crit, A, Creat)</p> <p>C. Understand authentic materials (newspaper, TV news,</p>

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		documentary films, dramas, etc.) on various topics.(Creat, I) D. Deepen understanding of Japanese culture and language.(I) E. Be able to achieve the Intermediate-Mid to High or to the Advanced Low of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) test.(A, I)
JPN 402	Advanced Japanese II	A. Handle various daily-life and professional situations with the appropriate speaking style considering politeness, formality, intimacy, and gender.(Crit, A, P, I) B. Express their own perspectives and opinions toward Japanese culture and society in speaking and writing.(Crit, A, Creat) C. Understand authentic materials (newspaper, TV news, documentary films, dramas, etc.) on various topics.(Creat, I) D. Deepen understanding of Japanese culture and language.(I) E. Be able to achieve the Intermediate-Mid to High or to the Advanced Low of the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) test.(A, I)
JPN 421	Topics in Japanese Literature	A. Understand basic approaches to reading literary texts in Japanese including the vocabulary used in literary interpretation.(Crit, A, I) B. Become familiar with the major historical events which helped shape the cultural and literary periods during which a particular work was created.(A, Creat, I) C. Read and present interpretations of representative works from literary periods.(Crit, A, I) D. Have acquired the ability to read, write, and speak about authentic literary texts.(A, I)
JPN 441	Topics in Japanese Cultural Studies	A. Have a broader perspective to look outside U.S. borders for new ideas and different ways of doing things.(A, Creat) B. Have developed a sense of how a nation's history impacts the way its citizens view and approach the present.(Crit, A, I) C. Reflect on important social issues from another national perspective; how different national cultures can learn from each other.(Crit, I) D. Have developed abilities to critically read, analyze, and synthesize their own interpretations of Japanese culture.(Crit, A, P, Creat, I) E. Have acquired the ability to read, write, and speak about authentic literary texts.(A, I)
JPN 551	Directed Studies	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I) B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)

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LBA 438	Seminar in Liberal Arts	<p>Each LBA 438 student will produce a polished paper or project that reflects the rigor of his/her course of study and the quality of his/her work.(Crit, A, Creat, I)</p> <p>Students will work with a team of advisors to bring the project from inception to completion.(A, P)</p> <p>Students will focus on writing skills, document design, research methods and strategies, revision, and other issues related to the research, analysis, and writing processes.(Crit, A, P, Creat, I)</p> <p>Students will make a presentation on their projects at a public forum.(A)</p>
LBA 488	Cooperative Education/Internship	<p>A. Successfully apply outside the classroom the knowledge gained in courses;(A, I)</p> <p>B. Function effectively in a working environment;(Crit, P)</p> <p>C. Thoughtfully reflect on the cooperative education/internship experience.(Crit, A, P, Creat, I)</p>
LBA 489	Cooperative Education/Internship	<p>A. Successfully apply outside the classroom the knowledge gained in courses;(A, I)</p> <p>B. Function effectively in a working environment;(Crit, P)</p> <p>C. Thoughtfully reflect on the cooperative education/internship experience.(Crit, A, P, Creat, I)</p>
LST 430	Trusts and Estates	<p>(1) Understand the purpose and need for the law of trusts and estates(I)</p> <p>(2) Describe the basic law of inheritance in the American legal system(A, I)</p> <p>(3) Identify the basic forms for documents related to trusts and estates, and(Crit, A, P, I)</p> <p>(4) Analyze particular provisions in documents establishing trusts and estates(Crit)</p>
LST 440	Commercial Transactions	<p>1. Understand how secured transactions are carried out;(I)</p> <p>2. Know the fundamentals of the Uniform Commercial Code;(Crit, P)</p> <p>3. Describe the basic principles of contracts and property rights;(A, I)</p> <p>4. Design legal documents establishing relationships between different forms of business organizations and individuals; and(Crit, A, P, Creat)</p> <p>5. Analyze leases, sales contracts, and debtor-creditor relationships.(Crit)</p>
LST 444	Judicial Process	<p>This course will examine the judiciary and the development of law, as both a rational, logical entity, but will also explore it as a political institution.(Crit, A, P, I)</p> <p>This course will attempt to demystify the federal and state courts and provide a fuller understanding of its role within the American constitutional and federal framework.(I)</p>

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LST 476	Law in Public Administration	<p>A. to understand how and why authority is delegated to bureaucratic agencies;(I)</p> <p>B. to explain the process of administrative rulemaking and adjudication;(A)</p> <p>C. to appreciate the importance of open meetings and open records laws;(A, I)</p> <p>D. to analyze the critical case law dealing with administrative law;(Crit, P)</p> <p>E. to know the legal responsibilities and liabilities for public employees and agencies; and(I)</p> <p>F. to understand the significance of judicial review of agency decisions.(A, I)</p>
LST 488	Cooperative Education/Internship	To assist student in developing skill sets for the workplace incorporating knowledge learned in the discipline.(Crit, A, I)
LST 489	Cooperative Education/Internship	To assist student in developing skill sets for the workplace incorporating knowledge learned in the discipline.(Crit, A, I)
LST 495	Special Problems	<p>Students should be able to learn more about a special topic in legal studies and do independent research on that topic, subject to supervision from a faculty member.</p> <p>(Crit, A, P, I)</p>
MLA 400	Senior Seminar	<p>A. Explore professional matters relating to the foreign language major such as career options, the preparation of resumes, letters of application, interviewing, and attending graduate school. Overall skills gained as a language and liberal arts major will also be defined.(Crit, A, I)</p> <p>B. Prepare and write a 10-12 page original research paper with proper documentation in the target language. Students will learn how to prepare a research proposal and do on-line and library research in their major language.(Crit, A, P, Creat, I)</p> <p>C. Present a summary of their Senior Research Paper (in English) orally before a panel of faculty and students, who question and comment on the student's work. In preparation for this presentation, students will present their summaries to their peers in class to receive a constructive critique of their content as well as of oral presentation skills.(Crit, A, P, I)</p> <p>D. Prepare a portfolio of materials which will represent the student's accomplishments as a modern language major. This will include the Senior Research Paper (all versions), the assessment tools in all four skill areas (reading, writing, speaking and listening) as well as papers/exams in literature and culture/phonetics/grammar.(Crit, A, P, Creat, I)</p> <p>E. Evaluate the foreign language program and the student's general experience at Murray State University. Students will complete a senior survey and discuss the strengths and weaknesses of their program of study in a reflective statement.(Crit, A, I)</p>
MLA 437	Senior Honors Thesis	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of

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		the course.(A, I) B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)
MLA 514	Methods of Teaching Foreign Languages	A. Discuss current methods, techniques and materials that are prevalent in foreign language education and develop the appropriate skills to put them into practice.(Crit, A, I) B. Have the opportunity to explore and try new techniques in communicative language teaching. Emphasis is placed on strategies that will equip students for effective teaching in the public schools by helping them develop their own unique teaching style and approach to teaching all skills.(Crit, A, P, Creat, I) C. Have an overview of the theoretical aspects which affect teaching and learning in foreign language education.(Crit, A, Creat, I)
MLA 551	Directed Study in Modern Language	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I) B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)
MUS 114, 214,314 , 414,514	Applied Percussion (Majors)	A. Students will learn percussion performance techniques and musicianship.(Crit, P, I) B. Students will expand their knowledge of standard percussion repertoire.(I) C. Students will gain confidence and competency as a performer through the experiences in various solo percussion performances. (Mallet Percussion, Timpani, Snare Drum, Drum Set, Ethnic Percussion)(Crit, P, I)
MUS 116, 216,316 , 416,516	Applied Organ Study	to develop technique and musicianship as well as competency as a performer and musician.(Crit, A, P, I)
MUS 117, 217,317 , 417,517	Applied Piano Study	to develop technique and musicianship as well as competency as a performer and musician.(Crit, A, P, I)
MUS 118, 218,318 , 418,518	String (Violin, Viola, Cello, Bass) Applied Lessons	To develop performing skills and teaching skills.(Crit, A, P, I)
MUS 119, 219,319 , 419,519	Applied Voice	§ Students will learn vocal technique and musicianship.(I) § Students will acquire knowledge of standard vocal repertoire.(I) § Students will gain confidence and competency as performers through experience in solo situations.(Crit, P, I)
MUS	INSTRUMENTAL	A. Students will review all basic beat patterns and practice those

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423	CONDUCTING	patterns as they relate to specific musical examples.(a, I)
		B. Students will learn instrumental transpositions as they relate to effective score reading.(Crit, A, P, I)
		C. Students will explore various wind band and orchestral scores and their structure.(Crit, a)
		D. Students will develop methods for more effective score analysis and study.(Crit, A, P, I)
		E. Students will conduct the class at regular intervals for technique demonstration.(A)
		F. Students will study performance practice as it relates to the historical periods of music.(Crit, A, P, I)
		G. Students will learn to identify possible conducting problems and techniques for their solution.(A, P, I)
MUS 424	CHORAL CONDUCTING	1. Develop a working philosophy of choral music based on pragmatic skills.(Crit, A, I)
		2. Demonstrate effective conducting and teaching techniques evidenced by the practicum evaluations.(Crit, a, P, I)
		3. Identify and offer appropriate solutions to potential musical/ensemble problems in a given score including pitch, rhythm, vocal production and choral blend.(A, P, I)
		4. Present a score to a choir/class using basic analytic techniques identifying distinguishing characteristics/styles.(A, I)
		5. Will develop a packet of materials to be used in the academic justification and promotion of choral music programs to school administrations and parents.(Crit, A,I)
MUS 432	Special Topics II: Study Abroad	To help the student understand the historical, cultural, and aesthetic context in which works of music, compositional techniques and the like intertwine with the people by and for whom they were intended. Specific composers, critics, performers, publishers, marketers, philosophers, and humanists of varying natures will be discussed pertinent to the topic. (Crit, A, P, I)
MUS 439	Harpsichord	To develop competency in use of the harpsichord, particularly as an ensemble instrument. (Crit, A, I)
MUS 441	Composition Level III	The main objective of the private study of composition is to improve the student's ability to express his/her musical ideas in a persuasive and artistic way.(A, I) At the advanced level, students will begin to develop their own personal style or language in which their ideas can realize their full artistic potential.(A, Crit, P, Creat, I)

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MUS 488	Music Business Internship	<p>A. Build a professional resume and list of references(Crit, A)</p> <p>B. Apply and interview for internship position(Crit, A, P, I)</p> <p>C. Work within a music industry organization(P)</p> <p>D. Build upon their business and industry knowledge(Crit, a, I)</p> <p>E. Develop a network of industry contacts(Crit, A, I)</p> <p>F. Discover potential career opportunities(A, I)</p>
MUS 489	Music Business Internship	<p>A. Build a professional resume and list of references(Crit, A)</p> <p>B. Apply and interview for internship position(Crit, A, P, I)</p> <p>C. Work within a music industry organization(P)</p> <p>D. Build upon their business and industry knowledge(Crit, a, I)</p> <p>E. Develop a network of industry contacts(Crit, A, I)</p> <p>F. Discover potential career opportunities(A, I)</p>
MUS 490	Senior Seminar	<p>A. Build their resumes for the current workplace.(Crit, A)</p> <p>B. Create opportunities to utilize their training in a hands-on setting.(A, Creat)</p> <p>C. Strengthen problem-solving skills within the discipline.(P)</p> <p>D. Gain leadership by creating professional work experiences.(A, Creat, I)</p> <p>E. Engage others in the community within a musical context.(I)</p>
MUS 497	Final Project	<p>A. Research and write a major paper or compose a large musical composition(Crit, A, P, I)</p> <p>B. Edit and make revisions to the project(Crit, A, Creat)</p>
MUS 498	Senior Recital	<p>A. Prepare a recital that meets degree requirements and passes a faculty hearing.(Crit, A, P, Creat)</p> <p>B. Present a public recital that demonstrates a variety of repertoire and styles.(A)</p>
MUS 499	Concerto Performance	<p>A. Perform a concerto movement or equivalent musical solo with the orchestra or wind ensemble.(Crit, P)</p>
MUS 511	Analysis of Contemporary Music	<ul style="list-style-type: none"> · be able to use analysis to better understand, appreciate, and explain aspects of a contemporary work including its organization, its overall effect on the listener, and the composer's intentions.(Crit, A, I) · be well-versed in the terminology associated with analysis of contemporary music.(Crit) · understand the historical context of music after 1900; understand how life in the twentieth century impacted artists, helped guide their choices, and contributed to the musical climate of today where multiple relevant artistic styles exist simultaneously.(I) · include in their analytical toolboxes the ability to recognize pitch collections, rhythmic patterns, symmetry, and other musical elements employed by composers after 1900.(Crit, A, I) · become more open-minded and patient listeners; foster a greater appreciation of new music.(Creat, I) · allow the material and discussions from this course to positively influence performance practice.(Crit, A, P)

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MUS 512	Counterpoint	there will be a focus on music analysis as well as contrapuntal exercises and composition assignments.(Crit)
MUS 513	Form and Analysis	The students will be able to identify large and small formal structures as well as the common forms of western art music.(Crit, A, P) Their ability to read and understand a musical score will be enhanced as well as their aural comprehension of live music and recorded performances.(Crit, A,P, I)
MUS 541	Vocal Pedagogy	A. Gain an understanding of the basic anatomy and physiology of the singing mechanism.(I) B. Form a mental image of the sounds of freely produced, efficient singing voices at a variety of developmental stages.(Crit, A, P, Creat, I) C. Apply knowledge of vocal function to develop principles of singing.(Crit, A, I) D. Apply knowledge of principles of teaching to develop strategies for promoting vocal development and musical artistry.(Crit, A, Creat, I) E. Develop a repertoire of vocalises, exercises, and strategies for teaching singing.(Crit, A, Creat, I) F. Evaluate and apply vocal pedagogy resources in planning for the teaching of vocal music.(Crit, A, P, I) G. Refine diagnostic skills through structured teaching and observational experiences.(P, I)
PHI 550	Directed Study	A. gain in-depth knowledge about a specific area of philosophy;(Crit, I) B. learn to critically examine readings (depending on topic); and(Crit, A, P, I) C. communicate ideas in written and oral forms.(Crit, A, P)
PHI 557	Feminist Philosophy	A. Read philosophical texts and recognize philosophical arguments.(Crit, A, I) B. Articulate key issues within feminist philosophy.(A) C. Write a cogent, original, researched essay suitable for submission to an academic journal or conference.(Crit, A, P, Creat, I) D. Critically examine ideas and points of view- one's own ideas, as well as others'. (Crit, A, P, Creat, I)
POL 441	The Legislative Process	· Explore the factors that shape the legislative institution.(Crit, A) · Increase you understanding of governance in the United States.(I) · Understand how the Congress relates to the other branches of government in the US(Crit, A, I)
POL 442	Government and Business	(1) describe the role that American government plays in the national and global economies;(A) (2) explain how American government policies, particularly regulation, affects particular businesses and industries, as well as consumers, workers, and the natural environment;(Crit, A) (3) understand the legal, economic, and political framework in which governmental activities affecting business operate;(Crit, I) (4) appreciate the scholarly research regarding government-business relations; and(Crit, A, P, I)

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		(5) analyze and discuss in written form some issues regarding government-business relations.(Crit, A, P)
POL 443	The Executive Process	(1) understand the role of chief executives in American politics(I) (2) describe the historical development of the American presidency(Crit, A, I) (3) explore the factors that shape the executive branch(Crit, A) (4) explain how the executive interacts with other branches of government(A)
POL 444	Judicial Process	The American legal system is the least understood and most mysterious branch of government to the American public. While the courts are viewed as a legal entity, this concept does not capture the full essence of the law. Politics plays a far larger role in judicial decision-making than lay people realize. This course will examine the judiciary and the development of law, as both a rational, logical entity, but will also explore it as a political institution.(Crit, A, P, I) This course will attempt to demystify the federal and state courts and provide a fuller understanding of its role within the American constitutional and federal framework.(I)
POL 445	Constitutional Law I: Development and Trends	The purpose of this first course on constitutional law is to introduce the student to the Supreme Court, its decisions and legal precedents as they relate to the political, economic and social fabric of the United States.(Crit, A, I) The objective of this course is to show that the Supreme Court is but one of the three branches of government and not independent from the other two branches or the political process.(I)
POL 448	HEALTH CARE POLICY	· Explain the social, economic, and political factors that affect how health care is organized, practiced, and financed in the United States.(Crit, A, P) · Identify different values/perspectives that underlay the contemporary debate about what the public sector should do regarding "health" of individuals and populations.(A) · Report the current size/scope of the various large programs of insurance coverage in the U.S.(A, I) · Understand and analyze the contemporary practices and techniques that are used by stakeholders to create, implement, and change public policy about health care.(Crit, A, I) · Be able to explain the purpose(s), functions, and outcomes of various laws, regulations, and practices surrounding health care financing, provision, negotiation, and promotion.(A, I) · Demonstrate skills in critical thinking, integrating disparate material, finding and evaluating information, writing with clarity, and studying more effectively.(Crit, A, P, I)

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POL 450	Modern Africa	<p>A. demonstrate a knowledge of the main events, social developments, and key figures in recent African history;(Crit, A, I)</p> <p>B. assess the impact of Africa's relationship with the wider world; and(Crit)</p> <p>C. understand the ways in which Africans have responded to the challenges of economic and political "modernity."(A, I)</p>
POL 451	Government and Politics of Europe	<ul style="list-style-type: none"> · Explore the social, economic, and political context in which politics, governing, and administration is practiced around Europe.(Crit, A, I) · Increase you understanding of governance in democratic political systems different from the United States.(I) · Develop your skills in critical thinking, integrating disparate material, finding and evaluating information within the sub-discipline of comparative politics, writing with clarity, and understanding other cultures and their abstract institutions.(Crit, A, P, I)
POL 452	Government and Politics of the Former Soviet Union	<p>A. understand the political complexities of the countries comprising the former Soviet Union;(Crit, P, I)</p> <p>B. appreciate how contemporary "post-Soviet studies" fits within the context of political science scholarship; and(A, I)</p> <p>C. describe the contemporary political histories, economies, and politics of the Baltic, Transcaucasus, and Central Asian republics, as well as those of Belarus, Russia, and Ukraine.(A)</p>
POL 453	Government and Politics of Latin America	<ul style="list-style-type: none"> · Explore the social, economic, and political context in which politics, governing, liberty, and administration is practiced in Latin America.(Crit, A, I) · Understand the different values/perspectives that underlay the contemporary debate about what "governments" in Latin America should do and what methods, techniques and processes those governments should use to accomplish those tasks.(A, I) · Inform you about the current institutional and mass political structures and practices within Latin American nations.(Crit, A, P) · Increase you understanding of the difficulties of governing in this region within a regional and global context.(I) · Develop your skills in critical thinking, integrating disparate material, finding and evaluating information within the sub-discipline of comparative politics, writing with clarity, making effective oral presentations, and understanding other cultures and their abstract institutions.(Crit, A, P, I)
POL 454	Government and Politics in Asia	<p>This course deals with important political and economic topics of this region that students should know in order to comprehensively understand current issues regarding this region: China, South and North Korea, Japan, and Taiwan.(I)</p> <p>Students will gain a deeper understanding of contemporary issues and debates from a theoretical prospective.(I) More specifically, after successfully completing this course, student should be able to:</p> <ol style="list-style-type: none"> 1) Know the basic mechanisms of political processes of China, South and North Korea, Japan(I) 2) Understand the evolution of different political and economic

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		<p>characteristics of each country(I)</p> <p>3) Critically analyze current issues of each country such as US-China relations, North Korean nuclear issues, etc. and derive policy implications(Crit, P)</p> <p>4) Understand and utilize scientific methods of inquiry to study comparative politics(A, I)</p>
POL 455	Middle East Since 1800	<p>To equip students with a basic knowledge of historical developments in the Middle East since 1800.(Crit, A, I)</p> <p>Students will also improve their reading, writing, speaking, and analytical skills.(A, I)</p>
POL 456	American Foreign Policy	<p>The primary objective of this course is to nurture students' abilities to critically evaluate foreign policy decisions.(Crit, P)</p> <p>Student should acquire their own critical and theoretical perspectives on American foreign policies.(Crit, P, Creat)</p> <p>In addition, students should be able to:</p> <ul style="list-style-type: none"> • Know the basic arguments and perspectives of contending International Relations theories in regard to foreign policy goals and decision-making process.(I) • Know the U.S. foreign policy decision-making process.(I) • Know the primary functions of foreign policy decision-making institutions.(I) • Apply the theories to explain and evaluate contemporary U.S. foreign policies.(Crit, A)
POL 457	International Law and Organizations	<ul style="list-style-type: none"> · Understand and explain the basic structure of key international organizations and laws(A, I) · Describe different explanations for why IOs and laws are formed and why or why not countries choose to follow them, with a strong basis in different international relations theories(Crit, A, P) · Discuss and debate key issues in several international organizations and how the handling of these issues might be improved(Crit, A, I) · Describe the strengths and weaknesses of global governance(A) · Carefully evaluate key policy debates in an analytical manor and be able to logically defend their positions(Crit, A, P, I)
POL 458	European Union Politics	<p>A. understand the social, economic, and political context in which politics, governance, and administration is practiced in the European Union;(A, I)</p> <p>B. understand the governance in a political system different from the United States; and(I)</p> <p>C. display skills in critical thinking, integrate disparate material, find and evaluate information within the sub-discipline of comparative politics, write with clarity, and understand other cultures and their abstract institutions.(Crit, A, P, I)</p>

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POL 460	Political Behavior	<p>1. to introduce the variety of perspectives that are used to study political behavior;(A, I)</p> <p>2. to provide students an opportunity to learn how social scientific methodologies are used to discover knowledge and ascertain its validity; and(A, I)</p> <p>3. to learn to use these concepts and perspectives to analyze the politics of our everyday lives.(Crit, A, I)</p>
POL 463	American Political Thought	<p>A. Engage in mature, independent, and creative thought and express that thought effectively in oral and written communication;(Crit, A, P, Creat)</p> <p>B. Apply sound standards of information gathering, analysis, and evaluation to reach logical decisions;(Crit, A, P, I)</p> <p>C. Understand the roles and applications of political philosophy in the solution of the problems of a changing world;(I)</p> <p>D. Demonstrate a critical understanding of how the American political tradition is derived from and has contributed to the world's historical, literary, and philosophical traditions;(Crit, A, I)</p> <p>E. Have a better understanding of the dynamics of competing economic and political systems, and of complex moral and ethical issues.(I)</p>
POL 470	Foundations of Public Administration	<p>A. Explain the social, economic, and political factors that affect how public administration is practiced in the United States;(Crit, A)</p> <p>B. Identify different values/perspectives that underlie the contemporary debate about what the public sector should do, using which techniques, methods, and processes;(A)</p> <p>C. Report the current size/scope of the public sector activities in the U.S.;(A)</p> <p>D. Describe the various subfields of the field of Public Administration;(A)</p> <p>E. Analyze the contemporary practices and techniques used in the public sector to structure public task accomplishment, mobilize and use human resources, evaluate the effectiveness and efficiency of carrying out public activities, make decisions, and act ethically;(Crit, A, P)</p> <p>F. Demonstrate skills in critical thinking, finding and evaluating information, writing with clarity, and studying more effectively.(Crit, A, P, I)</p>
POL 471	Contemporary Public Policy Issues	<p>(a) Understand how policy agendas are formed(Crit, P, I)</p> <p>(b) Describe and tentatively explain how policies are enacted.(A)</p> <p>(c) Analyze policy implementation.(Crit)</p> <p>(d) Evaluate policy impacts(Crit)</p> <p>(e) Gain some substantive information about a number of public policy issues.(Crit, P, I)</p>

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POL 472	Public Planning and Evaluation	<p>A. Describe the various political, social and economic approaches that affect public program planning and evaluation within a U.S. public jurisdiction.(Crit, A, P)</p> <p>B. Identify and explain the positions (and underlying values of those positions) of various scholars and authors who promote various approaches to planning and evaluation.(Crit, A, P)</p> <p>C. Perform basic planning and evaluation tasks such as elite interviewing, survey methods, estimating data quality, document analysis, extrapolating, forecasting and modeling, discounting, sensitivity analysis, technical feasibility studies, political viability studies, backward mapping, implementation analysis, matrix display systems for alternatives, etc.(Crit, A, P, I)</p> <p>D. Develop clear and concise arguments about some of the tensions and conflicts in program planning and evaluation. (Crit, A, P, I)</p> <p>E. Perform basic research on planning and evaluation topics. (Crit, A, P, I)</p>
POL 473	Public Budgeting and Finance	<p>(1) Understand how governments and non-profits gain revenue through taxation, user fees, borrowing, intergovernmental aid, etc.:(A, I)</p> <p>(2) Analyze the economic and political impact of spending and revenue-raising decisions;(Crit)</p> <p>(3) Explain the administrative and legal responsibilities involved in managing public monies;(A)</p> <p>(4) Know basic concepts of fund accounting and something about principles of GAAP and GASB;(I)</p> <p>(5) Calculate cost estimates for government and non-profit agencies, projects, and programs;(A)</p> <p>(6) Appreciate the differences between different budgeting formats; and(Crit, A, P, I)</p> <p>(7) Understand the political, legal, and economic aspects of the budgetary process.(I)</p>
POL 476	Law in Public Administration	<p>A. to understand how and why authority is delegated to bureaucratic agencies;(I)</p> <p>B. to explain the process of administrative rulemaking and adjudication;(A)</p> <p>C. to appreciate the importance of open meetings and open records laws;(A, I)</p> <p>D. to analyze the critical case law dealing with administrative law;(Crit, P)</p> <p>E. to know the legal responsibilities and liabilities for public employees and agencies; and(I)</p> <p>F. to understand the significance of judicial review of agency decisions.(A, I)</p>
POL 479	Public Sector Labor Relations	<p>A. Describe the various statutes, constitutional provisions, and executive orders that affect public sector labor relations within the U.S.(Crit, A)</p> <p>B. Identify and explain different perspectives on labor-management</p>

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		<p>relations in the public sector(Crit, A, P)</p> <p>C. Understand the major managerial approaches to dealing with labor-management disputes in the public sector(Crit, A, I)</p> <p>D. Implement the major tasks necessary for a public manager dealing with the workforce(Crit, A, P)</p>
POL 481	Human Resource Administration	<p>A. Describe the various political, social and economic forces that affect public human resource management within a U.S. public jurisdiction;(Crit, A, P)</p> <p>B. Identify and explain the positions (and underlying values of those positions) of various scholars and authors who promote various approaches to public human resources management; (Crit, A, P)</p> <p>C. Perform basic human resource management tasks such as preparing workforce planning documents, job analyses, recruitment plans, performance criteria and monitoring plans, applying classification and compensation techniques, encouraging and communicating need for change in behavior, interpreting law and regulation, and negotiating labor- management contracts; (Crit, A, P, I)</p> <p>D. Develop clear and concise arguments about some of the tensions and conflicts in modern American public personnel Administration;(Crit, A, I)</p> <p>E. Perform basic research on public human resource topics.(Crit, A, P, I)</p>
POL 488	Cooperative Education/Internship	<p>A. Successfully apply outside the classroom the knowledge gained in courses;(A, I)</p> <p>B. Function effectively in a working environment;(Crit, P)</p> <p>C. Thoughtfully reflect on the cooperative education/internship experience.(Crit, A, P, Creat, I)</p>
POL 489	Cooperative Education/Internship	<p>A. Successfully apply outside the classroom the knowledge gained in courses;(A, I)</p> <p>B. Function effectively in a working environment;(Crit, P)</p> <p>C. Thoughtfully reflect on the cooperative education/internship experience.(Crit, A, P, Creat, I)</p>
POL 495	Special Problems	<p>Students should be able to learn more about a special topic in political science and do independent research on that topic, subject to supervision from a faculty member.</p> <p>(Crit, A, P, I)</p>

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POL 499	Senior Seminar in Political Science	<p>A. Develop a curriculum vitae, resume, and/or job application that provides sufficient and accurate information for an employer or graduate school to make a determination.(Crit, A, P, I)</p> <p>B. Prepare summaries of source materials that reflect skill in detecting the central purpose, audience, hypothesis, evidence, reasoning, and threats to reliability and/or validity of the author(s).(Crit, A, I)</p> <p>C. Prepare and orally present a discipline-based research paper that reflects</p> <ul style="list-style-type: none"> (a) an understanding of an appropriate thesis/hypothesis; (I) (b) proper use of the disciplinary vocabulary; (A) (c) strong expository writing skills; (I) (d) a focus on an academic audience; (I) (e) acceptable and college-level mechanical skills in writing and oral presentation; (A, I) (f) a wide range of high-quality sources; (I) (g) reflection of multiple viewpoints; (Crit, A) (h) critical analysis of the source information and the information gathered; (Crit, P, I) (i) the proper use of a discipline-appropriate qualitative or quantitative method; and (A, I) (j) correct APSA citation style; (P) (k) the ability to logically organize and present ideas orally; (A, P, I) (l) the use of a variety of types of evidence; (A) (m) good oral presentation mechanics; and (A) (n) some skill in engaging the audience in discussion of the topic.(Crit, A) <p>D. Identify the key terms and concepts within the sub-disciplines of Political Science: American politics and policy, comparative government, international relations, and political theory and methodology.(A)</p> <p>E. Understand and apply ethical principles to research and practice related to the discipline and act responsibly as a citizen.(Crit, A, I)</p>
PSY 404	Drugs, Alcohol and Behavior	<p>A. Describe the different classes of drugs(A)</p> <p>B. Describe the actions of the different drug classes on the brain(A)</p> <p>C. Describe the impact of drugs on society(A)</p> <p>D. Describe the impact of drugs on the individual and family(A)</p> <p>E. Discuss the theories of addiction and abuse(Crit, A)</p> <p>F. Discuss the efficacy of various treatment modalities(Crit, A)</p> <p>G. Discuss the efficacy of various prevention strategies(Crit, A, Creat)</p>
PSY 405	Industrial and Organizational Psychology	<p>1. Understand the bi-directional relationship between psychology and organizational functioning.(I)</p> <p>2. Develop the ability to think critically about research and theory in I/O Psychology.(Crit, A, P, I)</p> <p>3. Develop the ability to apply knowledge gained to real world and hypothetical organizations.(Crit, A, I)</p>

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		4. In addition, students should be able to make recommendations concerning various organizational problems that have a psychological origin.(Crit, A, P, Creat, I)
PSY 406	Personality	A. Identify the different theories of personality and individual differences(A) B. Identify the historical bases of these theories, their applications in clinical settings, and relevance to non-clinical populations(A) C. Critically evaluate the theories and research pertaining to the area of personality(Crit, A, P, I)
PSY 407	Abnormal Psychology	A. Demonstrate an understanding of the definitions of abnormal behavior(A, I) B. Demonstrate knowledge of the research on causes of abnormal behavior(Crit, A, P, I) C. Demonstrate knowledge of the research on successful treatment of abnormal behavior(Crit, A, P, I) D. Apply the current psychiatric diagnostic classification system to case materials(A)
PSY 408	Applied Research Design and Analysis	A. Locate, read, and summarize the research of other investigators(Crit, A, P, I) B. Evaluate the quality of published and proposed research(Crit, A, P, I) C. Generate an original research question(Crit, A, P, Creat, I) D. Formulate a testable hypothesis derived from the research question(Crit, A, P, I) E. Design an appropriate study to test the hypothesis(Crit, A, Creat, I) F. Conduct a research project in accord with the APA's Ethical Principles of Psychologists and Code of Conduct and the MSU Institutional Review Board's Procedures and Guidelines(Crit, A, P, I) G. Collect and record data in an accurate, organized, and ethical manner(A, P) H. Apply appropriate statistical procedures to a wide variety of research designs(Crit, A, P, Creat, I) I. Utilize computer software to organize, analyze, and report data(Crit, A, P) J. Write a research proposal and an APA-style research manuscript(Crit, A, P, I) K. Produce a professional conference-style poster of a research project(Crit, A, P, Creat, I) L. Present research findings in the form of a professional conference-style oral report(Crit, A, P, I)
PSY 437	Senior Honors Thesis	A. Identify key issues within a particular research area.(Crit, A, P, I) B. Demonstrate knowledge of the research in a particular area.(Crit, A, P, I) C. Apply knowledge of research on a particular area to successfully design and conduct an honors thesis(Crit, A, P, Creat, I)

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PSY 471	Behavior Modification	<p>A. Demonstrate understanding of the theory and research underlying the application of behavior modification procedures.(A, I)</p> <p>B. Identify the major components of behavior; its development and maintenance.(Crit, A, I)</p> <p>C. Design appropriate basic behavior modification intervention programs.(Crit, A, Creat, I)</p> <p>D. Demonstrate an ability to execute and evaluate the effectiveness of such programs.(Crit, A, P, I)</p>
PSY 499	Senior Honors Thesis	<p>A. Identify key issues within a particular research area.(Crit, A, P, I)</p> <p>B. Demonstrate knowledge of the research in a particular area.(Crit, A, P, I)</p> <p>C. Apply knowledge of research on a particular area to successfully design and conduct a thesis(Crit, A, P, Creat, I)</p>
RGS 410	Directed Studies	<p>A. appreciate the development of the religions of humankind, and;(Crit, A, I)</p> <p>B. assess the impact of the development and spread of the major World religions, and;(Crit, a, I)</p> <p>C. comprehend the context and understand the alterations of the founders of the major World religions, their sacred texts, sacred space, and theological ethic, and;(I)</p> <p>D. analyze the nature and scope of the comparative theological analysis, and;(Crit)</p> <p>E. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)</p>
RGS 415 (HIS425)	Science and Religion	<p>A. demonstrate a knowledge of the main events, social, scientific and intellectual developments, and leaders in science and Western religion from the time of the ancient Greeks to the present;(Crit, A, I)</p> <p>B. assess the impact of science and religious transformations on Europe and the Western World; and(Crit, P)</p> <p>C. compare the responses of Western civilization to the challenges of changes in science and religious doctrine and thought over the last twenty-two centuries.(Crit, A)</p>
RGS 417 (ART416)	Medieval Art	<p>To help students understand late Medieval art as considered within the context o changing Medieval value systems(I).</p> <p>Issues to be considered include workshop method and patronage system, the monastic system and the role of religion in art, changing philosophical concerns, the changing political environment, and such related topics as the value of craftsmanship, manuscript illumination, etc.</p> <p>To provide students with the opportunity to research an aspect of this art, allowing him/her to understand the art historical discourse surrounding the art of this period.(Crit, A, I)</p>

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RGS 420	Sociology of Religion	<p>a. Distinguish among the major classical and contemporary theoretical approaches used by sociologists in the study of religion(A, I)</p> <p>b. Distinguish among major organizational “ideal types” of church-denomination-sect-cult(Crit)</p> <p>c. Assess the impact of religion on the daily life of individuals and groups and the impact of society upon religion(Crit, P)</p> <p>d. Understand and appreciate the diversity of religious life in American as experienced by major denominational, ethnic and demographic groups(A, I)</p> <p>e. Understand secularization on the development of religion(Crit, A, I)</p>
RGS 425	The Art Of Asia	<p>A. have a basic visual vocabulary of the fundamental concepts that underlie the way the various peoples of Asia have visualized, interpreted and expressed their world,(Crit, A, I)</p> <p>B. understand the role of art and its function within various Asian societies, especially its relationship to their cultures, religious beliefs and practices, and(A, I)</p> <p>C. understand art from a distinctly nonwestern perspective.(I)</p>
RGS 459	Genocide in World History	<p>A. understand the basic concepts genocide, crimes against humanity, war crimes, and ethnic cleansing in world history;(I)</p> <p>B. engage with primary sources related to genocide and other crimes against humanity in order to understand both historical thinking and historical research;(Crit, A, I)</p> <p>C. understand the ways in which genocide and its legacies have affected cultures and societies over time;(Crit, A, I)</p> <p>D. explain the key debates and issues related to genocide; and(Crit, A)</p> <p>E. understand the relevance of genocide and related crimes to the contemporary world.(Crit, A, I)</p>
RGS 500	Seminar	<p>A. appreciate the development of the religions of humankind, and;(Crit, A, I)</p> <p>B. assess the impact of the development and spread of the major World religions, and;(Crit, A, I)</p> <p>C. comprehend the context and understand the alterations of the founders of the major World religions, their sacred texts, sacred space, and theological ethic, and;(I)</p> <p>D. analyze the nature and scope of the comparative theological analysis, and;(Crit)</p> <p>E. students will develop writing skills that demonstrate awareness of thesis statements, supporting content, and conclusions as well as the difference between primary and secondary documents and their use.(Crit, A, I)</p>
RGS 511	Milton	<p>The student will have a greater comprehension of important themes and developments in Milton’s works, and an enhanced ability to communicate that comprehension effectively.</p> <p>(Crit, A, P, I)</p>

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SOC 400	Senior Seminar	To assist students with preparing for entry into the job market as well as assess the success of the program in providing the essential knowledge base of sociology through written communication. (Crit, I)
SOC 420 (RGS420)	Sociology of Religion	a. Distinguish among the major classical and contemporary theoretical approaches used by sociologists in the study of religion(A, I) b. Distinguish among major organizational “ideal types” of church-denomination-sect-cult(Crit, A) c. Assess the impact of religion on the daily life of individuals and groups and the impact of society upon religion(Crit, P) d. Understand and appreciate the diversity of religious life in American as experienced by major denominational, ethnic and demographic groups(A, I) e. Understand secularization on the development of religion(Crit, A, I)
SOC 421	Issues in Social Gerontology	a. Understand and be conversant with current theories in social gerontology.(I) b. Summarize and explain a representative sample of current research in the field.(Crit, A, P, I) c. Comprehend and explain the macro issues related to the delivery of services to a rapidly growing aging population in the United States. (Crit, A, I) d. Articulate some of the current policy issues in the social gerontology literature, including some that are dominant in the national discourse. (A) e. Understand and implement a cross-cultural/national approach to developing solutions to problems facing the elderly. (Crit, A, I)
SOC 430	American Culture	As a result of this class, students will have a better understanding and knowledge of the history and development of concept of culture; (A, I) debate within sociology about role of culture; (Crit, A) key American values and how they have changed or been redefined over time; (A) cultural debates that revolve around key values; (Crit, I) the production and distribution of cultural symbols.(I)
SOC 432	Crowds, Cults, and Social Movements	We will explore numerous issues in the study of cults, crowds, and social movements through an examination of both empirical treatments of particular movements (using a range of methods) and various theoretical perspectives. (Crit, A, I) We will be particularly concerned with the sociocultural and political context and consequences of protest, focusing on basic questions, such as: Under what circumstances do social movements emerge? (I) How do dissidents choose political tactics and strategies? (Crit, Creat) And, how do movements affect sociocultural and political change? (Crit) By the end of the quarter, you should have developed sufficient

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		familiarity with a number of significant issues and perspectives to dig deeper into any one of them, and you should also have developed a theoretical foundation to conduct your own research in the area.(Crit, A, P, Creat, I)
SOC 435	Sociology of Work	<p>To examine the history of work throughout time and to gain an understanding of the forces that have shaped work and attitudes toward work;(A, I)</p> <p>to understand the impact of specialization, growth of bureaucracies, rise of professionalism; (I)</p> <p>to understand the social psychological dimensions of work (worker satisfaction, alienation); (I)</p> <p>impact of ascribed statuses upon work (sex, race); (A)</p> <p>how work affects the family; (Crit)</p> <p>globalization, and future of work.(I)</p>
SOC 436	Sociology of Sport	<p>a. to define basic concepts such as sport, society, and culture(A, I)</p> <p>b. to differentiate traditional, modern, and postmodern sport(Crit)</p> <p>c. to understand sport in terms of power and power relations(I)</p> <p>d. to contrast different theoretical approaches to the study of sport(A, I)</p> <p>e. to describe the methods used by sport sociologists(A)</p> <p>f. to understand role of sport in various cultures and subcultures(I)</p> <p>g. analyze the content of spot media in terms of racial and gender issues(Crit)</p> <p>h. to trace the development of extreme sports and their construction by the media(Crit, A, Creat, I)</p> <p>i. to show how sport is historically linked to urbanizing, capitalistic America(I)</p> <p>j. to explore the reciprocal relationship between sport and other social institutions such as the family, education and the economy(Crit, A)</p>
SOC 440	Sociology of Corporate and Political Deviance	<p>a. Identify and classify non-obvious corporate and political deviance.(A)</p> <p>b. Conduct social research analyzing the causes and consequences of corporate and political deviance.(Crit, A, P, I)</p> <p>c. Formulate meaningful perspectives that explain why corporate and political misbehavior threatens the moral foundations of the very institutions upon which society vitally depends.(Crit, A, P, I)</p> <p>d. Critically evaluate preventative efforts, their various procedural flaws, and preventative limitations.(Crit, P)</p> <p>e. Meaningfully and substantively critique the lack of public, social and political opposition to corporate and political deviance.(Crit, A)</p> <p>f. Understand the importance of directing public resources toward</p>

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		identifying and fighting corporate and political deviance.(A, I)
SOC 441	Sociology of Youth Violence	<p>a. Identify and classify the distinction between the causes of youth violence and the causes of adult criminality.(A)</p> <p>b. Conduct social research analyzing the social consequences of youth violence.(Crit, A, P, I)</p> <p>c. Formulate meaningful perspectives that explain why youth violence frequently grows out of the oldest and most important institution-the family.(Crit, A, P)</p> <p>d. Critically evaluate youth violence prevention programs for their flaws and limitations, especially with respect to the concept of status offenses.(Crit, P)</p> <p>e. Meaningfully and substantively critique why public, social and political opposition to youth violence has not ameliorated the problem.(Crit, A, P)</p> <p>f. Understand the importance of directing public resources toward curbing youth violence preventatively rather than punitively.(I)</p>
SOC 442	Law and Society	<p>a. Understand the manner in which sociologists study law(I)</p> <p>b. Be able to analyze relevant dynamics of law and law-related phenomena in a variety of social settings; recognize various social forces that have brought about change such as globalization and the law(Crit, A,I)</p> <p>c. Know classical theoretical contributions to the sociological study of law(I)</p> <p>d. Understand the development and evolution of law—from simple to complex societies(Crit, A, I)</p> <p>e. Know the history of development of law in America(Crit, A, I)</p> <p>f. Know how the legal system is interrelated with the economy, politics, (Crit, A, I)</p>
SOC 455	Environment and Social Policy	<p>Students will be introduced to the theories and methods within the environmental sociology in order to gain a better understanding of the history of patterned differences and similarities of human behaviors and their relationship to the environment(I).</p> <p>Students will also learn to apply basic sociological terminology and concepts developed within the social sciences by examining the lives of diverse peoples and cultures around the world, and how they relate to various changes in the natural world both human induced and natural(Crit, A, I).</p> <p>Students will also be introduced to a variety of historic social movements concerned with pollution and deleterious changes within the natural environment(I).</p>

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		Coupled with this, will be the introduction to concepts utilized by scholars interested in society and the environment such as deep ecology and eco-feminism, environmental racism, the geologic record, environmental sustainability, NIMBY, political economy and sustainability, and environmental theology, or the greening of religion. (Note: this is not an exhaustive list.)(A, I)
SOC 488	Cooperative Education/Internship	To assist student in developing skill sets for the workplace incorporating knowledge learned in the discipline.(Crit, A, I)
SOC 489	Cooperative Education/Internship	To assist student in developing skill sets for the workplace incorporating knowledge learned in the discipline. (Crit, A, I)
SOC 490	Directed Studies	To assist the student in developing greater knowledge and competency in a specific subject matter. (Crit, A, I)
SOC 499	Senior Honor Thesis	To produce a quality research paper that can be presented at a professional conference. (Crit, A, P, Creat, I)
SPA 401	Survey of Spanish Literature	A. Analyze specific representative texts in terms of formal, stylistic and thematic elements.(Crit, A, P) B. Describe and discuss the fundamental characteristics of Spanish prose and lyrical writing.(Crit, A) C. Interpret texts and images critically so as to address issues of literary genre, artistic style, and literary trends.(Crit, P)
SPA 403	Survey of Spanish-American Literature	A. Have a deeper appreciation of language and literature. Our primary objective is to expand our understanding of how words in print make meaning.(I) B. Broaden understanding of the humanities. To study literature is to study life. As we immerse ourselves in these works and the historical periods in which they were written, we will become more adept at analyzing human thought, philosophy, and social issues.(I) C. Expand cultural literacy. Because of the allusive nature of all language, particularly literature, names constitute a crucial part of a person's vocabulary. As we study these novels and their context, you will expand your cultural vocabulary to include the names of many people and characters, places, events, and movements.(A, I) D. Expand vocabulary and ability to extract meaning from sophisticated syntax, but also will learn to infer information about audience and purpose, thus being able to interpret the complex, often veiled messages encountered in law, business, and the media.(Crit, A, P, I) E. Do research: You will learn to complement the knowledge gleaned in class with knowledge gathered on your own. In addition to becoming familiar with standard literary reference materials you will polish several general research skills (paraphrasing, quoting, documenting).(Crit, A, P, Creat, I) F. Communicate: In a variety of assignments and other activities, you will begin to master various aspects of writing (argumentation,

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		editing), speaking (intonation, eye contact), and graphic presentation (typography, design).(Crit, A, Creat, I)
SPA 419	European Cinema	<p>A. Understand the cinematic heritage of several European countries.(I)</p> <p>B. Analyze a film text as they would a literary text; understand how an artist uses themes, motifs, conflicts, parallels and other ways of creating meaning.(Crit, A, I)</p> <p>C. Understand and compare the national historical perspectives of France, Germany and Spain to the Second World War, immigration, women's issues, among others.(Crit, A, I)</p> <p>D. Learn to express ideas in their target language on essays and in group discussions.(Crit, A, P, I)</p>
SPA 421	Topics in Spanish Literature	<p>A. Understand basic approaches to reading literary texts in Spanish including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods during which a particular work was created.(A, Creat, I)</p> <p>C. Read and present interpretations of representative works from literary periods.(Crit, A, I)</p> <p>D. Have acquired the ability to read, write, and speak about authentic literary texts.(A, I)</p>
SPA 422	Topics in Spanish American Literature	<p>A. Understand basic approaches to reading literary texts in Spanish including the vocabulary used in literary interpretation.(Crit, a, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods during which a particular work was created.(A, Creat, I)</p> <p>C. Read and present interpretations of representative works from literary periods.(Crit, A, I)</p> <p>D. Have acquired the ability to read, write, and speak about authentic literary texts.(A, I)</p>
SPA 430	Advanced Conversation and Composition	<p>A. Review, refine, and expand his/her knowledge and usage of Spanish structures such as past tense forms, subjunctive, word order, passive, and so forth.(Crit, A, P, I)</p> <p>B. Practice advanced structures of expression through writing, speaking, and reading.(A, I)</p>
SPA 437	Senior Honors Thesis	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of

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		<p>the course.(A, I)</p> <p>B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)</p>
SPA 441	Topics in Spanish Cultural Studies	<p>A. Have a broader perspective to look outside U.S. borders for new ideas and different ways of doing things.(A, Creat)</p> <p>B. Have developed a sense of how a nation's history impacts the way its citizens view and approach the present.(Crit, A, I)</p> <p>C. Reflect on important social issues from another national perspective; how different national cultures can learn from each other.(Crit, I)</p> <p>D. Have developed abilities to critically read, analyze, and synthesize their own interpretations of Spanish culture.(Crit, A, P, Creat, I)</p> <p>E. Have acquired the ability to read, write, and speak about authentic literary texts.(A, I)</p>
SPA 445	Survey of Spanish Poetry	<p>A. Understand basic approaches to reading literary texts in Spanish including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Recognize the major historical events which helped shape the literary periods during which works in that genre were written.(Crit)</p> <p>C. Read and present--individually and collaboratively--interpretations of representative works from the literary periods.(Crit, A, I)</p> <p>D. Develop linguistic ability especially in the area of reading, writing and speaking.(Crit, a, I)</p>
SPA 450	Literary Masterpieces in Spanish	<p>A. Understand the basic approaches to reading literary texts in Spanish including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Familiar with the major historical events which helped shape the literary periods.(I)</p> <p>C. Recognize literary works in all the major genres.(Crit)</p> <p>D. Have read and presented--individually and collaboratively--interpretations of representative literary works from major literary periods.(Crit, A, I)</p> <p>E. Have developed their linguistic ability especially in the area of reading, writing and speaking.(Crit, A, I)</p>
SPA 451	Directed Study	<p>A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I)</p> <p>B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)</p>
SPA 460	Studies in a Genre	<p>A. Understand basic approaches to reading literary texts in Spanish including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Recognize the major historical events which helped shape the literary periods during which works in that genre were written.(Crit)</p> <p>C. Read and present—individually and collaboratively—interpretations of representative works from the literary periods.(Crit, A, I)</p> <p>D. Develop their linguistic ability especially in the area of reading, writing, and speaking.(Crit, A, I)</p>

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SPA 503	Golden Age Literature	<p>A. Analyze specific representative texts in terms of formal, stylistic and thematic elements.(Crit, A, P)</p> <p>B. Describe and discuss the fundamental characteristics of 16th- and 17th-century Spanish prose and lyrical writing.(Crit, A)</p> <p>C. Interpret texts and images critically so as to address issues of literary genre, artistic style, and literary trends.(Crit, P)</p>
SPA 504	Don Quixote	<p>A. Become familiar with the cultural period in Spain at the time that Don Quijote was written.(I)</p> <p>B. Understand the interrelationship between historical, culture and literary aspects of that period.(I)</p> <p>C. Develop their linguistic ability especially in the area of listening, reading, writing, and speaking.(Crit, A, I)</p>
SPA 505	Nineteenth-Century Spanish Literature	<p>A. Become familiar with the major historical, political, geographic, economic factors which help shape the cultural period studied.(I)</p> <p>B. Understand the interrelationship of those factors in the formation of a culture.(Crit, P, I)</p> <p>C. Develop their linguistic ability especially in the area of listening, reading, writing, and speaking.(Crit, A, I)</p>
SPA 507	Twentieth-Century Literature	<p>A. Read literary texts in Spanish including the vocabulary used in literary interpretation.(Crit, A, I)</p> <p>B. Become familiar with the major historical events which helped shape the cultural and literary periods.(I)</p> <p>C. Read and present—individually and collaboratively—interpretations of representative texts.(Crit, a, I)</p> <p>D. Express opinion on literary and non-literary texts.(Crit, A)</p> <p>E. Develop an understanding and appreciation of comparative stylistics: i.e., the relationship between language expression, mindset, and culture.(A, I)</p> <p>F. Get the basic principles of translation theory.(I)</p>
SPA 511	Spanish-American Short Story	<p>A. Increase ability to read, write, and discuss in Spanish.(Crit, A, I)</p> <p>B. Provide a basic understanding of Spanish American short story.(I, A)</p> <p>C. Analyze and discuss the short story.(Crit, A)</p> <p>D. Become acquainted with terminology and critical concepts that apply to the short story.(Crit, A, P, I)</p>
SPA 512	Spanish-American Novel	<p>A. Increase ability to read, write, and discuss in Spanish.(Crit, A, I)</p> <p>B. Provide a basic understanding of Spanish American novel.(A, I)</p> <p>C. Analyze and discuss the novel.(Crit, A)</p> <p>D. Become acquainted with terminology and critical concepts that apply to the novel.(Crit, A, P, I)</p>
SPA 521	Topics in Spanish Literature	<p>A. Increase ability to read, write, and discuss in Spanish.(Crit, A, I)</p> <p>B. Provide a basic understanding of Spanish literature.(A, I)</p> <p>C. Analyze and discuss authentic texts in Spanish from various periods.(Crit, A)</p> <p>D. Become acquainted with terminology and critical concepts that apply to literature.(Crit, A, P, I)</p>

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SPA 522	Topics in Spanish-American Literature	A. Understand the cultural, political and socio-historic context in the literature of the Spanish-speaking Caribbean(a, I) B. Engage in critical analysis about research, bibliography, and theoretical frameworks in relationship to Caribbean literature and culture.(Crit, A, P, I)
SPA 531	Advanced Grammar	A. Review, refine, and expand his/her knowledge and usage of Spanish structures such as past tense forms, subjunctive, word order, passive, and so forth.(Crit, A, P, I) B. Practice advanced structures of expression through writing, speaking, and reading.(A, I)
SPA 551	Directed Study I	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(A, I) B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)
SPA 552	Directed Study II	A. Have completed their individually set goals and met the instructor's standards and expectations identified at the beginning of the course.(a, I) B. Have acquired the ability to read, write, and/or speak about the materials critically.(Crit, A, P, I)
THD 410	Acting III	A. Gain an understanding of style;(I) B. Develop the specific vocal and physical techniques demanded by classical acting;(Crit, A, I) C. Play classical roles with integrity and artistry.(A)
THD 420	Theatre History and Literature I	A. Demonstrate knowledge of dramatic theory by 1) Classifying representative scripts;(A, I) 2) Recognizing major playwrights;(Crit, A, I) 3) Identifying formal elements.(Crit, A, I) B. Demonstrate knowledge of theatre practices by 1) Identifying historical stage structures;(a, I) 2) Identifying the work of scenic designers.(A, I) C. Demonstrate knowledge of dramatic genres by 1) Placing scripts in the proper historical period;(Crit, A, I) 2) Identifying literary trends in various time periods.(Crit, A, I)
THD 421	Theatre History and Literature I	A. Demonstrate knowledge of dramatic theory by 1) Classifying representative scripts;(A, I) 2) Recognizing major playwrights;(Crit, A, I) 3) Identifying formal elements.(Crit, A, I) B. Demonstrate knowledge of theatre practices by 1) Identifying historical stage structures;(a, I) 2) Identifying the work of scenic designers.(A, I) C. Demonstrate knowledge of dramatic genres by 1) Placing scripts in the proper historical period;(Crit, A, I) 2) Identifying literary trends in various time periods.(Crit, A, I)

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THD 422	Contemporary Theatre	<ul style="list-style-type: none"> • Understand different forms of “popular” entertainment;(Crit, P, I) • Understand the avant-garde legacy of the theatre; and,(I) • Understand the nature of contemporary theatre in the global context.(I)
THD 430	Directing I	<p>A. Gain an understanding of the role of the director in theatre;(I)</p> <p>B. Demonstrate a familiarity with basic theatrical terms, genres, and styles;(A, I)</p> <p>C. Demonstrate the ability to extract needed information from a play in order to perform the play to its fullest potential;(Crit, A, P, I)</p> <p>D. Demonstrate the ability to collect, analyze, and apply information.(Crit, A, P, I)</p>
THD 465	Directing II	<p>A. Gain a further understanding of the role of the director in theatre;(I)</p> <p>B. Demonstrate a familiarity with basic directing practices;(A, I)</p> <p>C. Demonstrate the ability to extract needed information from a play in order to perform the play to its fullest potential;(Crit, A, P, I)</p> <p>D. Demonstrate the ability to collect, analyze, and apply information;(Crit, A, P, I)</p> <p>E. Improve problem-solving skills;(P, I)</p> <p>F. Gain a further understanding of the collaborative process.(I)</p>
THD 466	Theatre Literature	<p>A. Identify theatre literature from different historical periods;(A)</p> <p>B. Identify theatre literature from different world cultures; and,(A)</p> <p>C. Discuss different concepts, imagery, and artistic elements from theatre literature.(Crit, A)</p>
TSL 409	Language Acquisition in Children & Adolescents	<p>A. discuss theoretical concepts/models in first language acquisition and bilingualism;(Crit, A)</p> <p>B. understand the major controversies and issues in first language acquisition and bilingualism;(I)</p> <p>C. distinguish first language acquisition from second language acquisition theoretically and pedagogically;(Crit, A)</p> <p>D. evaluate critically primary research studies and related hypotheses concerning bilingualism; and(Crit, A, P, I)</p> <p>E. develop a research paper through an in-depth interview with a real bilingual on a topic of interest in bilingualism.(Crit, A, P, I)</p>
TSL 410	ESL Assessment, Placement, and Advocacy	<p>A. demonstrate knowledge of the history and current use of language tests in American public schools for English language learners;(a, I)</p> <p>B. design English language tests for all language skill areas for purposes such as proficiency, achievement, placement, and diagnosis;(Crit, A, Creat, I)</p> <p>C. evaluate the characteristics of language tests;(Crit)</p> <p>D. interpret results of both classroom-based and commonly used standardized language tests for both placement and tracking purposes; and(Crit, A)</p> <p>E. articulate various needs of English language learners and their families that may need to be met by schools and their communities.(a, I)</p>

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HON 437	Senior Honors Thesis	<p>To provide senior honors students with an intensive and sophisticated research activity in consultation with a faculty mentor(Crit, A, P, I).</p> <p>To provide a capstone course for senior honors students(A). This course must be completed as one of the requirements in order for the student to receive Honors Diploma at Commencement.</p>
CDI 405	AUDIOLOGY	<p>A. Describe etiologies and characteristics of common disorders of auditory system, their impact on hearing and communication, and practices for prevention. (ASHA Standard III-C, III-D)(A)</p> <p>B. Interpret basic audiometric test results (including pure tone thresholds, immittance testing, and speech audiometry) and relate to physiologic processes. (ASHA Standard III-D)(Crit, A, I)</p> <p>C. Discuss the identification and assessment of hearing as it relates to scope of practice of their chosen profession. (ASHA Standard III-G)(Crit, A, P)</p> <p>D. Describe the basic process of hearing, from the acoustic signal to the central auditory nervous system (ASHA Standard III-B)(A, I)</p> <p>E. Screen for hearing loss, using conventional pure-tone air conduction methods, and for middle ear pathology, using screening tympanometry. (ASHA Standard IV-G)(A)</p> <p>F. Demonstrate basic knowledge of current audiometric assessment procedures, including pure tone audiometry, speech audiometry, immittance measures and electrophysiologic measures of auditory function. (ASHA Standard III-D)(Crit, A, I)</p> <p>G. Identify audiologic procedures for assessing diverse client populations of differing ages and abilities. (ASHA Standard III-C, III-D)(Crit, A)</p> <p>H. Conduct and report results of basic pure-tone audiometry and immittance screenings. (ASHA Standard III-A, III-D)(A, I)</p>
CDI 440	NEUROGENIC COMMUNICATION DISORDERS	<p>A. Demonstrate knowledge and understanding of the components of speech, language and cognitive processing [Standard III-B].(A, I)</p> <p>B. Demonstrate knowledge and understanding of the neural basis of speech, language, and cognition [Standard III-B].(A, I)</p> <p>C. Characterize the behavioral aspects of communication impairments of aphasia, right hemisphere syndrome, and dementia [Standard III-C].(Creat)</p> <p>D. Characterize the behavioral aspects the communication impairments of apraxia of speech, dysarthria, and traumatic brain injury [Standard III-C].(Creat)</p> <p>E. Demonstrate knowledge of the basic principles and practices on which assessment and intervention are based [Standard III-D]. *ASHA certification standards(Crit, A, I)</p>
CDI 452	Signing Exact English I	<p>A. Describe the history of sign language(A)</p> <p>B. Discuss the continuum of sign language(Crit, A)</p> <p>C. Demonstrate a knowledge of the basic principles of SEE(a, I)</p> <p>D. Develop a core vocabulary (expressive and receptive) of approximately 600 signs(Crit, A, I)</p>

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		E. Demonstrated skill in the use of the manual alphabet and sign vocabulary(A)
CDI 465	Neuroanatomy and Physiology for the Speech-Language Pathologist	<p>The course has been designed to ensure that students demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology, ASHA standards are shown in parentheses(Crit, A, Creat, I):</p> <ol style="list-style-type: none"> 1. Knowledge of the basic communication process (III-B)(I) 2. Knowledge of the various portions of the central and peripheral nervous system (III-B) (I) 3. Knowledge of the sensory systems (III-B) (I) 4. Knowledge of the cranial nerves, especially those involved in speech and hearing (III-B) (I)
CDI 470	Pediatric Speech Disorders II	<p>A. Demonstrate knowledge of current assessment methods for child speech disorders (III D)(Crit, a, I)</p> <p>B. Complete a speech sound assessment with a child using appropriate procedures (III D) (Crit, a, I)</p> <p>C. Complete a comprehensive analysis of a child's speech production based on assessment results (III D) (Crit, a)</p> <p>D. Demonstrate the ability to develop observable, measurable, goals and objectives based on speech sound assessment results (III D) (Crit, a, I)</p> <p>E. Demonstrate knowledge of current speech sound intervention approaches (III D) (a, I)</p> <p>F. Demonstrate the ability to plan a speech intervention session based on current treatment approaches (III D)(A, I)</p> <p>G. Demonstrate the ability to implement an intervention plan with a child with a speech sound disorder (III D)(A, I)</p> <p>H. Demonstrate the ability to reflect on his or her performance as a clinician (III D)(Crit, A, P, I)</p>
CDI 472	Pediatric Language Disorders II	<p>A. Demonstrate knowledge of current assessment methods for children with language disorders (III.D)(Crit, A, I)</p> <p>B. Demonstrate the ability to gather a representative language sample from a child (III.D)(A, I)</p> <p>C. Demonstrate the ability to complete and interpret a semantic language sample analysis for a child (III.D) (Crit, A, I)</p> <p>D. Demonstrate the ability to complete and interpret a syntactic language sample analysis for a child (III.D) (Crit, A, I)</p> <p>E. Demonstrate the ability to complete and interpret a pragmatic language sample analysis for a child (III.D) (Crit, A, I)</p> <p>F. Demonstrate the ability to develop observable, measurable goals and objectives based on language assessment results (III.D) (Crit, A, I)</p> <p>G. Demonstrate knowledge of current principles of intervention for children with language disorders (III.D)(A, I)</p>

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CDI 474	Elementary Clinical Skills	<p>A. Complete individually assigned practicum experience (one of the following options assigned by the instructor)</p> <ol style="list-style-type: none"> 1. Observe assigned assessment or intervention sessions in the MSU Speech & Hearing Clinic *(Standard III-D)(Crit, A) 2. Participate in assigned clinical activities with a graduate clinician ("Shadowing") (Standard III-D)(A) 3. Provide assessment or intervention as a beginning clinician (must have completed required observation hours) (Standard IV-G)(Crit, A, I) <p>B. Complete a written analysis or reflection of each clinical observation (Standard IV-B)(Crit, A)</p> <p>C. Complete a written analysis of the clinical performance of self or others (Standard IV-B)(Crit, A, P)</p>
CDI 482	Augmentative-Alternative Communication	<ul style="list-style-type: none"> • Discuss the principles and terminology of augmentative-alternative communication (ASHA STD III-C)(Crit, A) • Describe models of assessment for augmentative and alternative communication (ASHA STD III-D)(Crit, A) • Discuss the process for developing functional AAC systems, including the selection of system components and characteristics (ASHA STD III-D)(Crit, A, I) • Describe the development of communication intervention programs specifically designed to teach the social, linguistic, operational and strategic skills needed to achieve communicative competence (ASHA STD III-D, III-F)(Crit, A, Creat, I)
CRJ 475	ORGANIZED CRIME	<p>A. Acquire a critical understanding of organized crime from theoretical, historical, and contemporary perspectives.(Crit, I)</p> <p>A. Consider the role of economics and ethnicity in the formation and success of criminal organizations.(Crit, P)</p> <p>B. Examine important stereotypes, misconceptions, and myths associated with organized crime.(Crit, A, P, I)</p> <p>C. Understand federal and state laws designed to control criminal organizations(Crit, A, I)</p> <p>D. Evaluate techniques that law enforcement agencies use to combat organized crime.(Crit, A, P)</p> <p>E. Recognize the growth of international criminal organizations.(Crit)</p> <p>G. Consider the existence of diverse forms of organized crime.(Crit, P)</p> <p>A. Predict the future of organized crime in America.(P)</p>
CRJ 505	Criminal Justice Administration	Understand administration as it relates to the criminal justice field.(Crit, a, I)
CRJ 522	Issues in Policing	Understand the current and major issues related to policing. (Crit, a, I)

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CRJ 533	Juvenile Delinquency	<ol style="list-style-type: none"> 1. Understand the terminology and measurements associated with juvenile delinquency.(I) 2. Display knowledge of theories and explanations for juvenile delinquency.(I) 3. Recognizes stages of the juvenile justice process from police, to courts, and through corrections.(Crit, P) 4. Participate in the analysis, evaluation, and discussion of critical issues related to the subject of juvenile delinquency.(Crit, a, P) 5. Increase their individual analytical, writing, speaking, critical thinking, and research skills.(Crit, A, P, I) 6. Search for solutions to the problem of juvenile delinquency--in other words, to determine "what works."(Crit, P)
CRJ 537	Juvenile Justice Procedures	<ol style="list-style-type: none"> A. Identify and discuss the core components and basic concepts within the juvenile justice system(Crit, a, I) B. Identify and discuss key legal decisions affecting the juvenile justice system(Crit, A) C. Exhibit an understanding of the juvenile court process(A, I) D. Identify and discuss the practitioners involved in the juvenile justice system(Crit, A) E. Exhibit an understanding of and discuss the array of juvenile dispositions(A, I) F. Identify and discuss juvenile probation, corrections, aftercare, and the issues relating to each(Crit, A, P) G. Identify and discuss effective and ineffective interventions in the field of juvenile justice(Crit, A, P) H. Develop an understanding of the special needs within the juvenile justice system(A, I) I. Think critically about juvenile justice issues(Crit, P) J. Speak and write with clarity about juvenile justice concepts(A)
CRJ 555	Crime Prevention	<ul style="list-style-type: none"> • The major theories of crime prevention(I) • The historical context of crime prevention(I) • The role of research to prove or disprove crime prevention effectiveness(Crit, A, P, I) • The major public and private funding issues regarding crime prevention(I) • How private companies spend \$billions yearly to counter thinking criminals(Crit, P) • How to conduct a crime prevention analysis to determine need and success(Crit, P, A)
CRJ 573	VICTIMOLOGY	<p>Objective 1A: After reading required text, the student will participate in classroom discussions which will demonstrate the extent of their understanding of the topic.(A, I)</p> <p>Objective 2A: Through the use of videotapes, guest speakers, the required text, and other outside readings, the student will demonstrate through small group debate, unexpected quizzes, and class discussion their comprehension of the theories of victimology.(Crit, A, P, I)</p>

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		Objective 3A: The student will be tested four times during the semester, using a combination multiple choice, fill in, and essay exams.(A)
EXS 433	Advanced Applications and Practices in Strength & Conditioning	<p>A. demonstrate comprehension of energy systems needed for advanced performance;(Crit, a, P)</p> <p>B. demonstrate knowledge of proper exercise and lifting techniques;(A, I)</p> <p>C. demonstrate knowledge of safety principles and spotting techniques;(A, I)</p> <p>D. demonstrate the ability to design and implement strength and conditioning programs for a variety of physiological and sport specific components;(Crit, a, Creat, I)</p> <p>E. design a collegiate or elite training center;(Crit, a, Creat)</p> <p>F. demonstrate applications of principles and programming through sport-specific case study assignments;(A, I)</p> <p>G. obtain knowledge of the components for risk management through equipment safety, maintenance and repair;(Crit, A, P, I)</p> <p>H. obtain knowledge of the proper mechanics and prescription of power-oriented lifts; and(I)</p> <p>I. explore research-supported approaches to proper sport nutrition based on activity, age, and gender demands.(Crit, A, P, I)</p>
EXS 400	Research Design And Statistics for Allied Health	<p>A. Integrate wellness and athletic training research principles,(Crit, A, P, I)</p> <p>B. Use problem solving applications to go beyond theoretical principles, and(A, P)</p> <p>C. Explore and integrate new research in their respective fields, along with presenting current research in the field.(Crit, A, P, Creat, I)</p>
EXS 403	Evaluation of the Upper Extremity	<p>A. Continue to write coherent SOAP notes.(A)</p> <p>B. To develop techniques to examine the human body and assess injuries associated with physically active people.(Crit, A, P, I)</p> <p>C. To develop strategies used in expanding the skills associated with assessing the upper extremity.(Crit, A, Creat, I)</p> <p>D. Students will identify the anatomical landmarks and understand the function associated with the structures found in the upper extremity.(A, I)</p>
EXS 420	Rehabilitation Techniques	<p>1. Understand the effects of immobilization and the implications in various conditions and injuries.(Crit, I)</p> <p>2. Apply knowledge of healing principles and how it relates to the rehabilitation process(Crit, A, P, I)</p> <p>3. Develop knowledge and use of basic therapeutic techniques(Crit, A, I)</p> <p>4. Understand the psychological response to injury and therapeutic exercise(I)</p> <p>5. Incorporate anatomical, physiological, biomechanical, and kinesiological concepts into understanding, developing and</p>

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		<p>implementing rehabilitation programs(A, I)</p> <p>6. Establish rehabilitation programs for various conditions and /or sport related injuries(Crit, A)</p> <p>7. Understand the importance of ongoing learning in the rehabilitation field to further gain knowledge regarding effective treatment of individuals(Crit, I)</p>
EXS 421	Rehabilitation Techniques Lab	<p>1. Apply knowledge of healing principles and how it relates to the rehabilitation process(Crit, A, P, I)</p> <p>2. Develop knowledge and use of basic therapeutic techniques(Crit, A, I)</p> <p>3. Incorporate anatomical, physiological, biomechanical, and kinesiological concepts into understanding, developing and implementing rehabilitation programs(A, I)</p> <p>4. Establish rehabilitation programs for various conditions and /or sport related injuries(Crit, A)</p>
EXS 433	Advanced Applications and Practices in Strength & Conditioning	<p>A. demonstrate comprehension of energy systems needed for advanced performance;(Crit, A, P)</p> <p>B. demonstrate knowledge of proper exercise and lifting techniques;(A, I)</p> <p>C. demonstrate knowledge of safety principles and spotting techniques;(A, I)</p> <p>D. demonstrate the ability to design and implement strength and conditioning programs for a variety of physiological and sport specific components;(Crit, A, Creat, I)</p> <p>E. design a collegiate or elite training center;(Crit, A, Creat)</p> <p>F. demonstrate applications of principles and programming through sport-specific case study assignments;(A, I)</p> <p>G. obtain knowledge of the components for risk management through equipment safety, maintenance and repair;(Crit, A, P, I)</p> <p>H. obtain knowledge of the proper mechanics and prescription of power-oriented lifts; and(I)</p> <p>I. explore research-supported approaches to proper sport nutrition based on activity, age, and gender demands.(Crit, A, P, I)</p>
EXS 520	Leisure and Aging	<p>A. To study what is needed today as an ethical and professional frame of reference to support recreation programs for older adults.(A, Creat, I)</p> <p>B. To study the physical, psychological, intellectual and sociological characteristics and development of the elderly.(Crit, A, I)</p> <p>C. To appreciate the value of developing and maintaining quality recreational services for the aging in the future.(Crit, A, Creat, I)</p> <p>D. To develop organizational and management techniques needed to work with the aging.(Crit, A, P, I)</p> <p>E. To examine current trends and issues which affect the elderly.(Crit, A, P, I)</p> <p>F. To acquire knowledge related to the social, political and economic</p>

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		<p>factors impacting recreational services for the elderly.(Crit, A, Creat, I)</p> <p>G. To increase understanding associated with developing appropriate leisure programs and services for older adults.(A, I)</p>
GTY 520	Leisure and Aging	<p>A. To study what is needed today as an ethical and professional frame of reference to support recreation programs for older adults.(A, Creat, I)</p> <p>B. To study the physical, psychological, intellectual and sociological characteristics and development of the elderly.(Crit, A, I)</p> <p>C. To appreciate the value of developing and maintaining quality recreational services for the aging in the future. (Crit, A, I, Creat)</p> <p>D. To develop organizational and management techniques needed to work with the aging. (Crit, A, I, P)</p> <p>E. To examine current trends and issues which affect the elderly. (Crit, A, I, P)</p> <p>F. To acquire knowledge related to the social, political and economic factors impacting recreational services for the elderly. (Crit, A, I, Creat)</p> <p>G. To increase understanding associated with developing appropriate leisure programs and services for older adults. (A, I)</p>
GTY 596	Minority Elderly	<p>1. Understand and utilize the theory of culture.(A, I)</p> <p>2. Examine the social, psychological and cultural images of the elderly generally, and the minority elderly specifically. This interdisciplinary approach is not only the theme in this course, but it is also characteristic of the field of social gerontology. (A, I, Crit, P)</p> <p>3. Analyze the system of oppression that has and does shape the behavior and perception of the minority elderly(Crit)</p> <p>4. Comprehend the basic elements of the social structure of the minority elderly, especially that of the African Americans and Latinos. (I)</p> <p>5. To employ cross cultural and intra cultural comparisons to develop valid generalizations about the minority elderly. (A, I, Crit)</p>
HEA 460	Human Sexuality	<p>1. Understand how identity affects teaching in human sexuality.(Crit, I)</p> <p>2. Develop a historical understanding of human sexuality.(A, I)</p> <p>2. Explore the social, cultural, psychological and physiological aspects of human sexuality.(Crit, A, Creat)</p> <p>3. Identify characteristics of effective sexuality education programs, strategies and resources.(Crit, A, P, Creat)</p> <p>4. Understand methods and problems in human sexuality research.(Crit, A, I)</p> <p>5. Demonstrate effective skill development strategies within sexuality education instruction, including goal setting, decision</p>

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		<p>making, assertive communication, and refusal skills.(Crit, A, P, Creat, I)</p> <p>6. Increase knowledge and comfort teaching human sexuality.(I)</p> <p>7. Demonstrate teaching strategies and resources to assist in the promotion of sexual health among diverse populations.(A, Creat, I)</p> <p>8. Describe how to plan, implement and evaluate sexuality education programs.(Crit, A)</p>
HEA 499	Practicum in Health Education	<p>1. Enroll in HEA 499: Practicum in Health Education.</p> <p>2. Complete and return this packet to the Health Education Internship Coordinator prior to the first day of the student's internship experience. Any questions or concerns regarding this Agreement should be directed to the MSU supervisor.(Crit, A, P, Creat, I)</p> <p>3. OBTAIN FORMAL APPROVAL BY THE UNIVERSITY SUPERVISOR PRIOR TO BEGINNING THE INTERNSHIP EXPERIENCE. (Crit, A, P, Creat, I)</p> <p>4. Maintain valid community CPR certification and ensure that there will be no lapse in this certification during the entire internship experience. (Crit, A, P, Creat, I)</p> <p>5. In conjunction with the internship supervisor, design and carry out a major project during the internship experience. (Crit, A, P, Creat, I)</p> <p>6. Communicate with the University supervisor immediately concerning any major problem that may arise.(A, P)</p> <p>7. Inform the University supervisor of the mailing/site address, e-mail address, and telephone number where they may be reached during the internship. THIS MUST BE DONE BY THE FIRST WEEK OF THE INTERNSHIP. (Crit, A, P, Creat, I)</p> <p>8. Complete a minimum of 90 hours for the internship experience. (Crit, A, P, Creat, I)</p> <p>9. ACT IN A PROFESSIONAL MANNER as a representative of the Health Education Program at Murray State University.(A)</p>
HEA 510	Sociology of Sport and Exercise	<p>1. Critically analyze and evaluate sports from a sociological perspective.(Crit, P)</p> <p>2. To critically evaluate the role of sport and physical activity in North American society and culture(Crit, P)</p> <p>3. To address current issues in sport and physical activity from a sociological perspective(A, I, P)</p> <p>4. Effectively use written and oral forms of communication to make an objective argument, synthesize material from various sources, and explore intellectual problems.(Crit, A, P)</p> <p>5. Interactively read texts to fully understand the author's argument.(A, I)</p> <p>6. Actively collaborate with peers to gain a deeper understanding of</p>

		<p>the material.(I)</p> <p>7. Demonstrate an appreciation of the views of others as well as an understanding of the limitations of one's own perspective.(A, I)</p>
HEA 511	Epidemiology	<ol style="list-style-type: none"> 1. Distinguish the roles and relationships between epidemiology and biostatistics in the prevention of disease and the improvement of health.(I, Crit) 2. Compute basic descriptive statistics and explore data analytic methods.(Crit, A, I) 3. Demonstrate a basic understanding of epidemiologic methods and study design.(A, I) 4. Combine appropriate epidemiological concepts and statistical methods.(I) 5. Perform exploratory data analysis using descriptive statistics.(Crit, P) 6. Evaluate morbidity and mortality using ratios, proportions, and rates.(Crit) 7. Perform direct and indirect methods of adjustment of overall rates.(Crit, P) 8. Construct clinical life table in epidemiologic studies.(a, Creat, I) 9. Recognize the assumptions associated with construction of a life table.(Crit, A, Creat, I) 10. Calculate probabilities and conditional probabilities of health-related events.(Crit, A) 11. Calculate sensitivity, specificity, and predictive values.(A, I) 12. Recognize and describe the elements in the design and conduct of a randomized clinical trial, a cohort study, a case-control study, and a cross-sectional study.(Crit, A, Creat, I) 13. Calculate measures of association in identifying risk factors of diseases.(A) 14. Calculate a chi-square statistic to test the significance of a measure of association and interpret it using probability concepts.(Crit, A, I) 15. Identify biases and their consequences in published literature.(A) 16. Describe criteria for characterizing the causality of associations.(A) 17. Recognize the presence of effect modifiers.(Crit, P) 18. Explain the use of epidemiology in the genetics application.(A) 19. Explain the use of epidemiology in the evaluation of screening process.(A) 20. Describe the impact of epidemiology on national and local policy.(A)

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		21. Describe the influence of epidemiology on ethical and professional issues.(A)
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NTN 422	Meal Management	<p>A. apply basic food principles and procedures in preparation of specific foods and complete meals.(A, I)</p> <p>B. plan, purchase, prepare and serve meals to meet the nutritional, psychological and aesthetic needs of various groups.(P)</p> <p>C. apply principles of management of time, equipment, energy, and money in food selection and meal preparation.(Crit, A, P)</p> <p>D. select and coordinate table appointments and styles of meal service most suitable for various meals and other food service occasions(Crit, A, I)</p> <p>E. work as a member of a team in the management, production and service of meals to clientele.(Crit, A, P)</p> <p>F. develop a web page and bulletin board to market the meal service(Crit, A, I)</p> <p>G. become familiar with foods from other cultures/countries(I)</p> <p>This course helps to meet the following foundation knowledge and skills for the didactic component of entry-level dietitian education programs. Graduates will have knowledge of:</p> <ul style="list-style-type: none"> • Culinary techniques(I) • Food safety and sanitation(I) • Food and nonfood procurement(I) • Promotion of pleasurable eating(I) • Influence of socioeconomic, cultural, and psychological factors on food behavior(I) <p>Students will have the ability to:</p> <ul style="list-style-type: none"> • Use current information technologies(A) • Work effectively as a team member(A, P) • Calculate and interpret nutrient composition of foods(A) • Adjust recipes quantities(A) • Apply food science knowledge to functions of ingredients in food(A) • Demonstrate basic food preparation and presentation skills(A, I) • Modify recipe/formula for individual or group dietary needs(Crit, P) • Prepare a budget(A) • Apply marketing principles(A) • Provide service to guest of the Oakley Dining Room(A)
NTN 480	Special Problems in Nutrition and Foods	<p>A. Function independently in developing and completing a project.(Crit, A, I)</p> <p>B. Complete all objectives for the special problem established jointly with the supervising instructor.(A, P)</p> <p>C. Prepare all necessary documents and final reports in accordance with criteria established for the individual student.(A)</p>
NTN 488	Cooperative Education/Internship	<p>The student will be able to apply course concepts from the curriculum in a work experience related to the area of Nutrition, Dietetics, and Food Management.</p> <p>(Crit, A, P, I)</p>

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NTN 499	Senior Seminar	<p>A. To become familiar with the services offered by the MSU Career Services Office(I)</p> <p>B. To develop techniques for seeking employment by preparing a resume and portfolio.(Crit, A, Creat, I)</p> <p>C. To develop awareness and techniques for success in an interview situation.(Crit, A, I)</p> <p>D. To be knowledgeable of professional issues important in dietetics and food management(Crit, A, P, I)</p> <p>E. To develop a portfolio showing progress toward meeting learning objectives.(Crit, a, Creat, I)</p> <p>F. To understand the process of applying for internships.(Crit, A, I)</p>
NTN 597	Trends and Issues in Foodservice and Nutrition	<p>A. Identify current issues and trends in foodservice.(A)</p> <p>B. Analyze how issues and trends in foodservice impact management and operations.(Crit, A, P)</p> <p>C. Critique research regarding current issues and trends in foodservice management. (Crit, A, P, I)</p> <p>D. Critique research regarding current issues and trends in nutrition. (Crit, A, P, I)</p> <p>E. Evaluate factors that impact foodservice and nutrition such as economic, political, media and science. (Crit)</p> <p>F. Research an issue and determine how it could influence foodservice or nutrition operations. (Crit, A, P, I)</p> <p>G. Evaluate peer's papers and presentations on trends and issues related to foodservice management and nutrition. (Crit, A, P)</p>
ENT 419	Senior Project I	<p>A. Provide the student a problem and allow them to technically solve it in a team environment.(P, A)</p> <p>B. Convey the solution through oral, written, and graphic communication.(A)</p> <p>C. Develop an understanding of solution methodology using their problem solving, interpersonal and communication skills, along with learned technical concepts.(A, I)</p> <p>D. Develop an understanding of project management and team building skills as applied toward a technical solution for a statement of need.(A, I)</p> <p>E. Develop a comprehensive project management schedule and design package.(Crit, A, P, Creat, I)</p>
ENT 420	Senior Project II	<p>A. General Course Objectives</p> <p>1. The main objective of this course is to provide closure of the technical design process by providing an environment in which the student team can successfully implement their design through construction and startup.(Crit, A, Creat)</p> <p>B. Specific Objectives:</p> <p>As a result of this course each student will develop and understanding of:</p> <p>(1) The importance of providing adequate detail and integration considerations in the design package as it affects actual manufacture of the product or system.(Crit, A, Creat)</p>

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		<p>(2) The team project environment and how to effectively implement tasks in this environment.(Crit, A, P)</p> <p>(3) Effective utilization of vendors, vendor data, and engineering reference documents.(Crit, P)</p>
ENT 458	Applying the National Electric Code	<p>A. To acquire an understanding of NEC terminology(I)</p> <p>B. To acquire a working knowledge of wiring methods, materials and design.(Crit, A, Creat, I)</p> <p>C. To acquire the ability to size conductors, conduit and overcurrent protective devices.(A, I)</p> <p>D. To acquire a working knowledge of system grounding.(I)</p> <p>E. To acquire an understanding of the NEC requirements for motor and motor control circuits.(I)</p> <p>F. To acquire an understanding of the NEC requirements for transformer circuits.(P, I)</p> <p>G. To acquire an understanding of the NEC requirements for services.(I)</p> <p>H. To acquire an understanding of the NEC requirements for hazardous locations.(I)</p>
GSC 420	Geography of Agriculture	<p>A. Understand the relationships between geography and agricultural resources(I)</p> <p>B. Understand water and environmental issues related to agriculture .(Crit, A, I)</p> <p>C. Understand government policies as they relate to agriculture(Crit, A, I)</p>
GSC 430	Crystallography and Optical Mineralogy	<p>1. Identifying 54 selected economic and rock forming minerals in hand specimen using megascopically observable properties(Crit, A, P, I)</p> <p>2. Identifying 30 rock forming minerals using a petrographic microscope(Crit, A, P)</p> <p>3. Developing the symmetry relation for the 6 mineral systems and 32 mineral classes through use of point group symmetry(Crit, A, P, I)</p> <p>4. Develop the concept of point group symmetry and relate it to space group symmetry(Crit, A, P, I)</p> <p>5. Study the chemical classification of minerals and the structural groupings of the silicate minerals(P, I)</p> <p>6. Study bonding types and packing patterns as they relate to crystal chemistry(Crit, A, I)</p> <p>7. Describe and recognize the major crystal forms found in minerals(Crit, A, P)</p>

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GSC 507	Land Use Planning	<p>A. understand the institutional setting, the process and the participants of planning;(Crit, I)</p> <p>B. articulate specific considerations in planning pertain to the physical and built environments;(Crit, A, P)</p> <p>C. know various types of information utilized in land use planning, including maps and remotely sensed data;(Crit, A, P, I)</p> <p>D. develop analytical skills regarding planning projects and issues;(Crit, a, P, I)</p> <p>E. enhance communication skills through discussion, presentation and writing.(Crit, A)</p>
GSC 512	Remote Sensing	<p>A. Explain fundamental physical principles of remote sensing, including optical, thermal and radar sensing;(A)</p> <p>B. List and detail the specifics of common sensor systems;(A)</p> <p>C. Apply elements of visual interpretation for various purposes;(Crit, A)</p> <p>D. Solve digital image processing problems by hand simulation;(P)</p> <p>E. Perform basic digital image processing tasks using a remote sensing software package;(Crit, P, I)</p> <p>F. Demonstrate the application of remote sensing in various fields;(A)</p> <p>G. Enhance communications skills through discussion, presentation and writing.(Crit, A)</p>
GSC 513	Photogeology	<p>A. Understand the basic principles of photogeology(I)</p> <p>B. Understand the limitations of photogeology(I)</p> <p>C. Applied aerial photography analysis to a number of geological situations(Crit)</p>
GSC 515	Geochemistry	<p>A. Understand the application of chemical principles to the study of the earth(I)</p> <p>B. Understand the chemical zonation and variability of the solid earth(A, I)</p> <p>C. Understand the chemical interaction of rock and water(I)</p> <p>D. Understand the chemical composition and variability of magmas(A, I)</p> <p>E. Understand how the earth's crust developed its present composition(Crit, A, I)</p>
GSC 556	Remote Sensing Applications in Archaeology	<p>A. Understand the variety of aerial and terrestrial remote sensing techniques applied in archaeological research.(Crit, A, I)</p> <p>B. Understand the principles and methods of utilizing these remote sensing techniques.(I)</p> <p>C. Understand appropriate applications of various remote sensing techniques in archaeological research.(Crit, A, I)</p> <p>D. Discuss the limitations of various remote sensing methods.(Crit, A)</p> <p>E. Interpret the results of remote sensing applications in archaeological research.(Crit, a, P, I)</p> <p>F. Employ terrestrial geophysical survey instruments in archaeological research.(Crit, A, P, I)</p> <p>G. Analyze geophysical survey data using computer modeling software.(Crit)</p>

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GSC 565	Biogeochemistry	<p>A. understand the application of the scientific method of inquiry to interdisciplinary research studies,(Crit, A, I)</p> <p>B. identify the primary sources of scientific literature relevant to aquatic (freshwater and marine) and terrestrial ecosystems,(A)</p> <p>C. understand the connection between aquatic, terrestrial ecosystems and global scale environmental cycles,(A, I)</p> <p>D. critically analyze and interpret scientific data,(Crit, P)</p> <p>E. effectively communicate individually as well as in groups,(Crit, A, P)</p> <p>F. appreciate multidisciplinary principles (biology, chemistry and geosciences) underlying global aquatic and terrestrial environment.(A, I)</p>
GSC 591	Special Problems	<p>The learning and course objectives are assigned individually according to the research interests and experience of the individual student.</p> <p>(Crit, A, P, I)</p>
GSC/AR C 556	Remote Sensing Applications in Archaeology	<p>By taking and successfully completing the requirements of this course you should develop an understanding of:</p> <ul style="list-style-type: none"> · the variety of geophysical survey techniques employed in archaeological research,(Crit, A, P, I) · the principles and methods of utilizing various geophysical techniques,(I) · appropriate applications of geophysical research in archaeology,(Crit, A, P, I) · limitations of the various methods of geophysical survey,(I) · the nature of the data obtained from geophysical survey,(I) · and the analysis of geophysical data using computer modeling software.(Crit)
GSC/PL N 507	Land Use Planning	<p>A. To familiarize the student with the institutional setting, the process and the participants of planning;(Crit, P, I)</p> <p>B. To familiarize the student with various types of information utilized in land use planning, including maps and remotely sensed data;(Crit, A, P, I)</p> <p>C. To develop analytical skills regarding a planning project using a GIS;(Crit, A, P, I)</p> <p>D. To enhance communication skills through discussion, presentation and writing.(Crit, A)</p>
IET 419	Senior Project	<p>A. Prepare detail contract documents which would typically be found in the construction or architectural engineering profession.(Creat)</p> <p>B. Develop a basic knowledge of the dynamics of the team concept to problem solving found in the engineering and construction workplace.(Crit, A, P, Creat, I)</p> <p>C. Become familiar with the local building code, zoning ordinance and DOT specifications.(Crit, A, I)</p> <p>D. Develop an awareness of the large variety of technical material that is available to act as an aid to the designer and contractor.(Crit, A, Creat, I)</p> <p>E. Use a variety of computer software to facilitate and enhance the</p>

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		design, analysis and presentation of the project.(Crit, A, Creat)
IET 481	SUPERVISED WORK/OBSERVATION	<p>A. Terminal objectives</p> <ol style="list-style-type: none"> 1. Acquire skills/information which meets the student's needs in relation to identified goals.(Crit, P, I) <p>B. Enabling objectives</p> <ol style="list-style-type: none"> 1. Identify student's goal/objectives.(A) 2. Determine work station(s) which will provide opportunities for involvement in activities that meet the needs of the individual.(Crit, P, A) 3. Participate in identified activities which will meet the student's identified goals/objectives.(A)
IET 491	Industrial Operations	<p>A. General Course Objectives</p> <p>The objective of this course is to give the student an introduction to the concepts involved in managing manufacturing and service operations. It will also familiarize the student with computer models used as an analysis tool.(Crit, A, I)</p> <p>B. Specific Objectives:</p> <p>As a result of this course each student will develop and understanding of:</p> <ol style="list-style-type: none"> (1) What is involved in the strategic planning of operations in a production type business.(Crit, P) (2) An understanding of the design of operations processes.(A, I) (3) An understanding of the control of the processes.(I) (4) The role math models and computers play in strategic planning, design, and control of the operations.(Crit, A, P, Creat)
IET 550	Robotic Systems	<p>A. General Course Objectives:</p> <p>This course is designed to give the student the analytical tools with which to define, design, operate and erouble shoot motion control systems found in industry . In addition to these analytical tools the student will develop problem solving skills and both verbal and written communication skills. The course will be taught utilizing the team concept with projects requiring student class participation and formal presentations .(Crit, A, P, Creat, I)</p> <p>B. Specific Course Objectives :</p> <p>As a result of this course each student will :</p> <ol style="list-style-type: none"> (1) Be able to identify and understand different types of robot configurations and their applications .(A, I) (2) Have a basic understanding of the components and control of typical motion control systems .(I) (3) Have the analytical understanding of robotic motion both kinematically and dynamically.(I) (4) Have a basic understanding of programing languages .(I) (5) Understand robotic systems design and applications (Crit, A, I).

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IET 551	Introduction to Electrohydraulic Motion Control	<p>1. Undergraduate Students To provide the student with the basic principles of the motion control problem, and the conceptual and practical experience to understand and solve problems concerning, system response and control.(a, I)</p> <p>2. Graduate Students Course taken for graduate credit will include the design, construction, and validation of a electrohydraulic motion control system.(Crit, A, Creat, I)</p> <p>B. Specific Objectives: As a result of this course each student will develop and understanding of:</p> <p>(1) Electrohydraulic system components.(I) (2) The motion control profile.(I) (3) Control system diagrams and models(I) (4) The basic principles Servo Mechanisms.(I)</p>
IET 571	Problems in the Industrial and Engineering Technology	<p>A. Identify a topic to investigate, organize and follow through in a professional fashion on independent study.(A, P, I)</p> <p>B. Explore in greater depth a topic or an area than is possible through an existing organized course.(Crit, A, P)</p> <p>C. Develop competencies where a recognized weakness may be identified and cannot be provided for in the schedule/organized course structure.(Crit, A, P, I)</p>
IET 575	Workshop in Engineering Technology	To introduce graduate students in Engineering Technology to computer-aided design.(Crit, A, Creat, I)
IET 576	INDUSTRIAL RELATIONS	<p>A. the personnel management system, job analysis, hiring and selection practices(Crit, A, P)</p> <p>B. development and training of human resources(Crit, A, I)</p> <p>C. motivation and work environment, appraising and improving performance(Crit, P)</p> <p>D. compensation, benefits, security, safety and health issues(I)</p> <p>E. labor-management relations in unionized and non-union organizations(Crit, A, P)</p> <p>F. managing change, and innovation(A, Crit, P, I)</p> <p>G. work teams and recent developments in participative relations(Crit, A, I)</p>

IET 591	Materials Management	<p>A. General Course Objectives</p> <p>To provide for the student a knowledge of the coordination of all functions within an industrial enterprise related to materials (from the design to delivery of the finished product) into a single unified action.(Crit, A, Creat, I)</p> <p>B. Specific Objectives:</p> <p>As a result of this course each student will:</p> <p>(1) Understand the importance of materials management.(Crit, A, I)</p> <p>(2) Learn the concept of an efficient organization for material management.(Crit, A, P, I)</p> <p>(3) Understand the operation of an inventory control system within the organization.(I)</p> <p>(4) Understand the characteristics of a production control system.(I)</p> <p>(5) Gain knowledge of all methods and relative costs of a traffic system and the responsibility of receiving and stores of materials.(I)</p>
IET 592	Production Systems and Computer Integrated Manufacturing	<p>A. To introduce students to various technologies contributing to CIM.(I)</p> <p>B. To gain hands on experience in application of CIM in shop floor level including integrated machine and assembly cells.(A, I)</p> <p>C. To gain hands on experience in integrating and transferring manufacturing and design information through the use of computers and networks.(Crit, A, P, Creat, I)</p>
ITD 455	HOUSING FOR THE HANDICAPPED AND ELDERLY	<p>A. identify significant features on home appliances to be used by the disabled and/or elderly.(A, I)</p> <p>B. identify safety features desirable in housing for the disabled and/or elderly.(A, I)</p> <p>C. specify how grab bars should be fastened to various types of walls.(A, I)</p> <p>D. design ramps to be used by persons using wheelchairs.(Crit, A, Creat)</p> <p>E. evaluate and modify a floor plan so the dwelling could be used by a disabled and/or elderly person.(Crit, A, I)</p> <p>F. design interior spaces to be used by a disabled and/or elderly person.(Crit, A, Creat, I)</p> <p>G. write specifications for the modification of a dwelling to be used by a disabled and/or elderly person.(A, I)</p> <p>H. identify characteristics of furniture and equipment used by the disabled and/or elderly. (A, I)</p> <p>I. plan the lighting for dwellings used by a disabled and/or elderly person. (A, I)</p> <p>J. identify and explain characteristics and/or features of dwellings used by a disabled and/or elderly person. (A, I)</p> <p>K. identify classifications of disabilities. (A)</p> <p>L. identify and describe barrier free curbs, entrances, parking spaces. (A)</p> <p>M. identify and use in designs the minimum dimensions for accessibility.(Crit, A, Creat)</p>

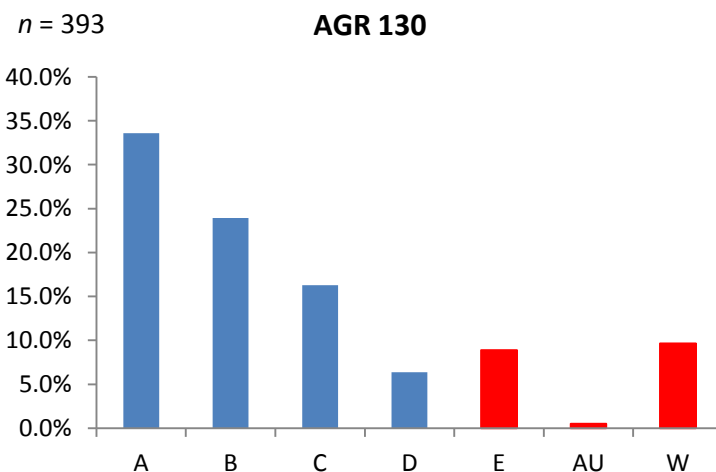
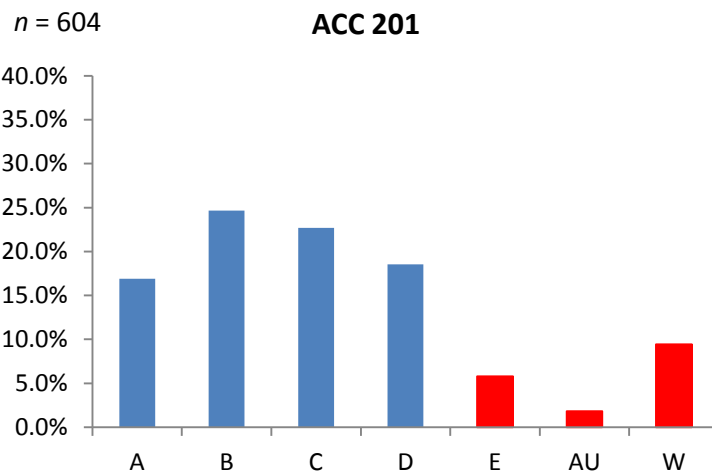
EXPERIENTIAL LEARNING DATA

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		<p>N. identify and explain housing problems of the disabled and elderly.(A, P, I)</p> <p>O. list characteristics of disabilities and aging factors and explain how these influence the design of interiors for the disabled and/or elderly.(Crit, A, Creat, I)</p>
ITD 458	Interior Design Professional Experience	<p>A. spend a minimum of eight (8) hours at market or other interior design and/or related businesses in the area.(Crit, A, Creat)</p> <p>B. identify types of codes and how to apply them.(A)</p> <p>C. attend assigned seminars.(A)</p> <p>D. write a paper stating what was learned from the experience.(A, I)</p> <p>E. Prior to the trip, conduct library/internet research on the companies. Type a one to two (1-2) page paper on what the research revealed.(Crit, A, P, I)</p>

Appendix B

Baseline grade distributions for each of the experiential learning-related courses can be found in the figures below. All figures include the full range of possible grades, even if not all possible grade options were used. Grades were coded as A, B, C, D, E, AU (audit), and W (drop). Grade distributions were produced by aggregating enrollment files across the available semesters (Spring 2010, Summer 2010, Fall 2010, Spring 2011, Summer 2011, Fall 2011, Spring 2012, Summer 2012) as well as across course sections within semesters.

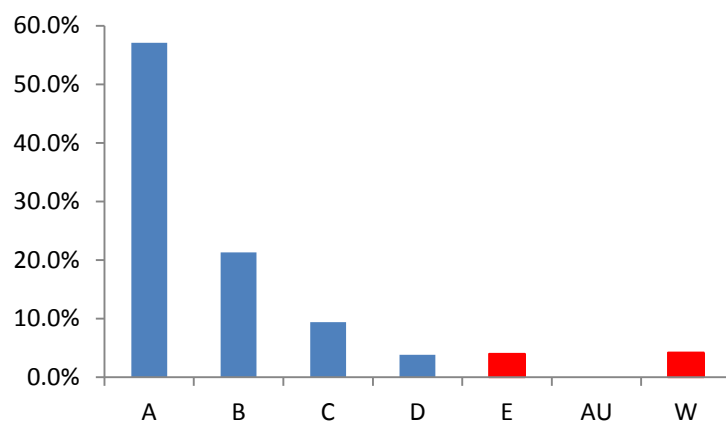


EXPERIENTIAL LEARNING DATA

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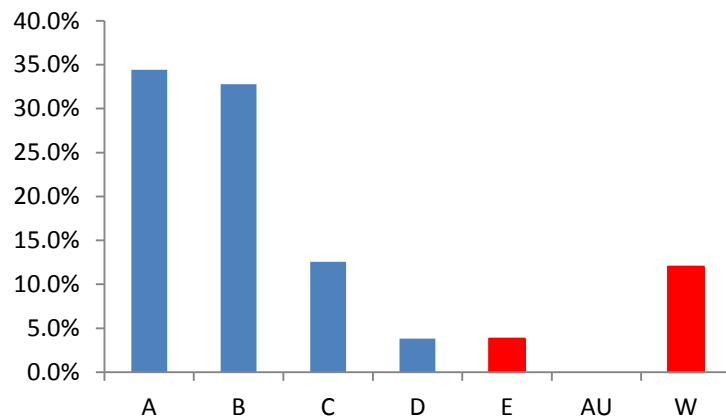
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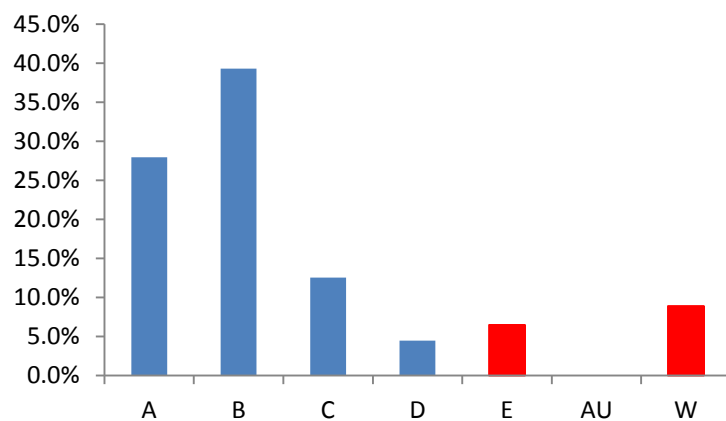
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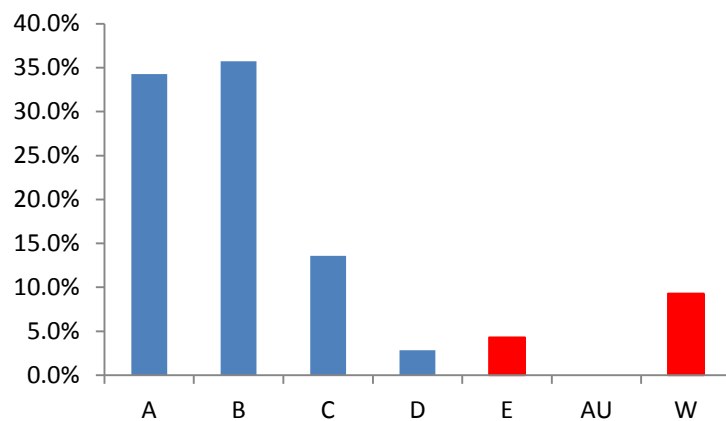


EXPERIENTIAL LEARNING DATA

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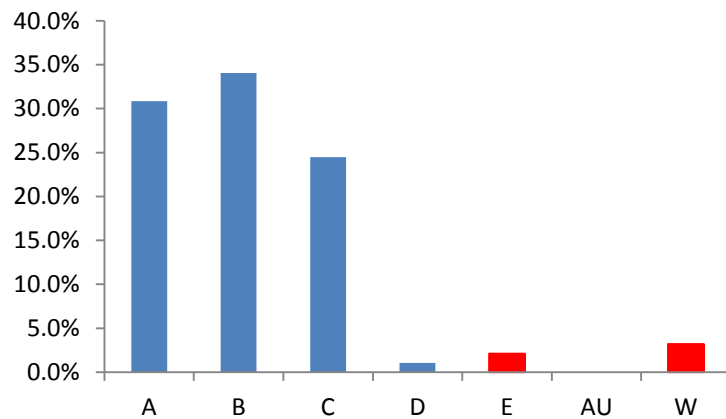
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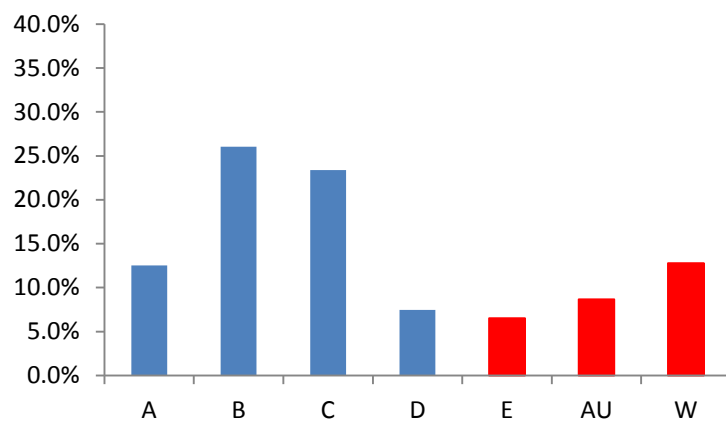
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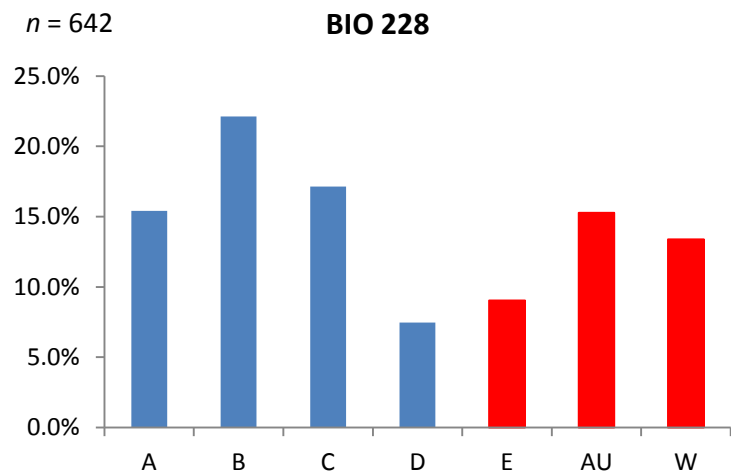
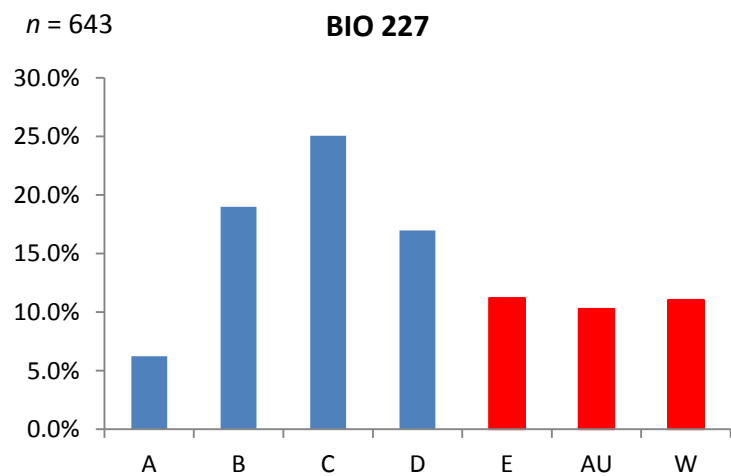
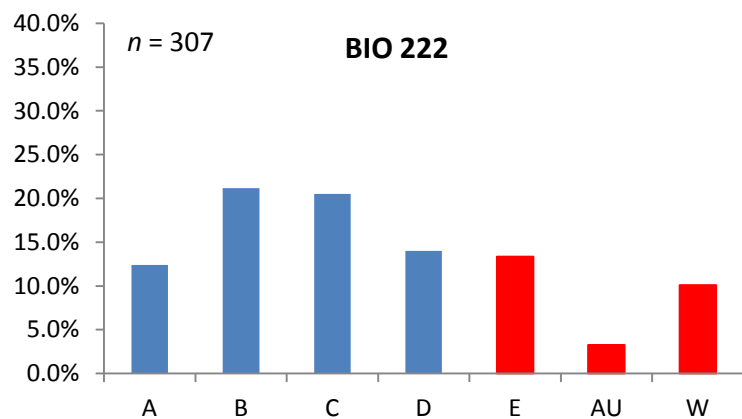
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EXPERIENTIAL LEARNING DATA

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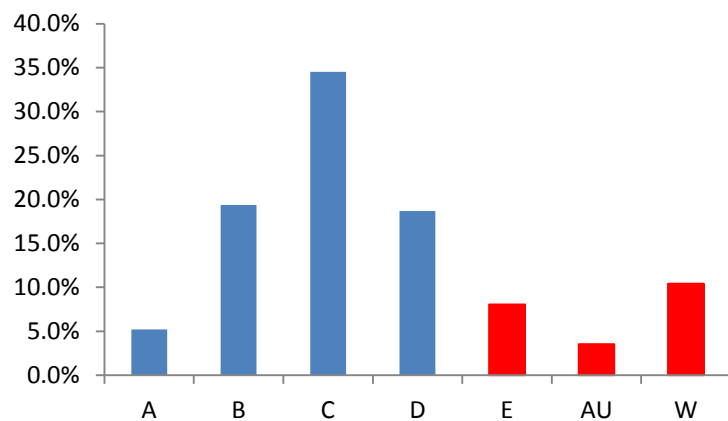


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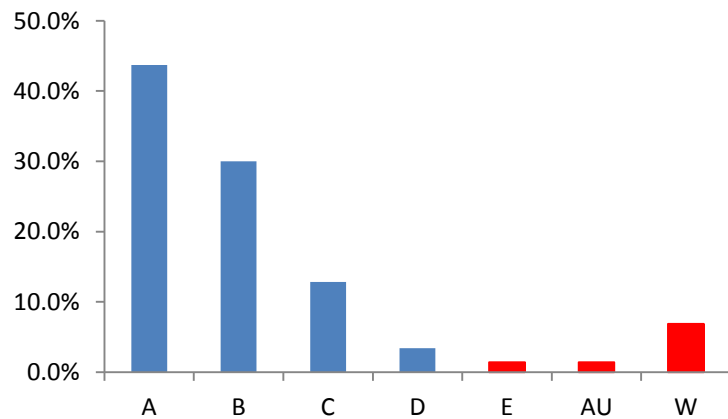
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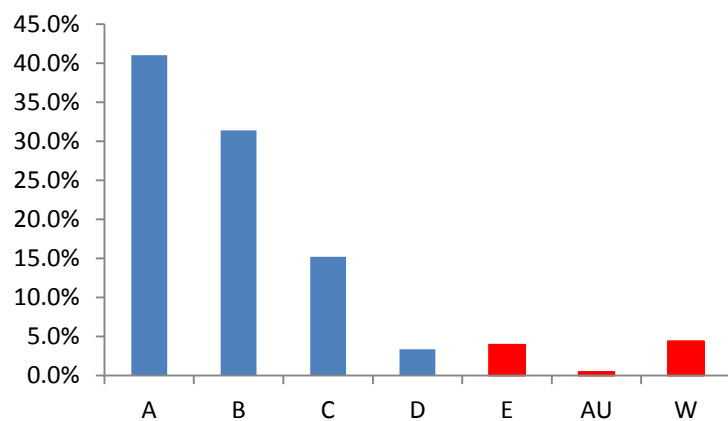
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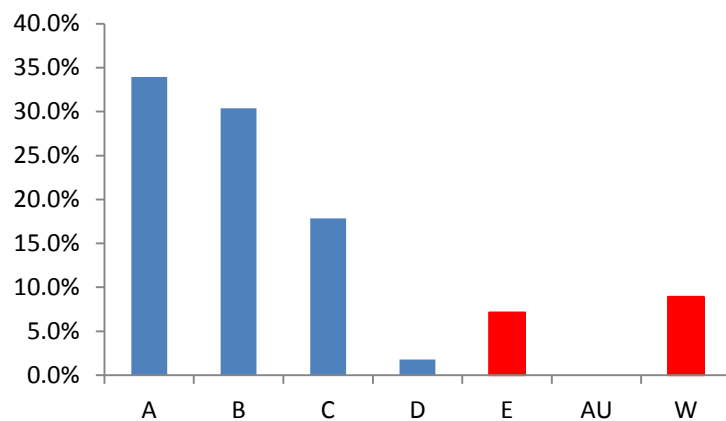


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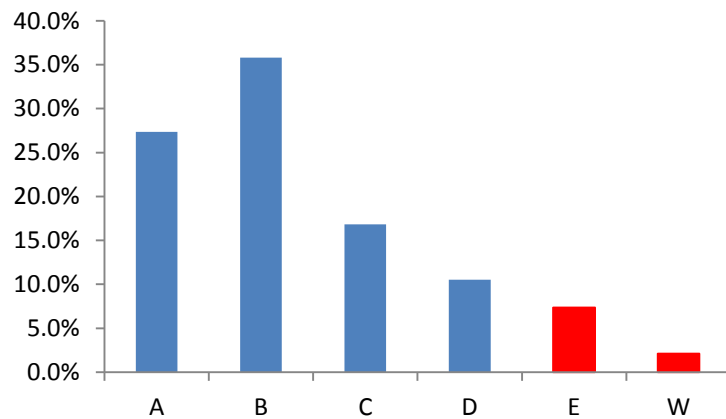
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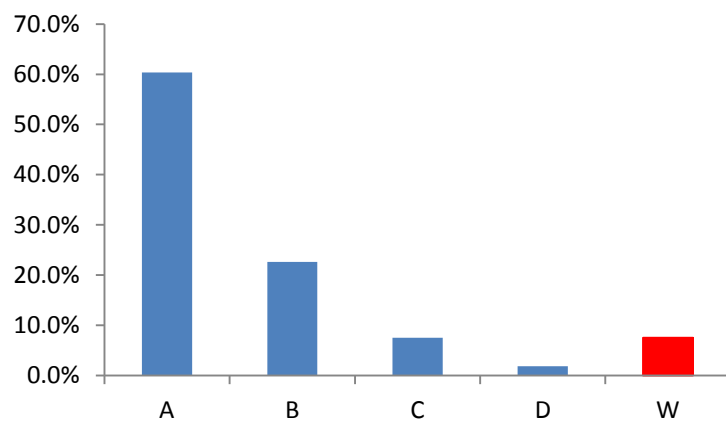
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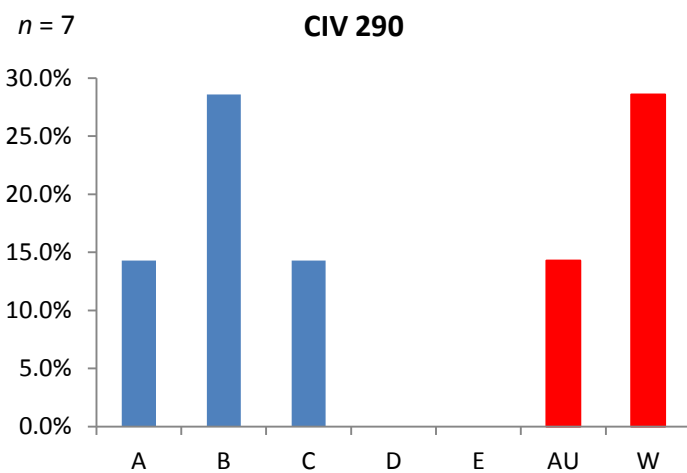
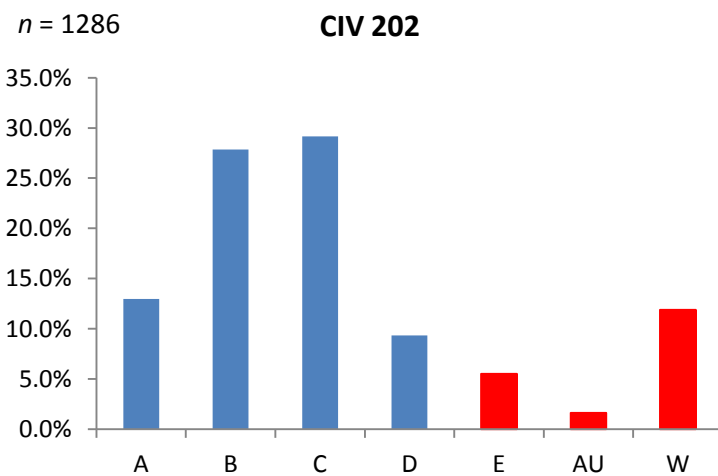
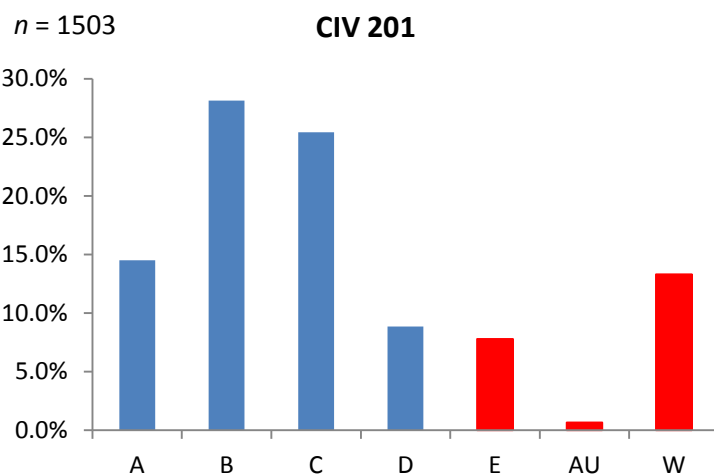
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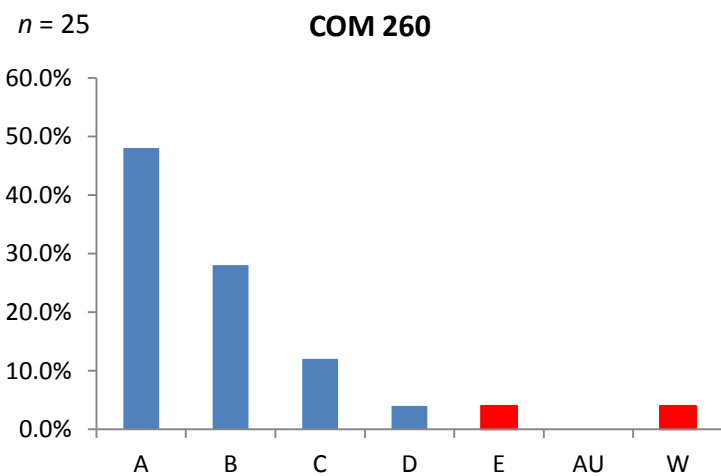
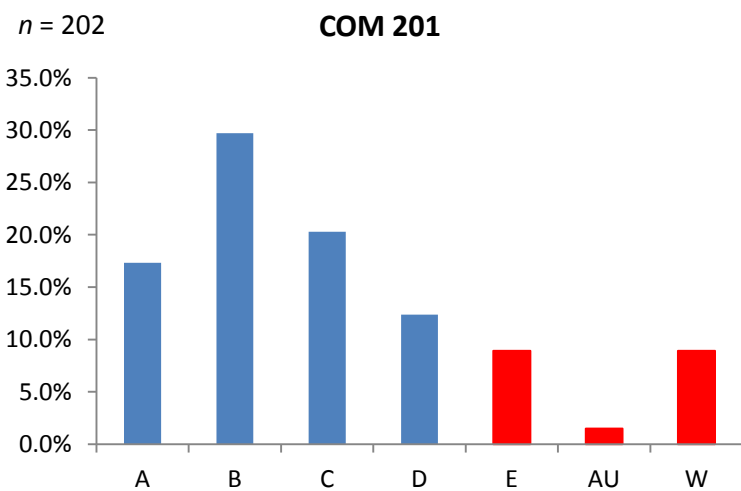
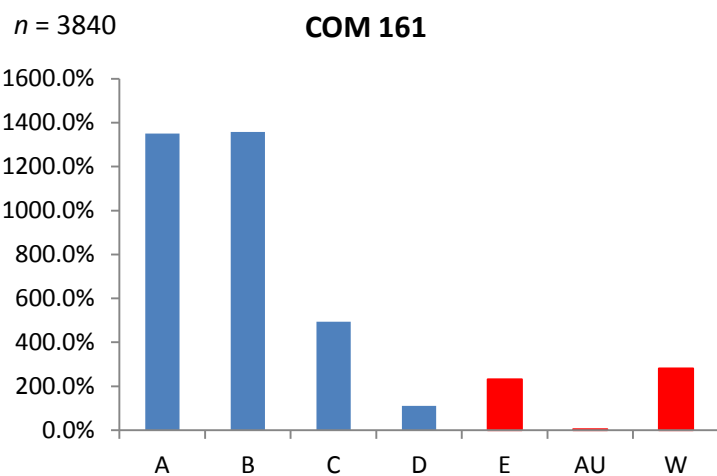
EXPERIENTIAL LEARNING DATA

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EXPERIENTIAL LEARNING DATA

298

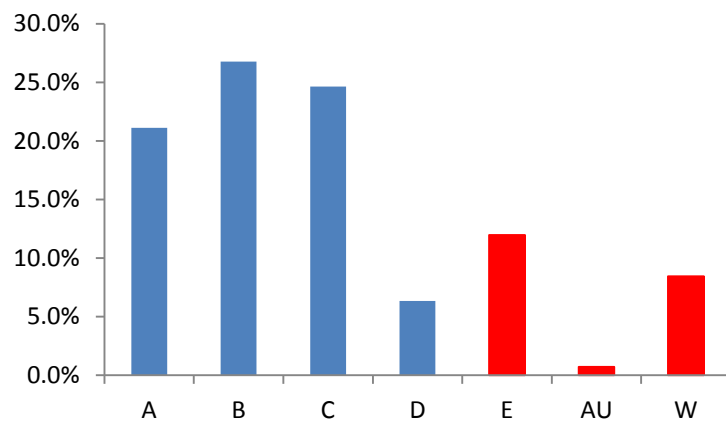


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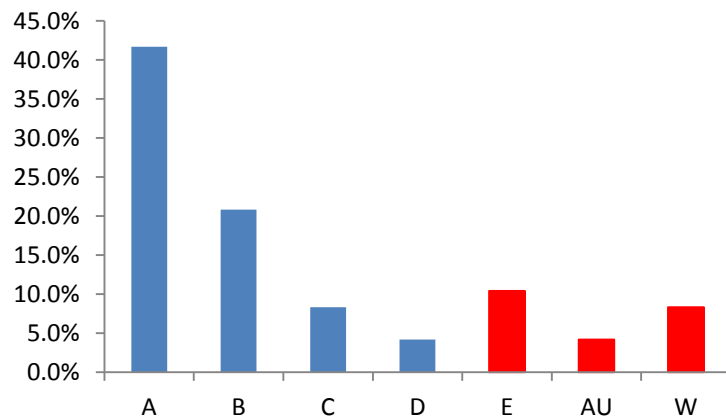
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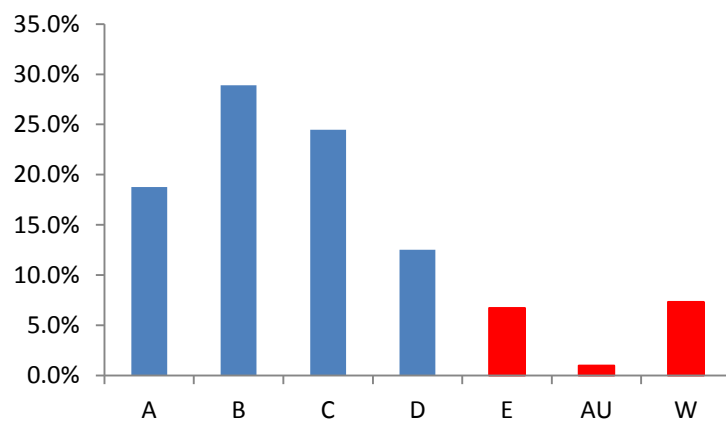
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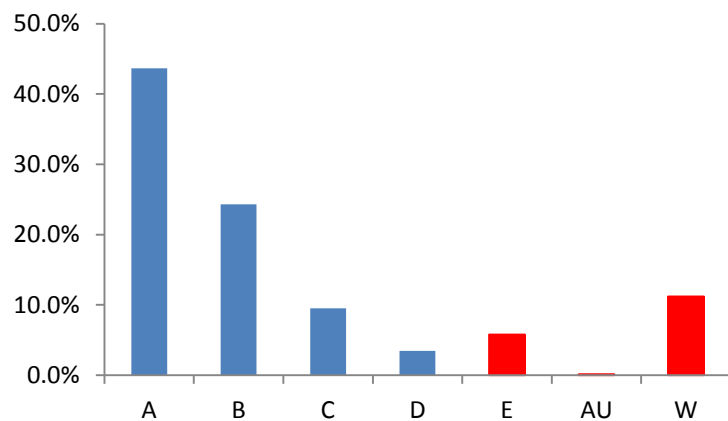


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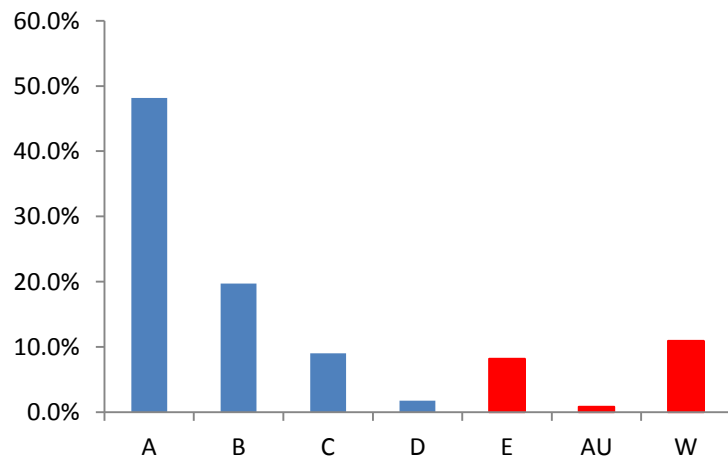
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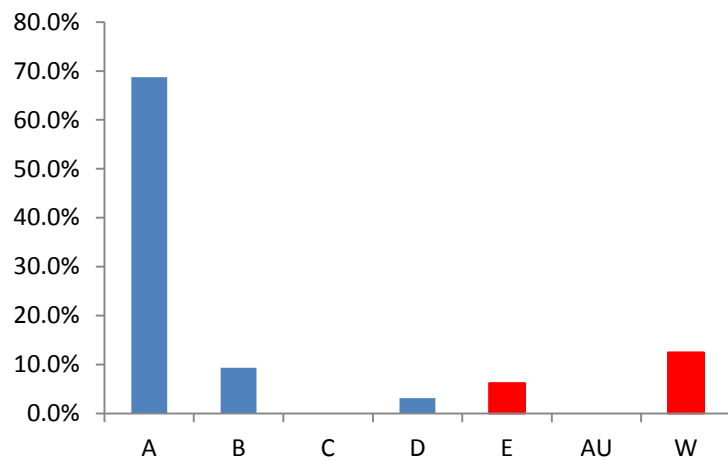
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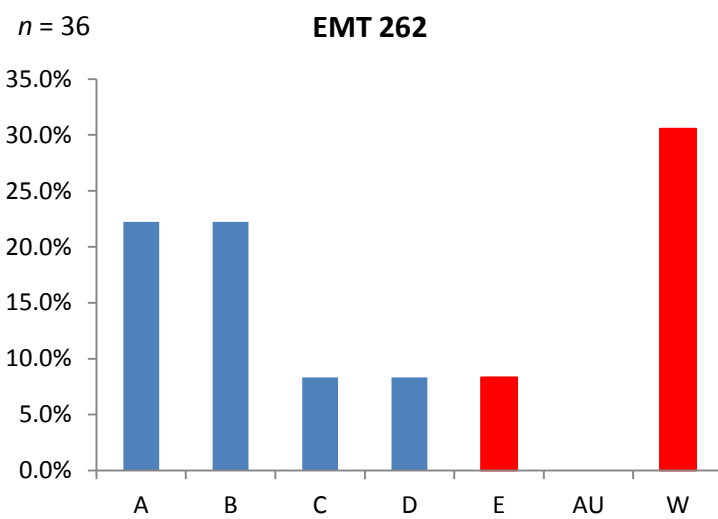
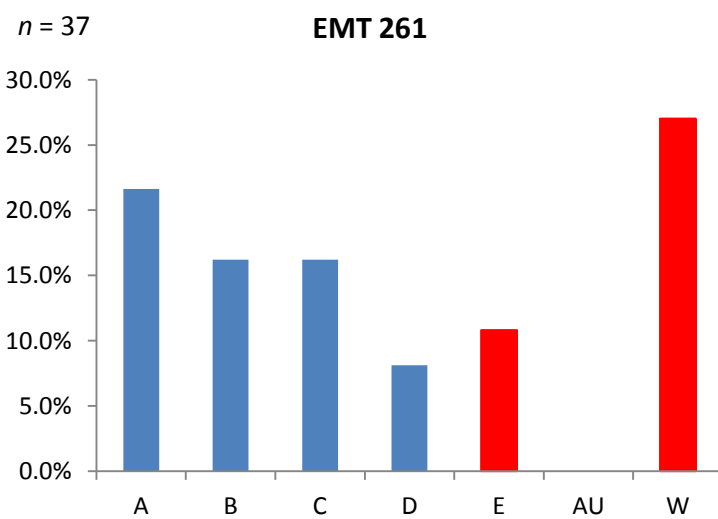
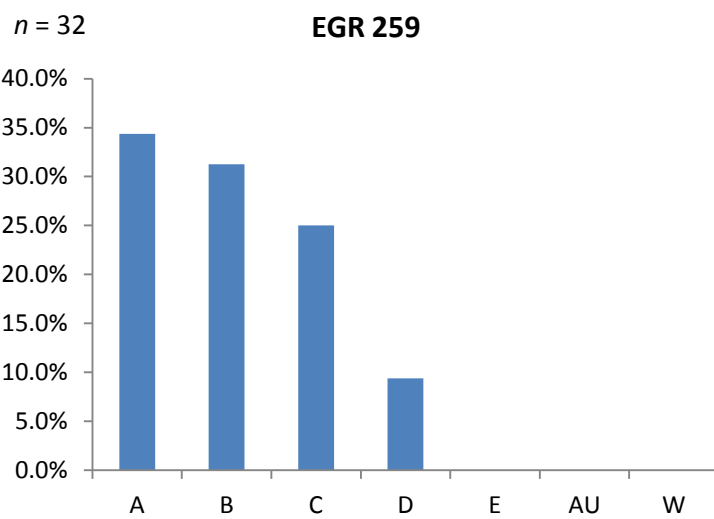
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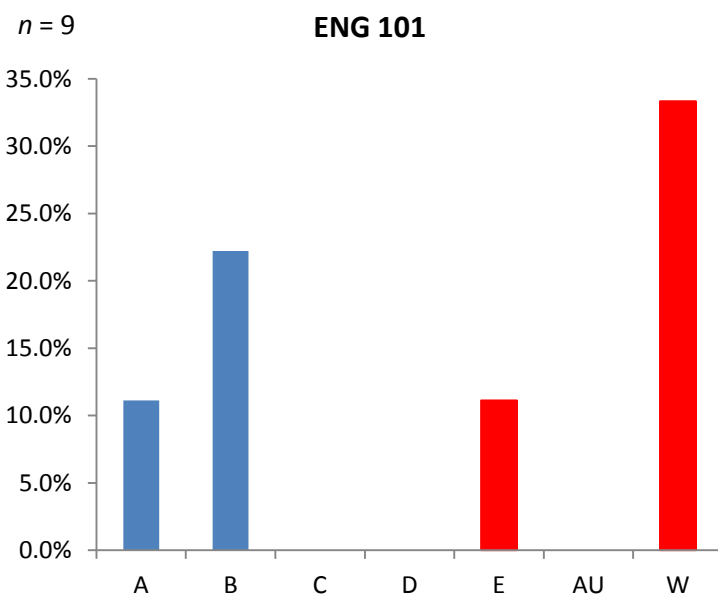
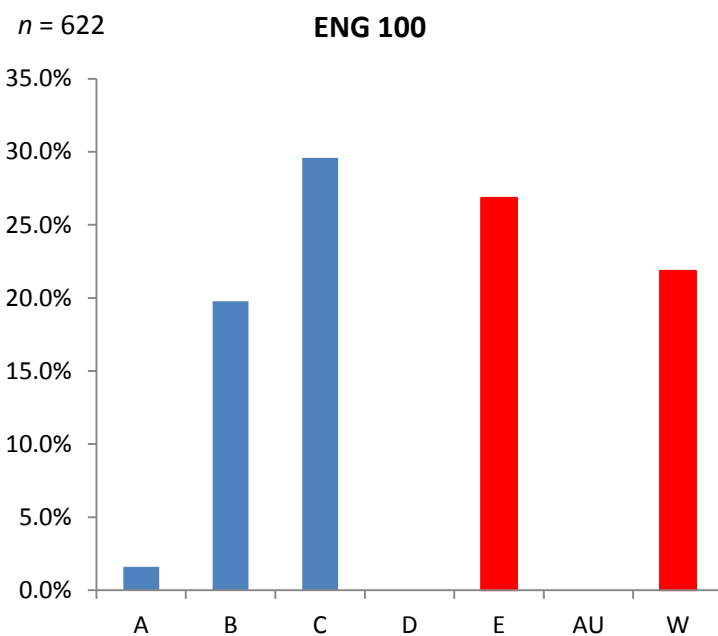
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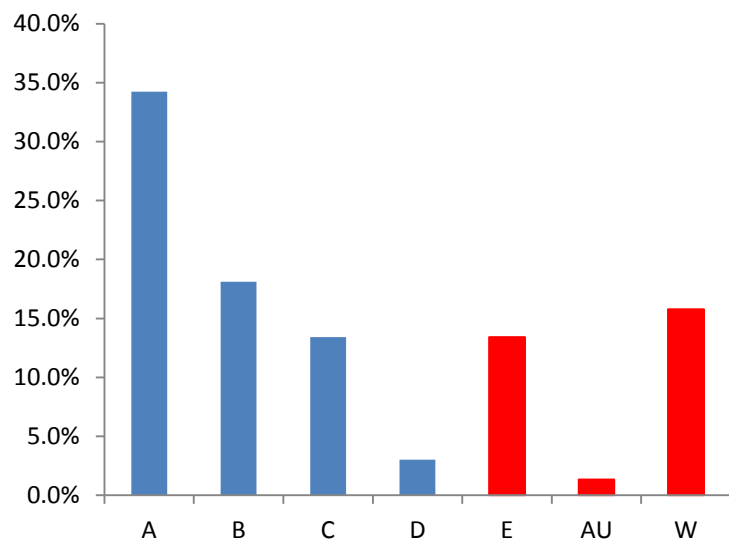


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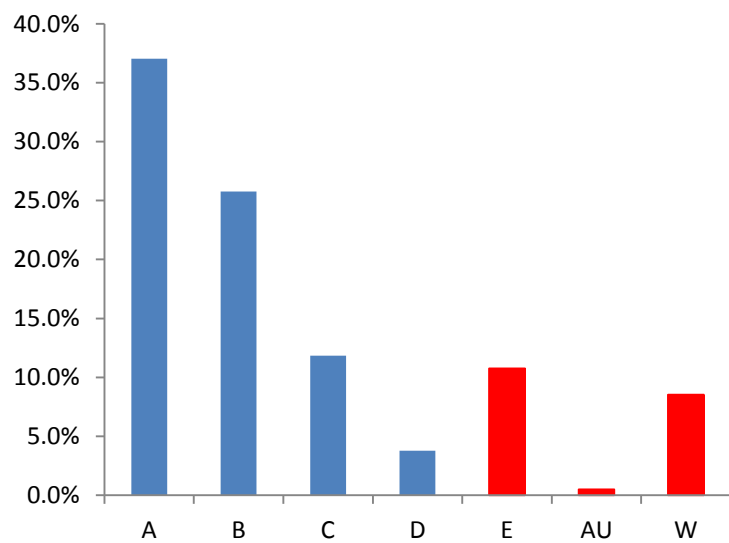
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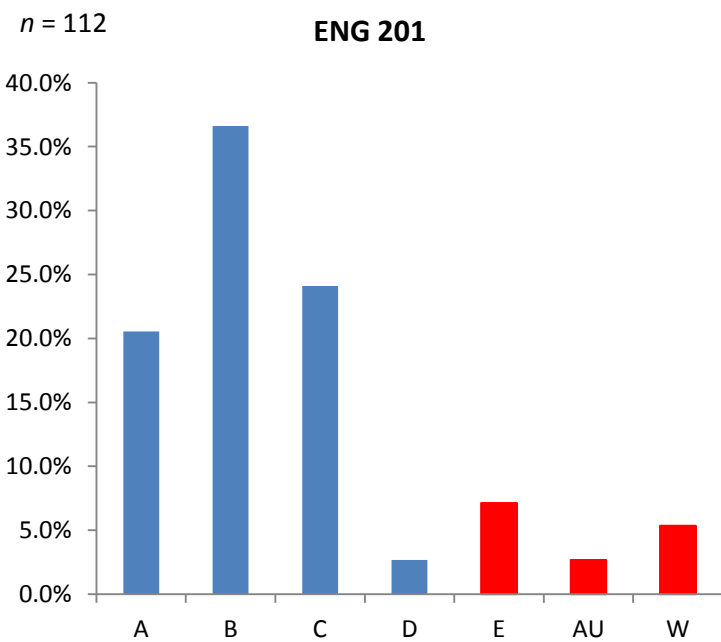
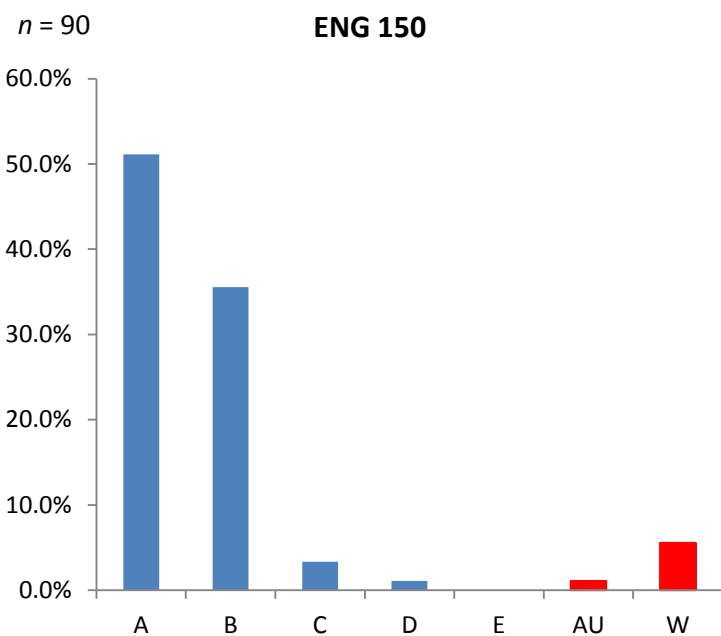
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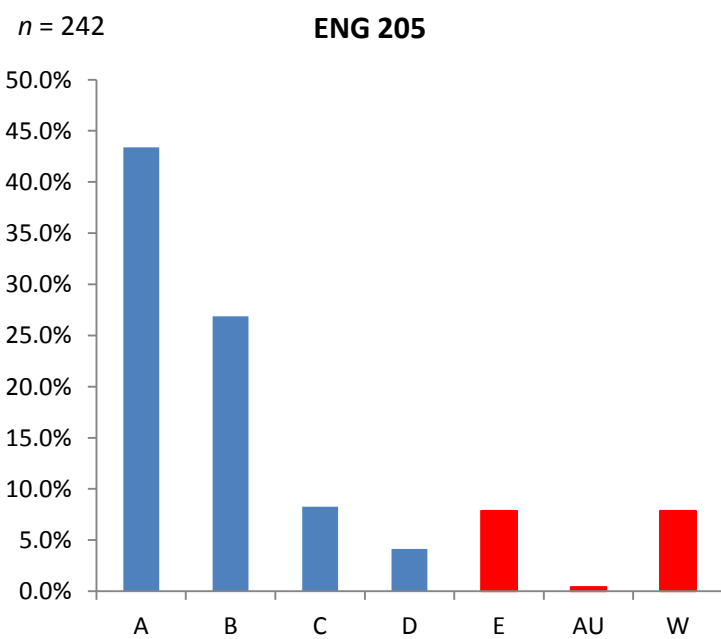
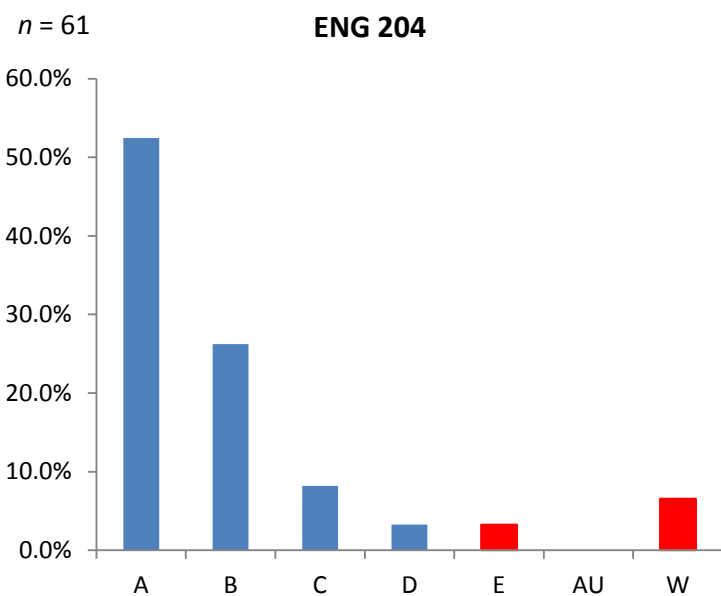
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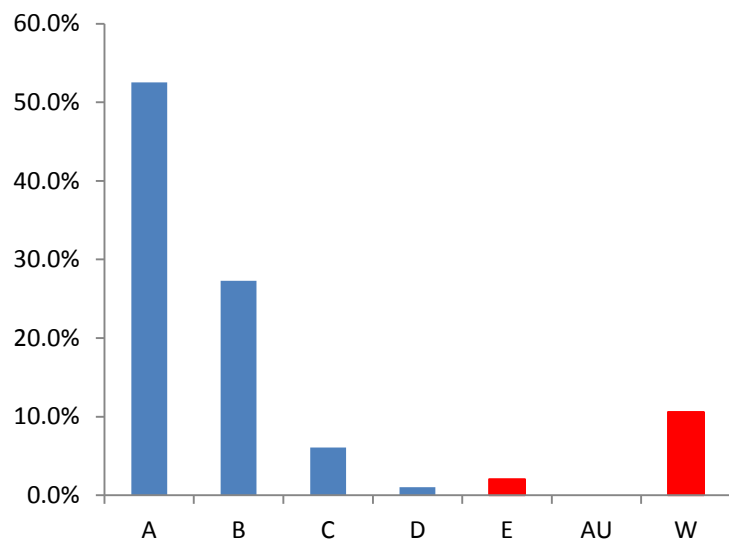


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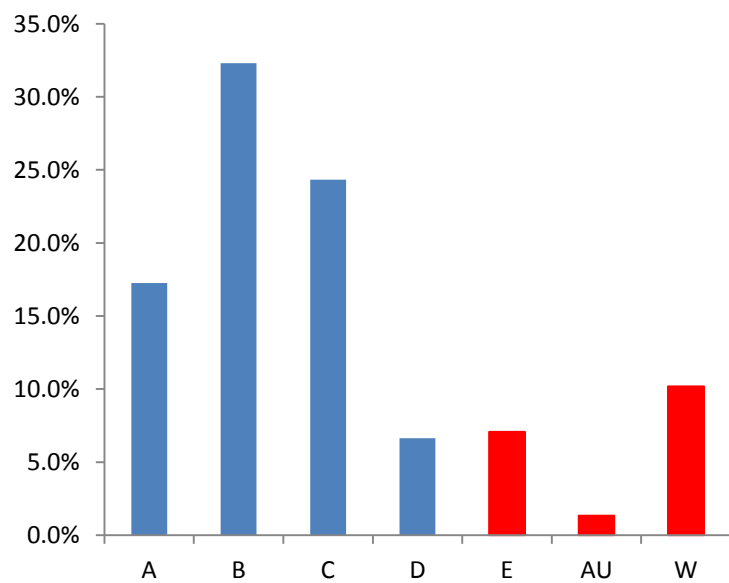
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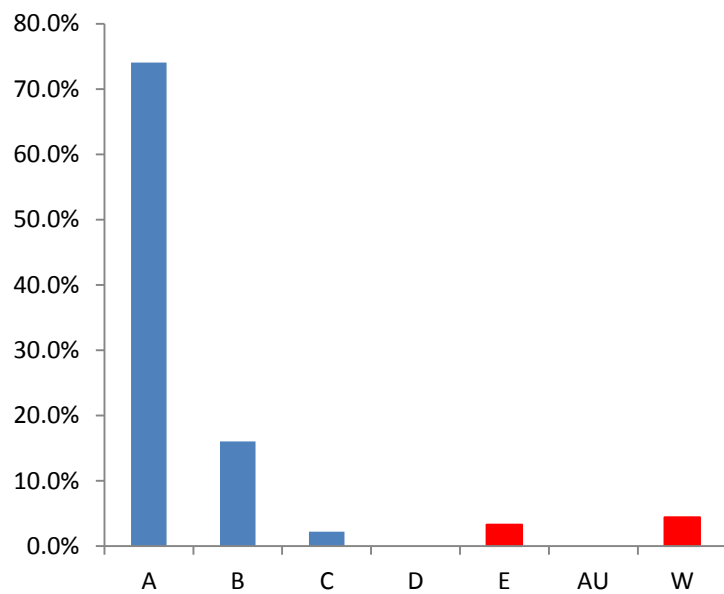


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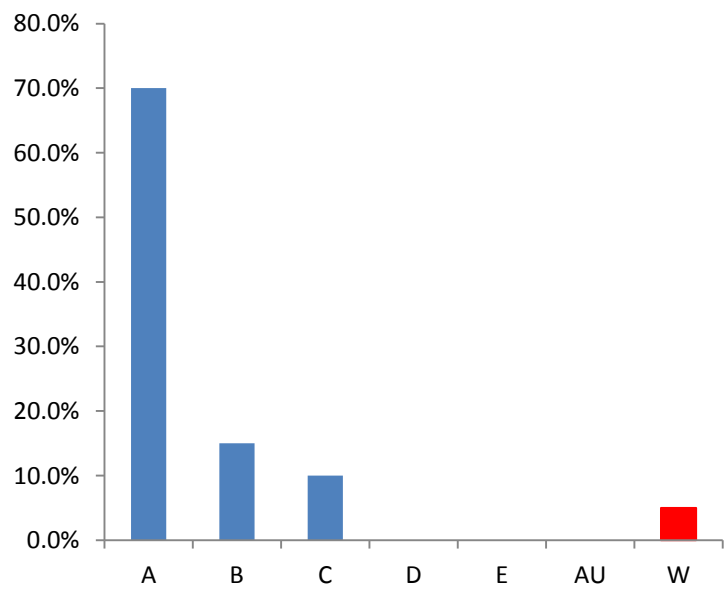
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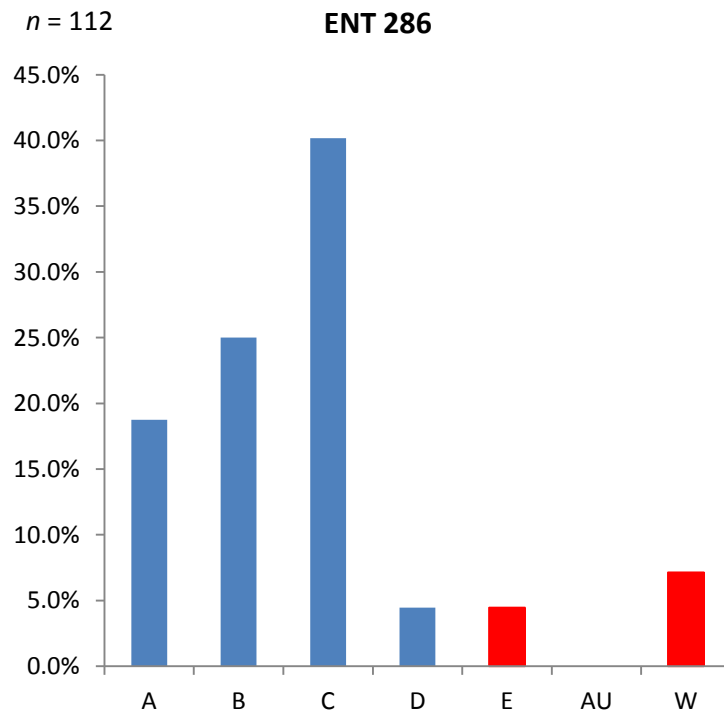
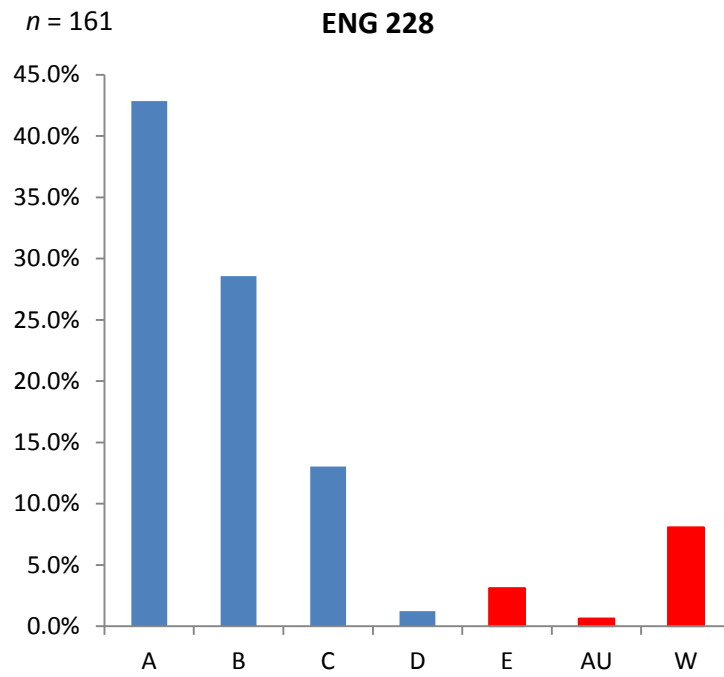
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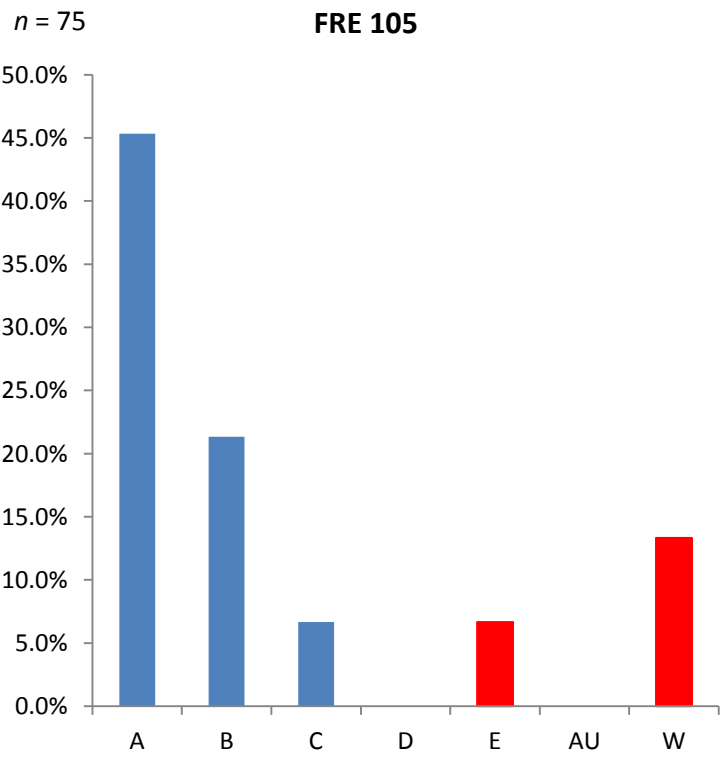
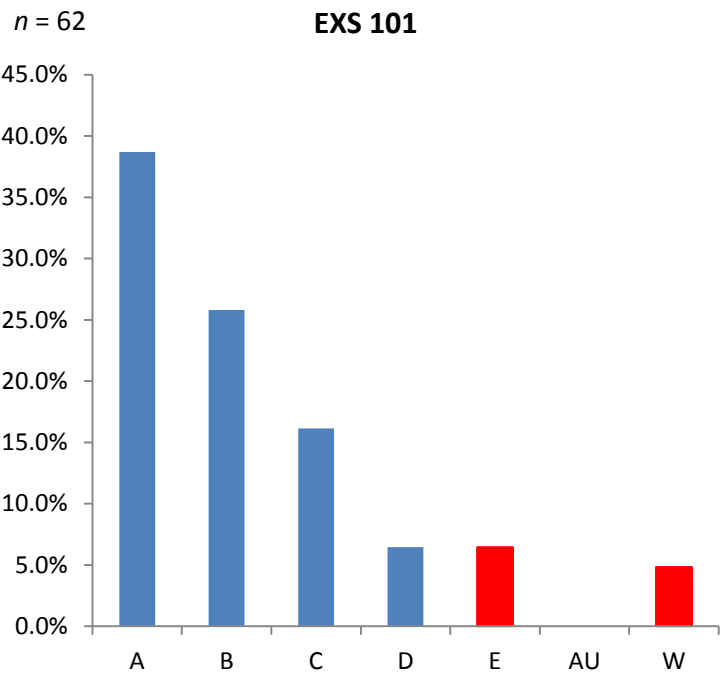


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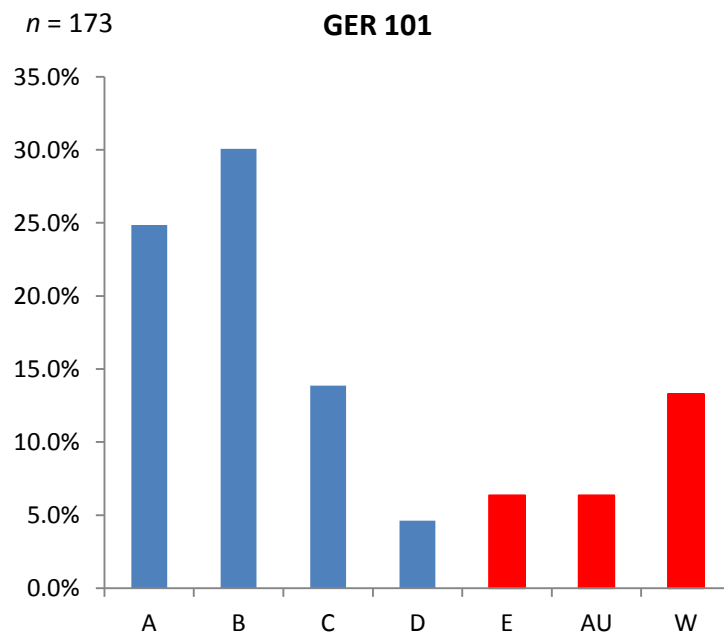
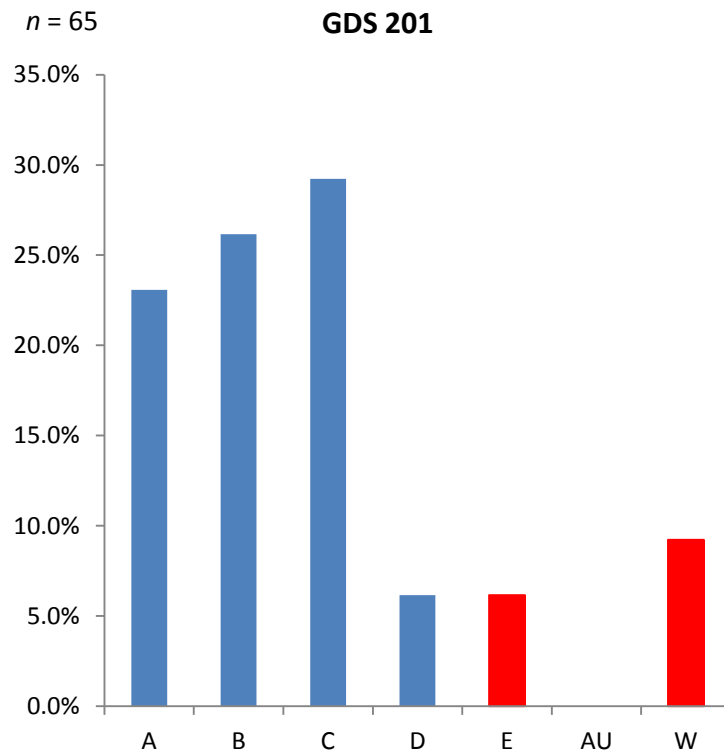


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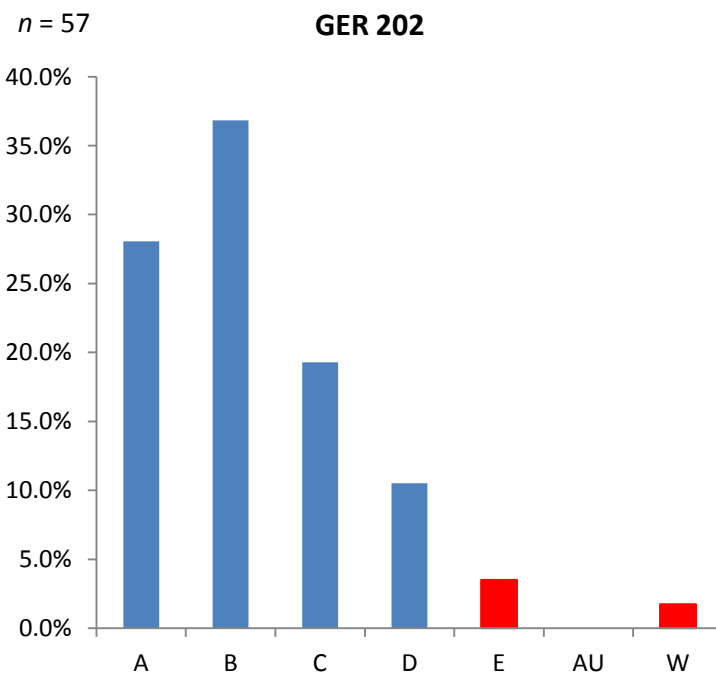
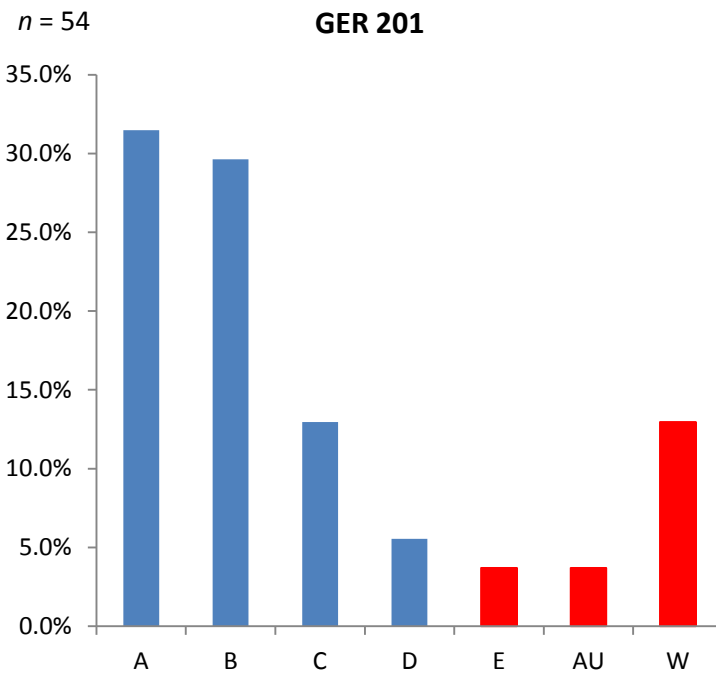
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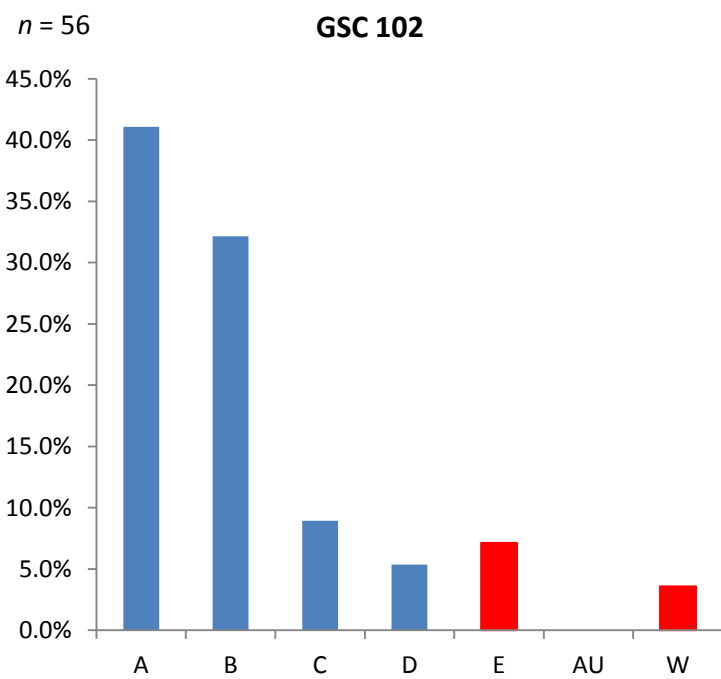
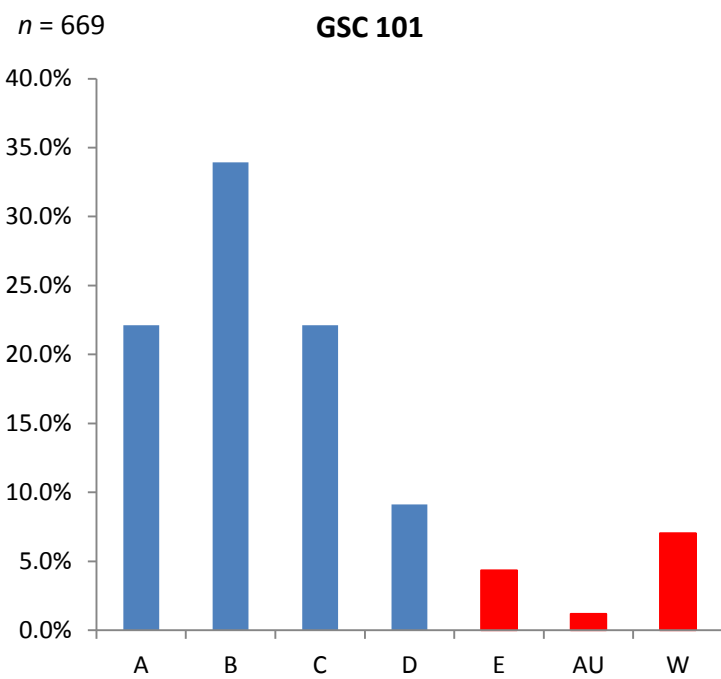
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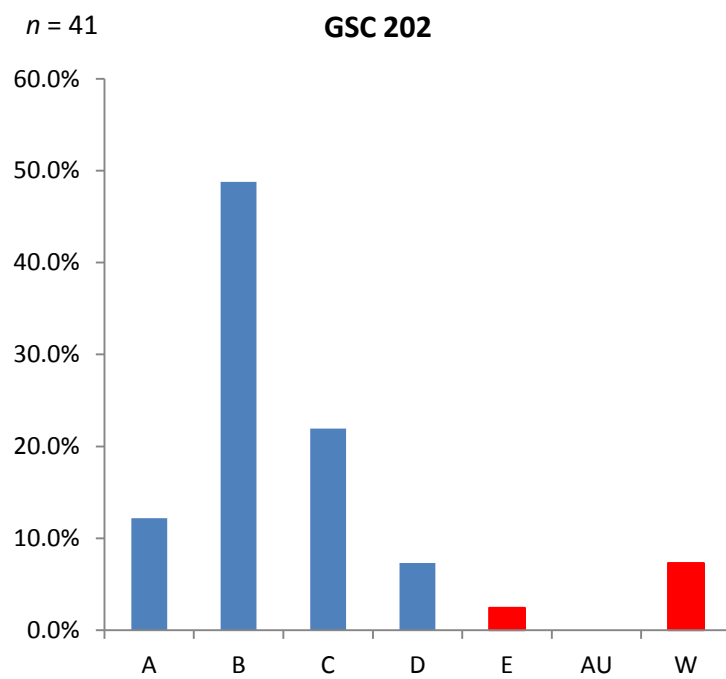
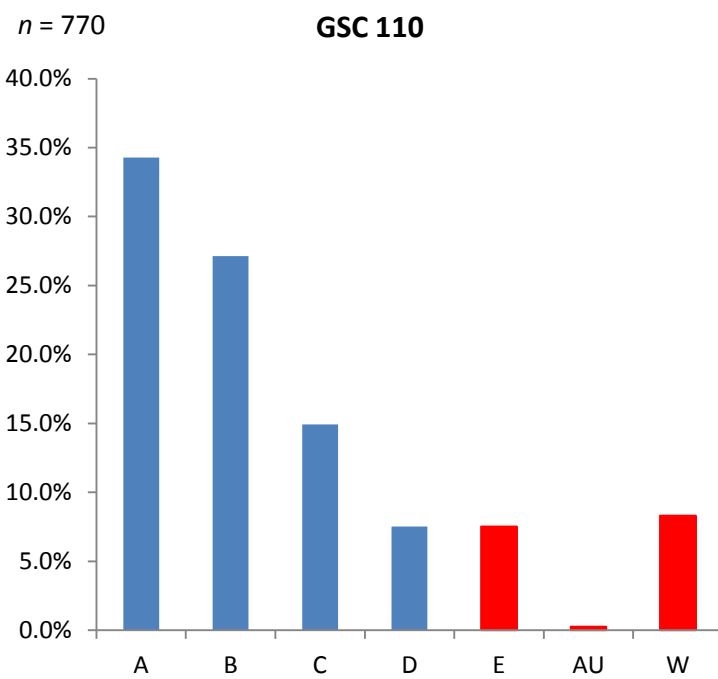
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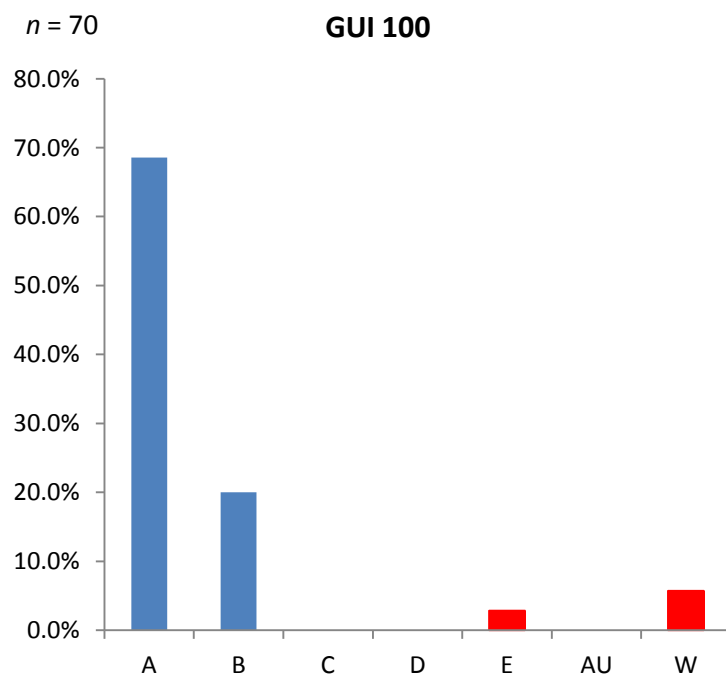
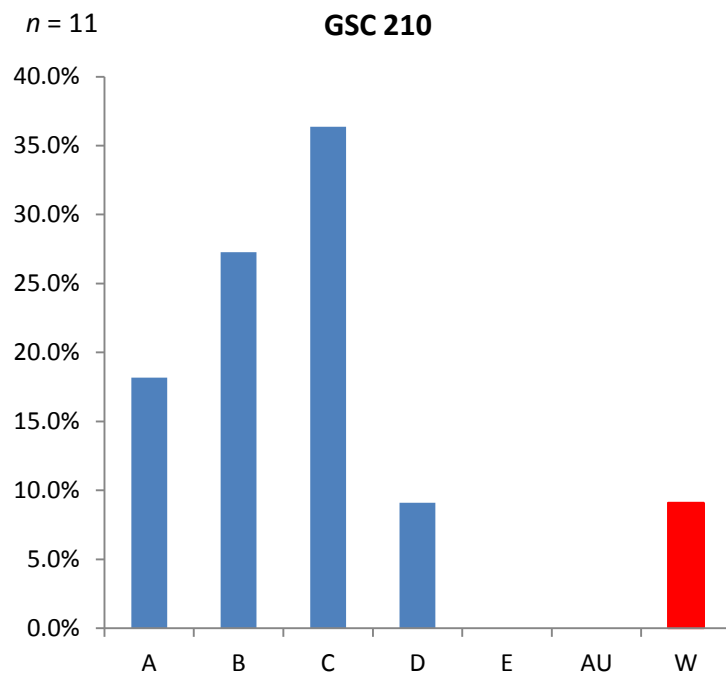
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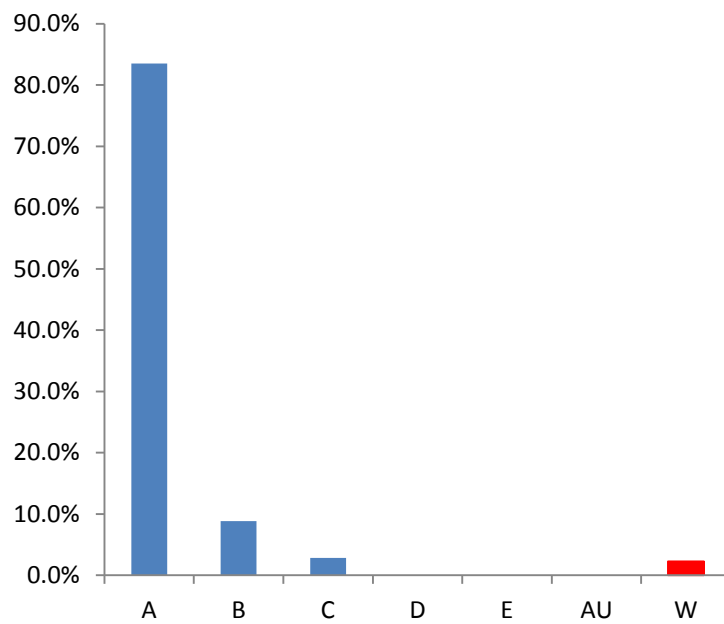


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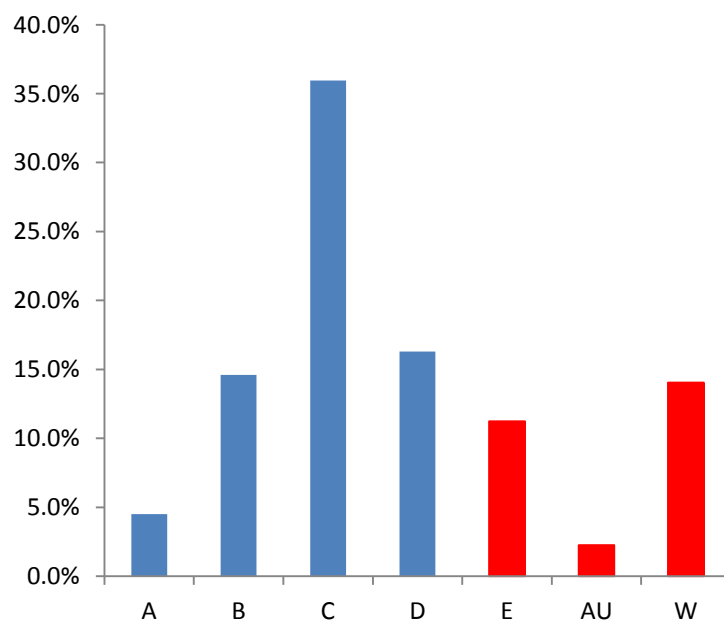
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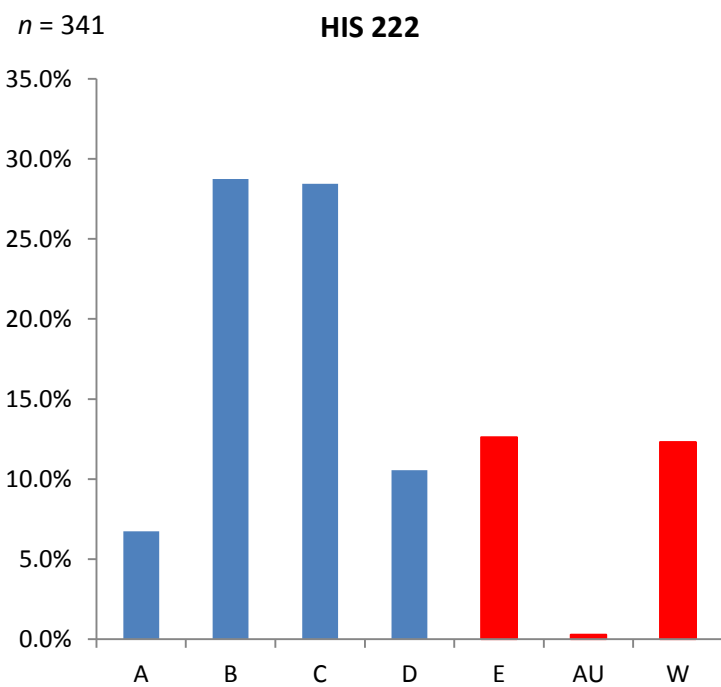
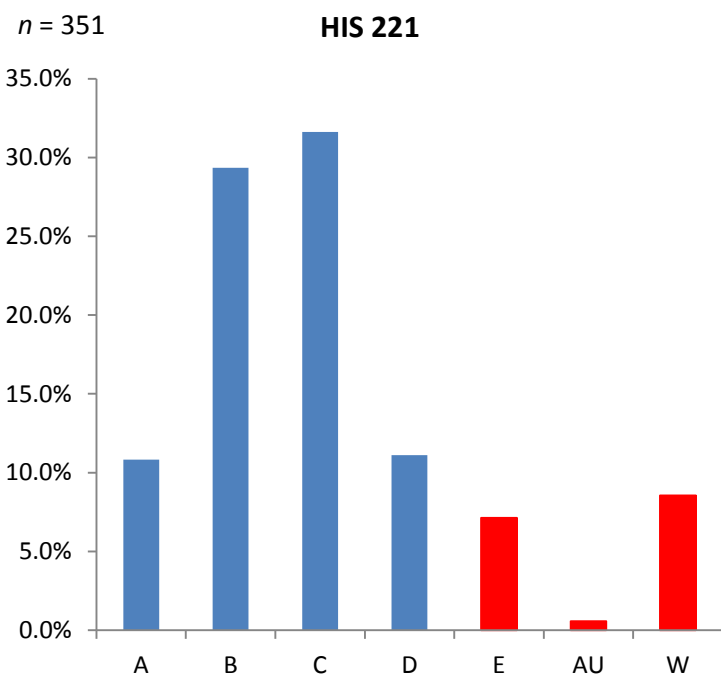
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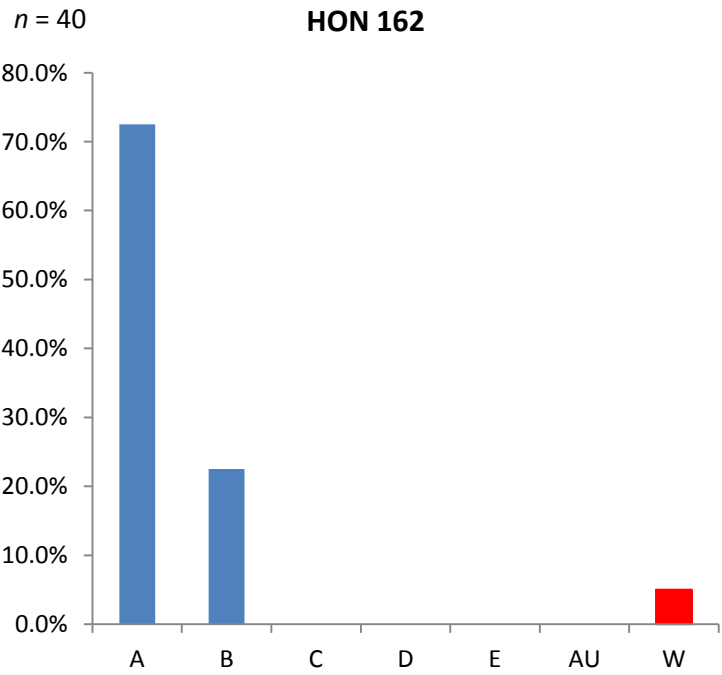
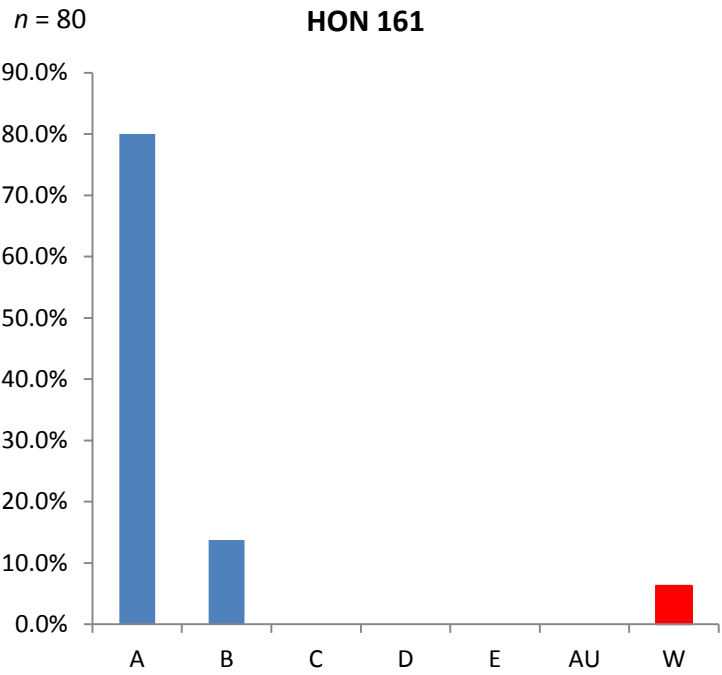


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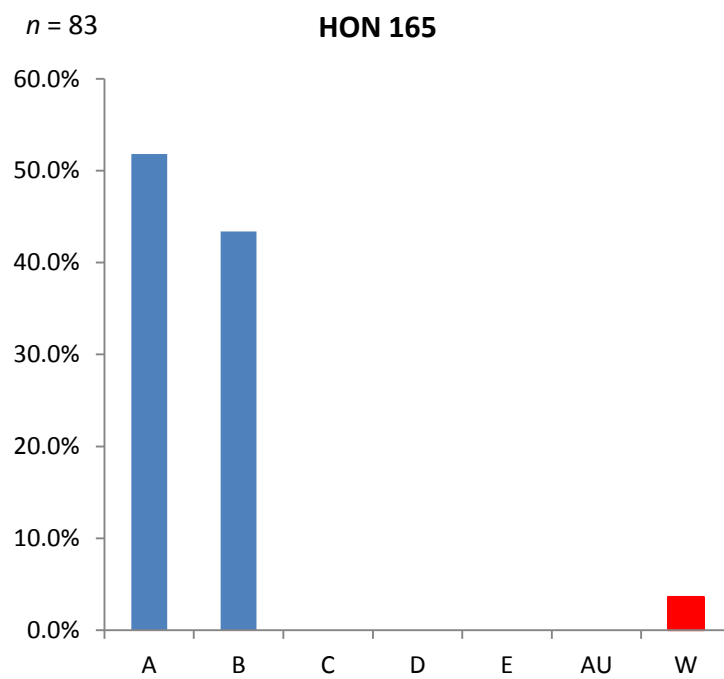
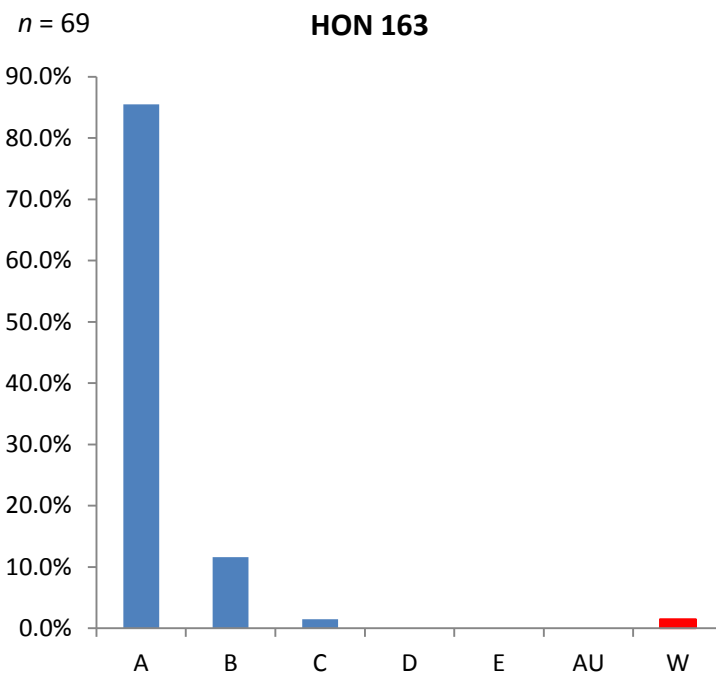


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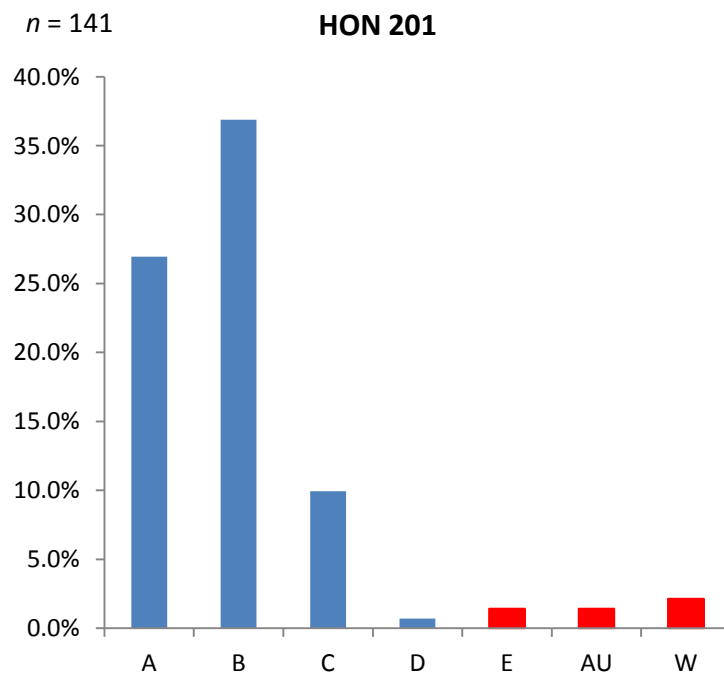
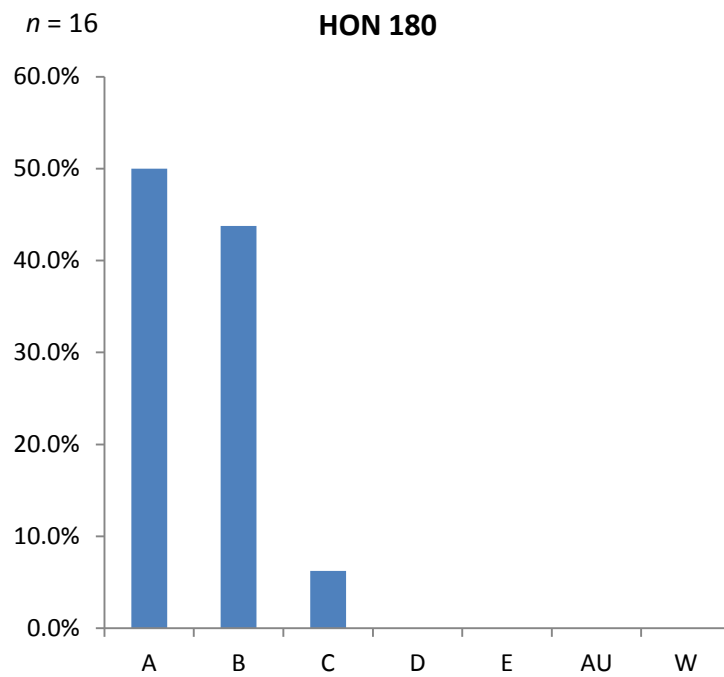
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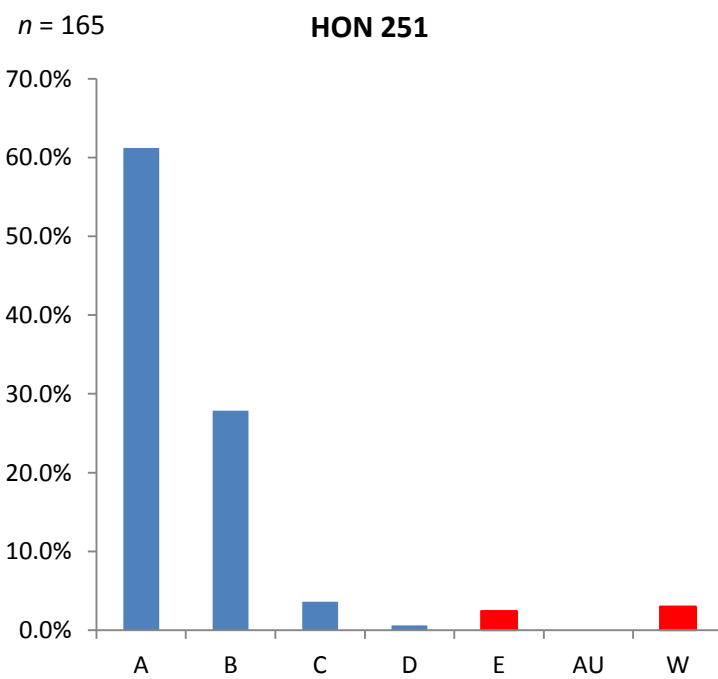
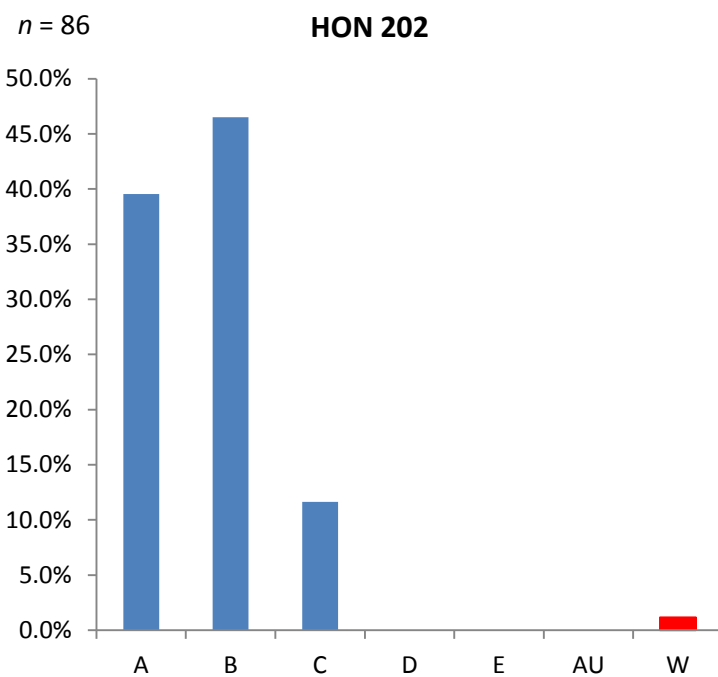
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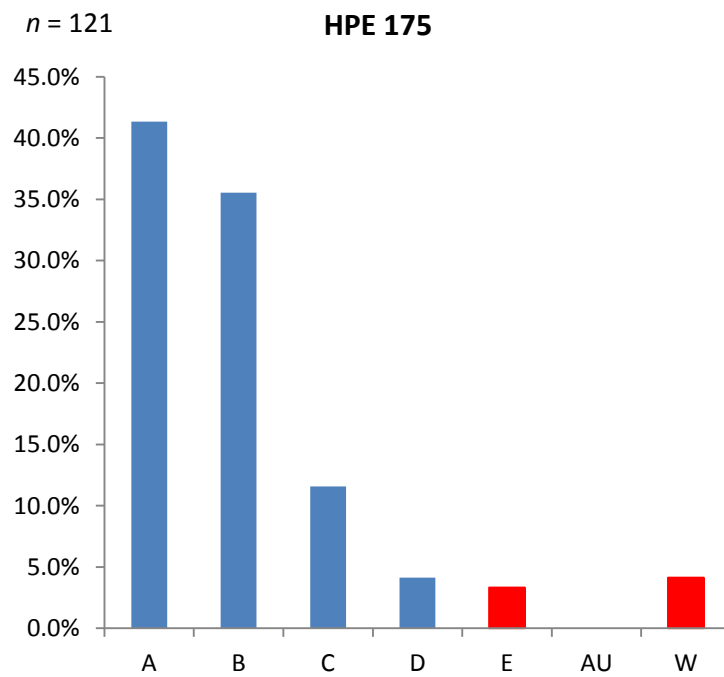
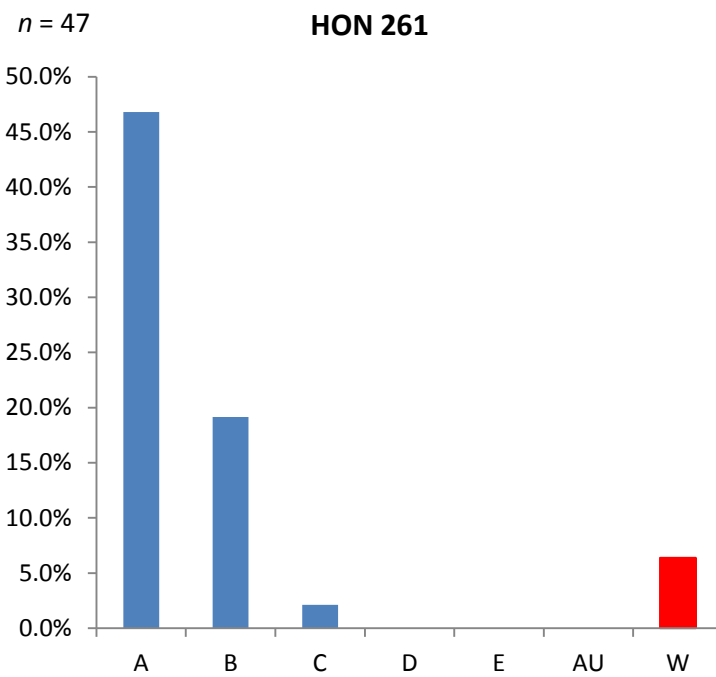
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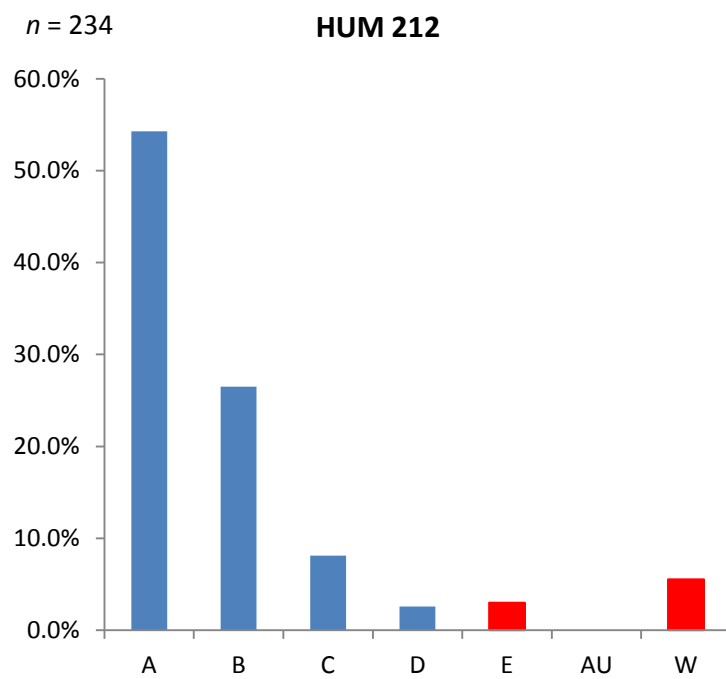
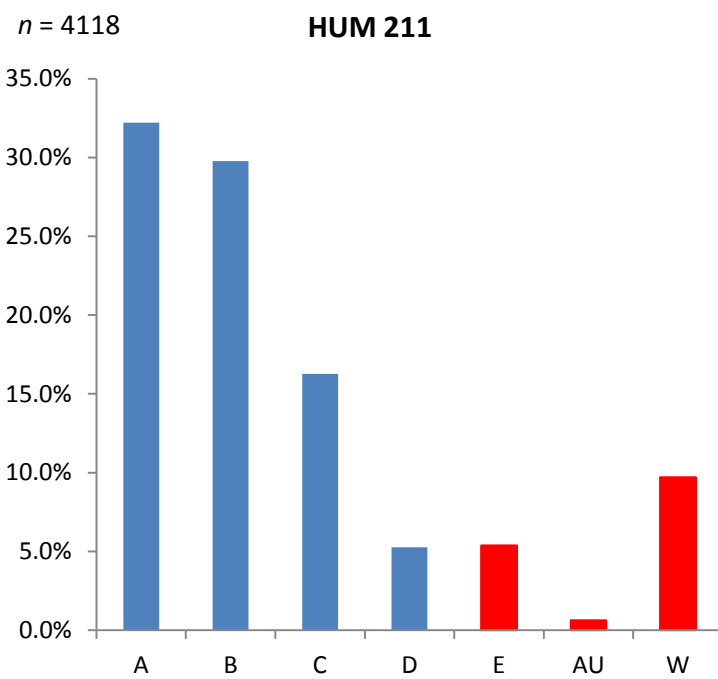
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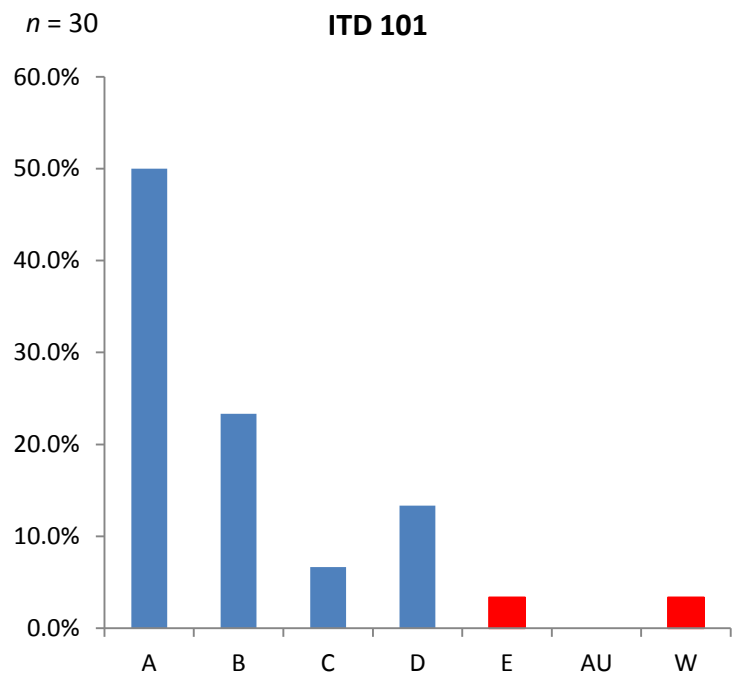
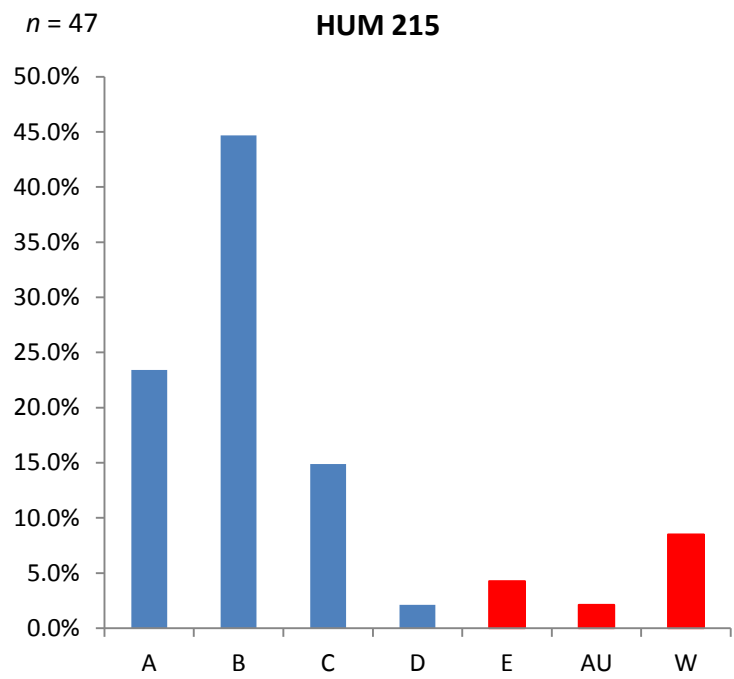


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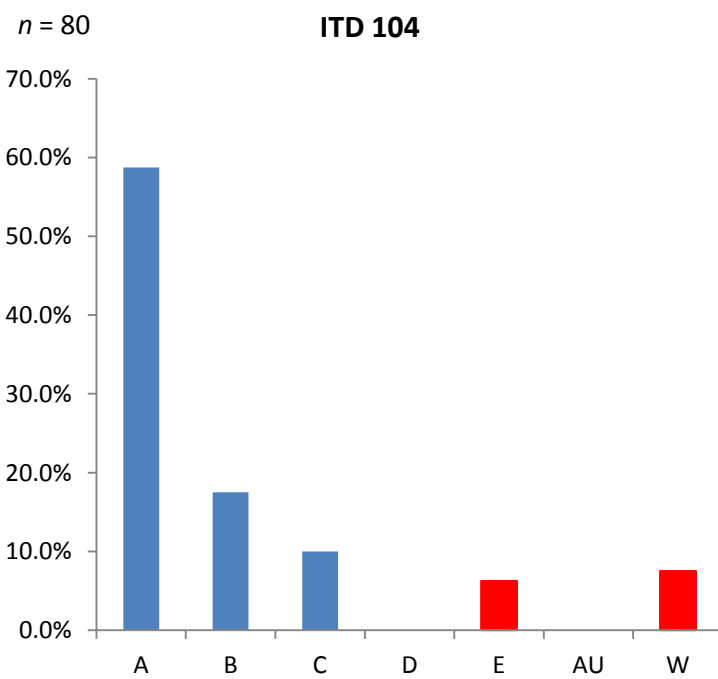
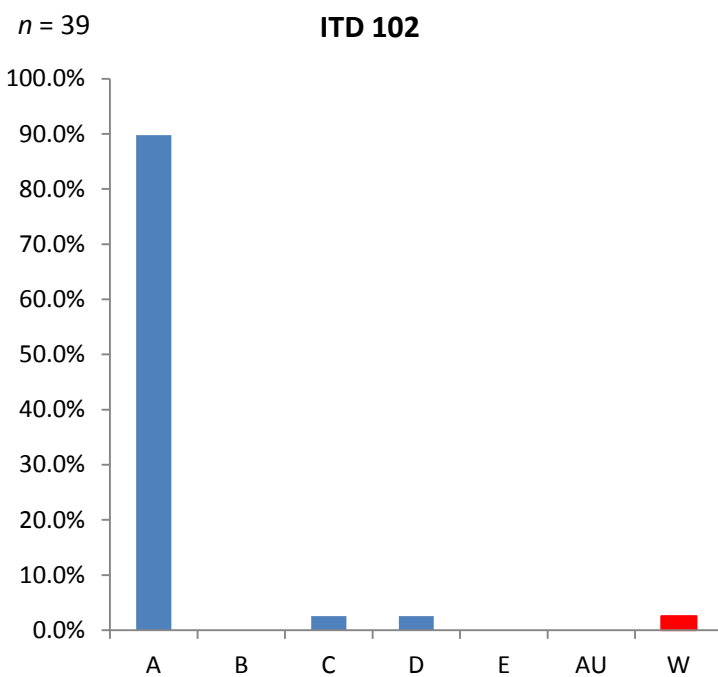


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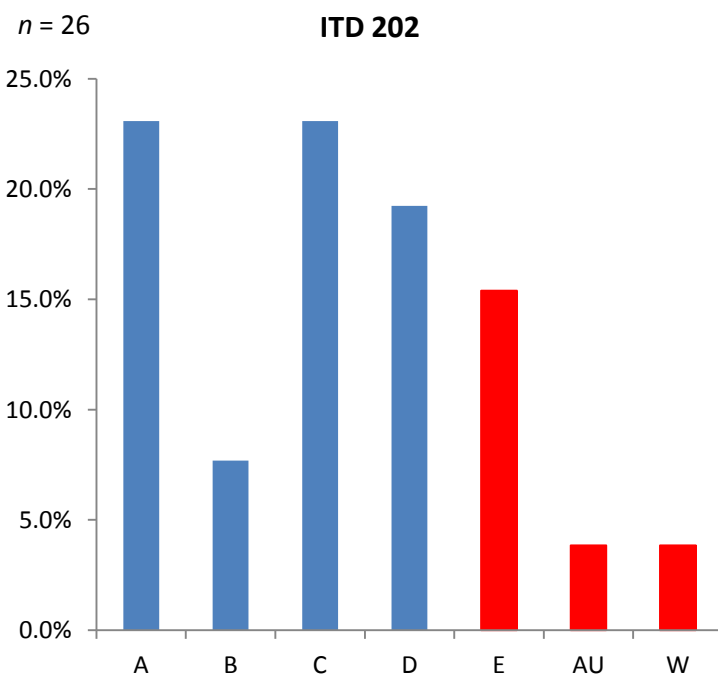
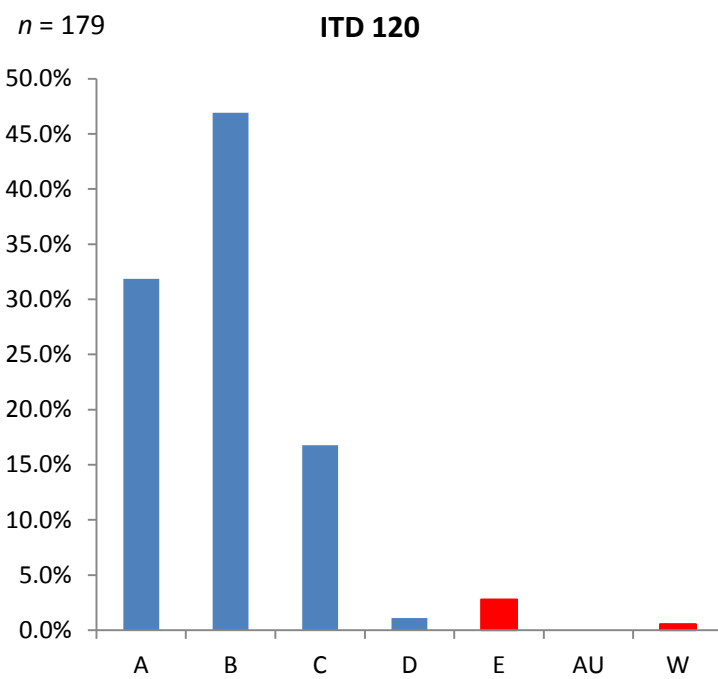
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324

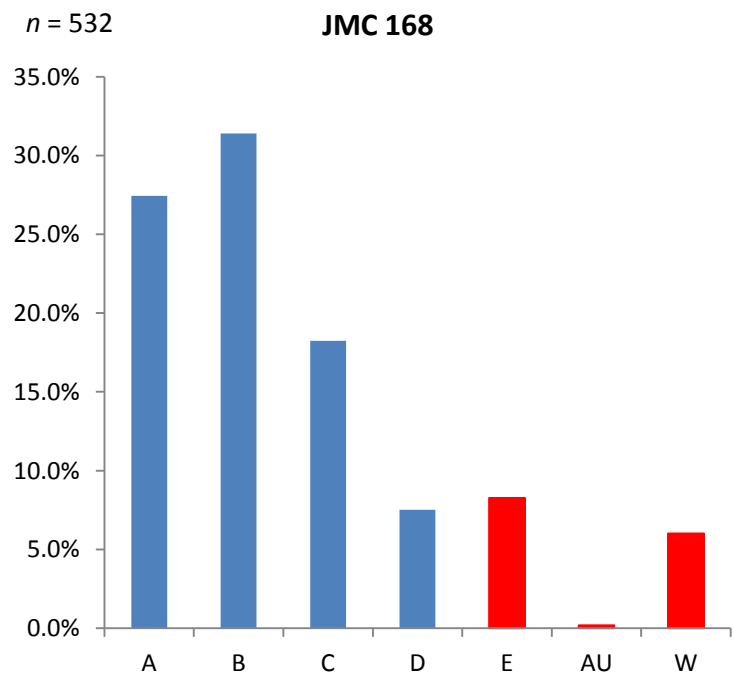
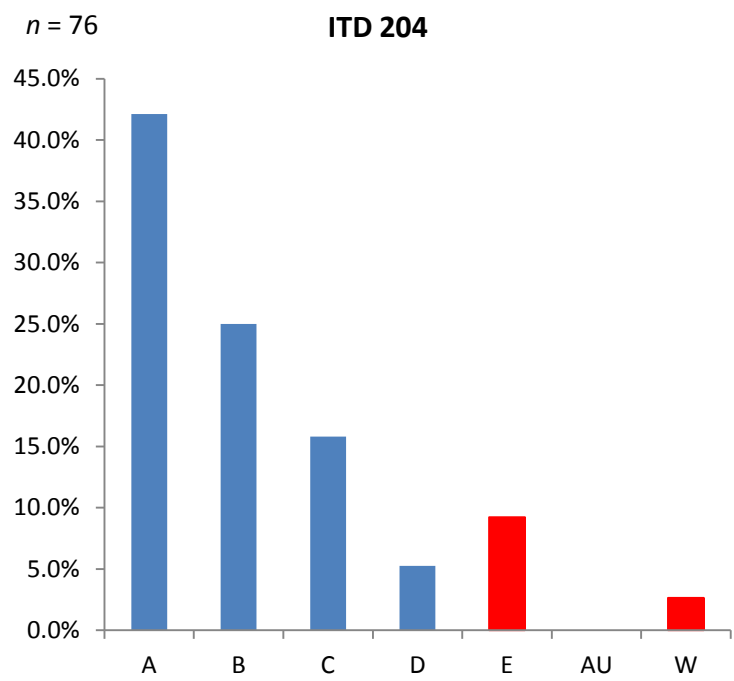


EXPERIENTIAL LEARNING DATA

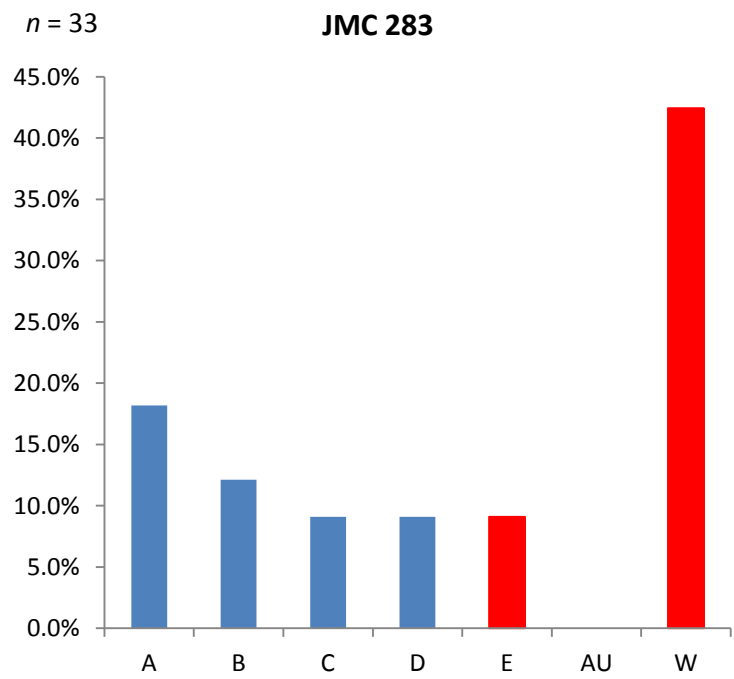
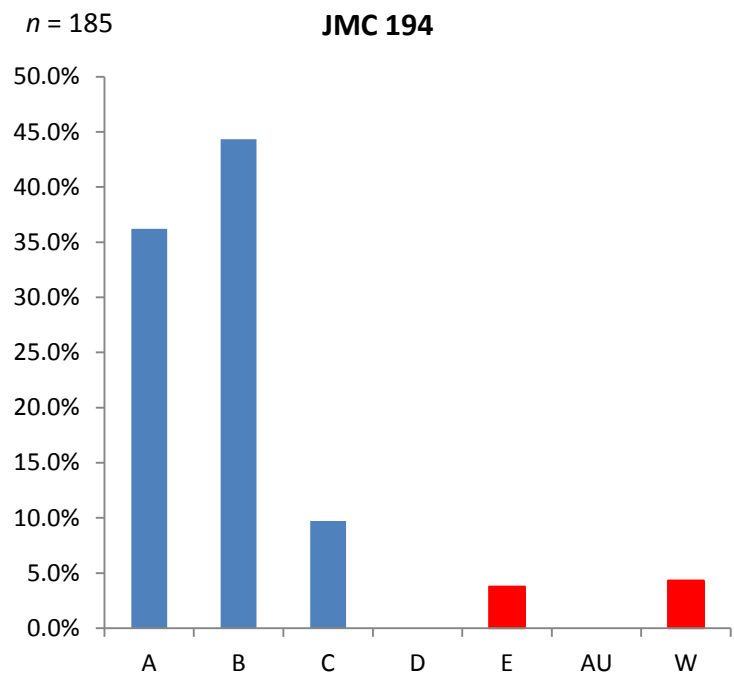
325



EXPERIENTIAL LEARNING DATA
326

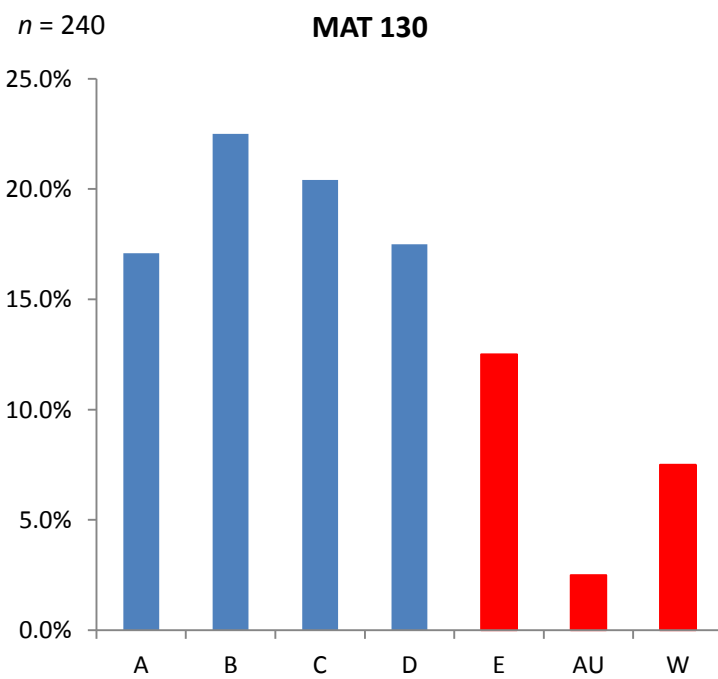
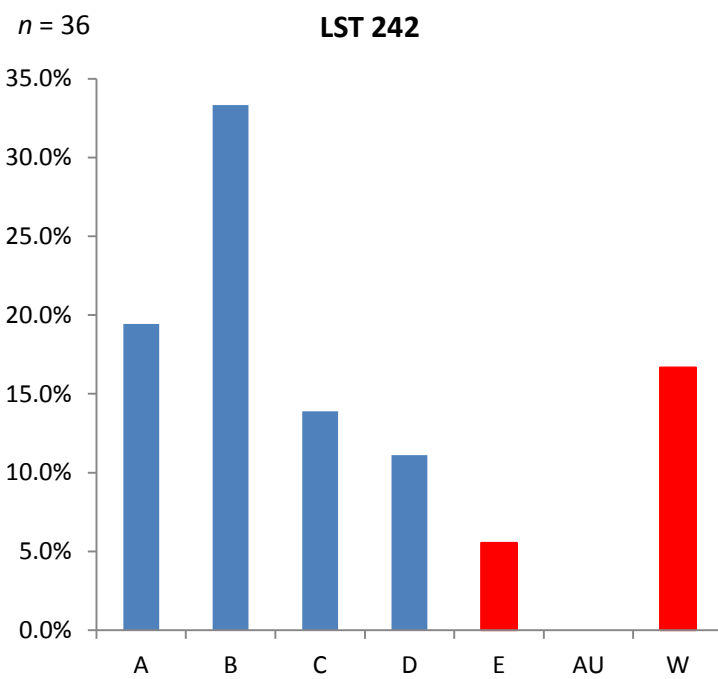


EXPERIENTIAL LEARNING DATA
327

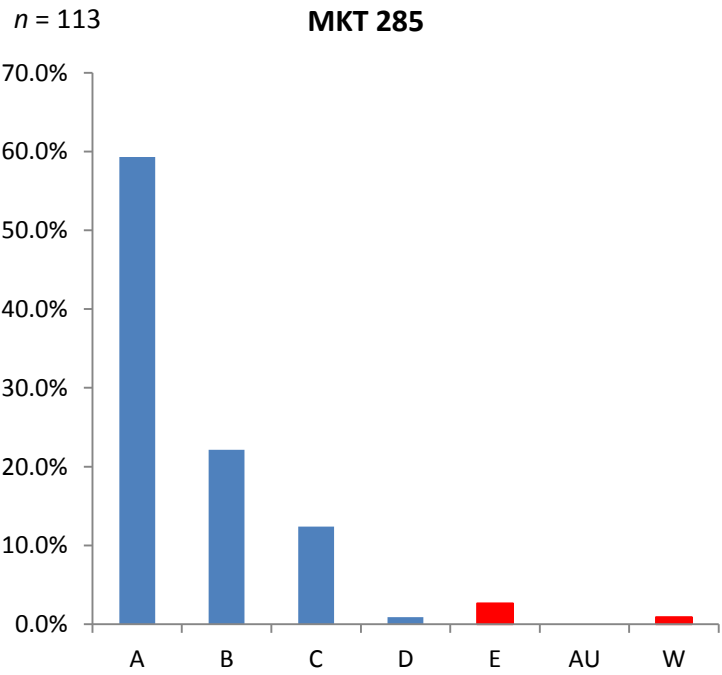
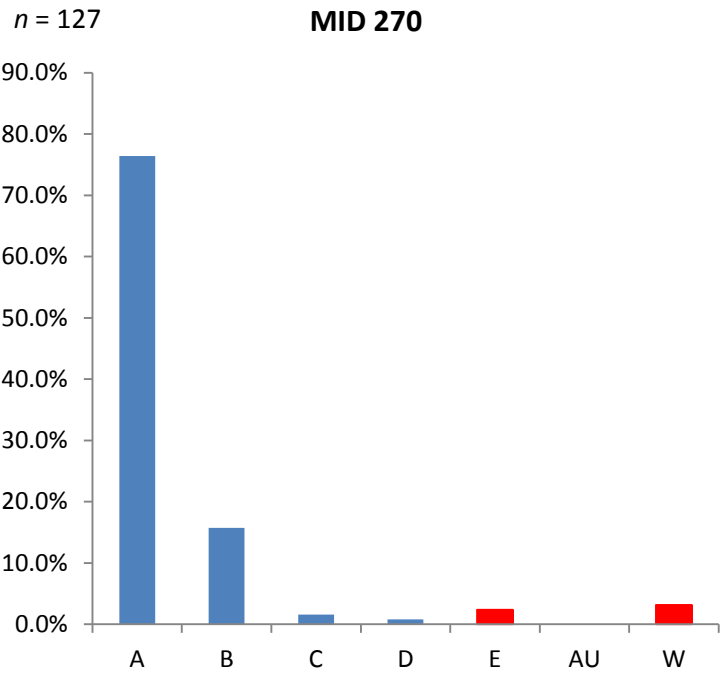


EXPERIENTIAL LEARNING DATA

328

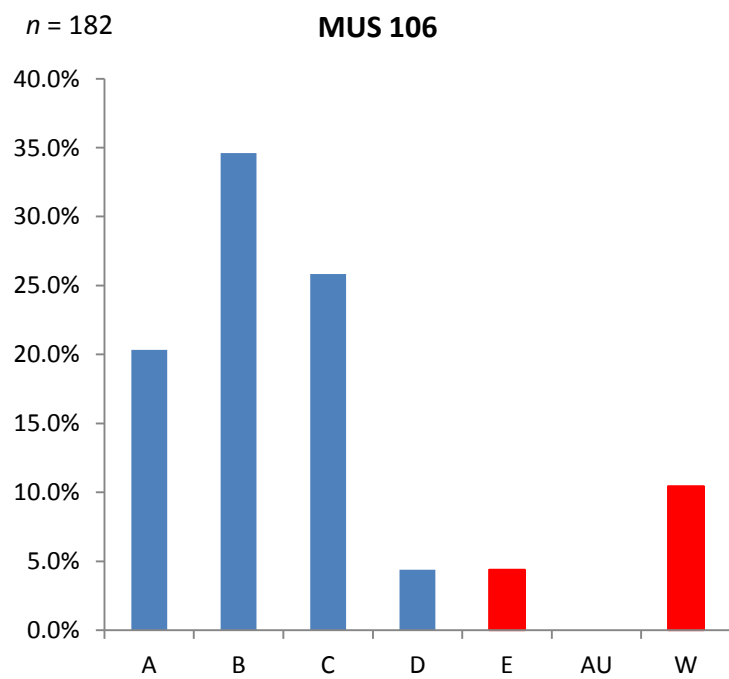
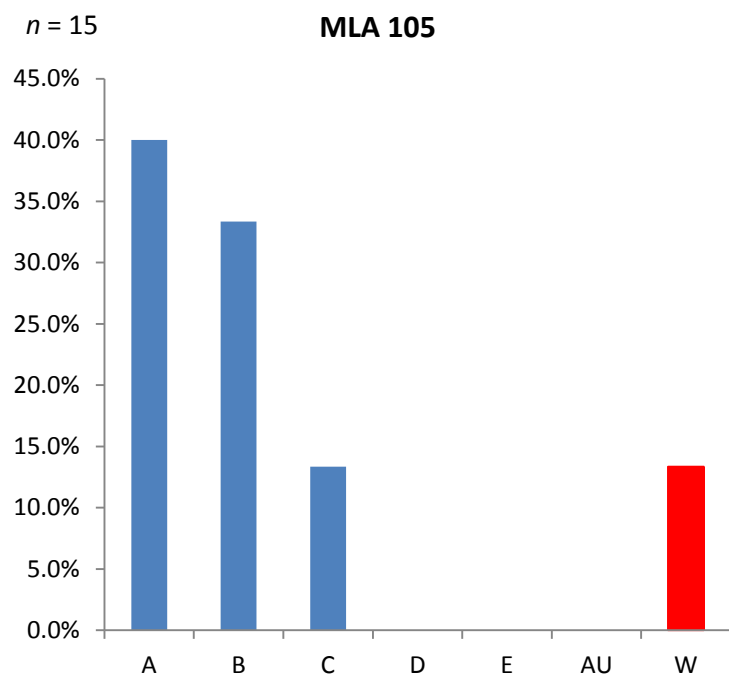


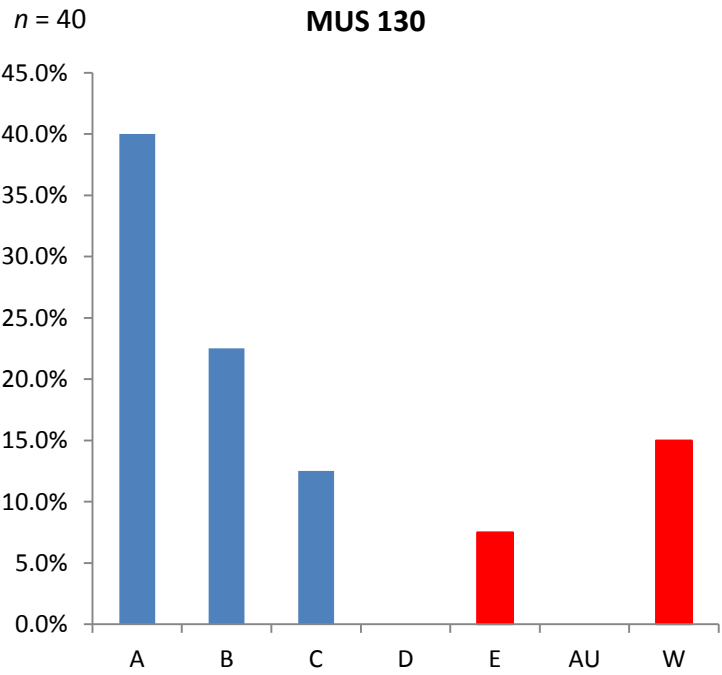
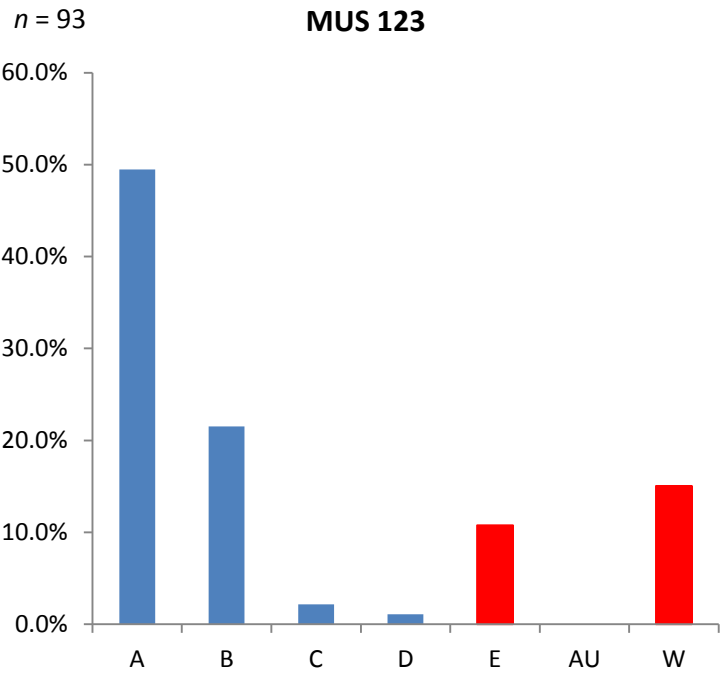
EXPERIENTIAL LEARNING DATA
329



EXPERIENTIAL LEARNING DATA

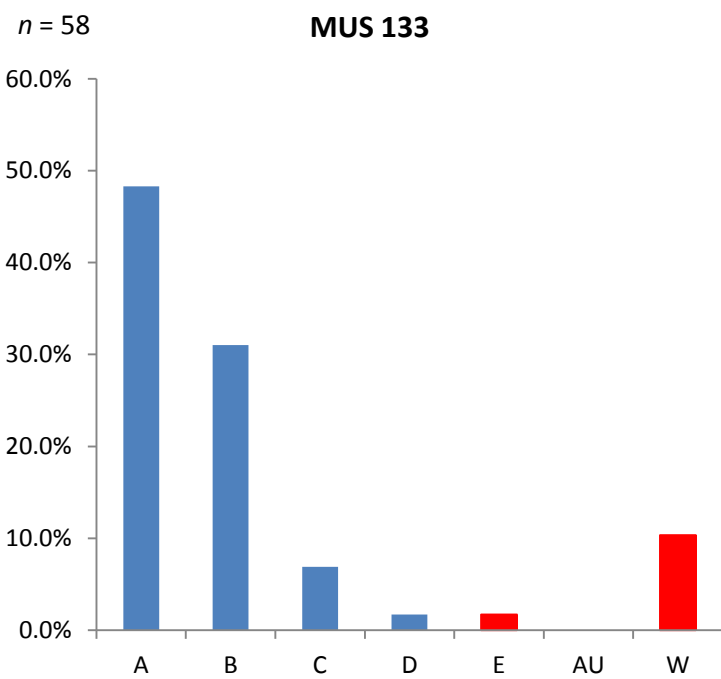
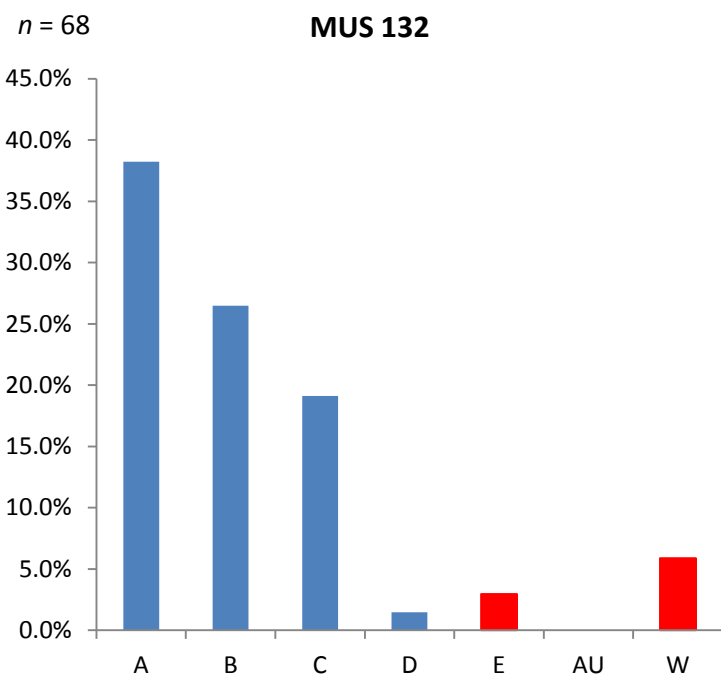
330





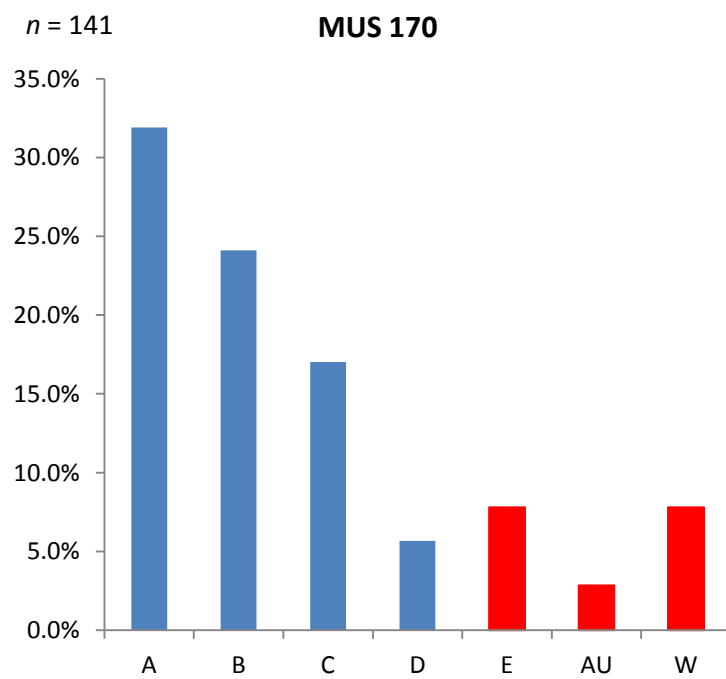
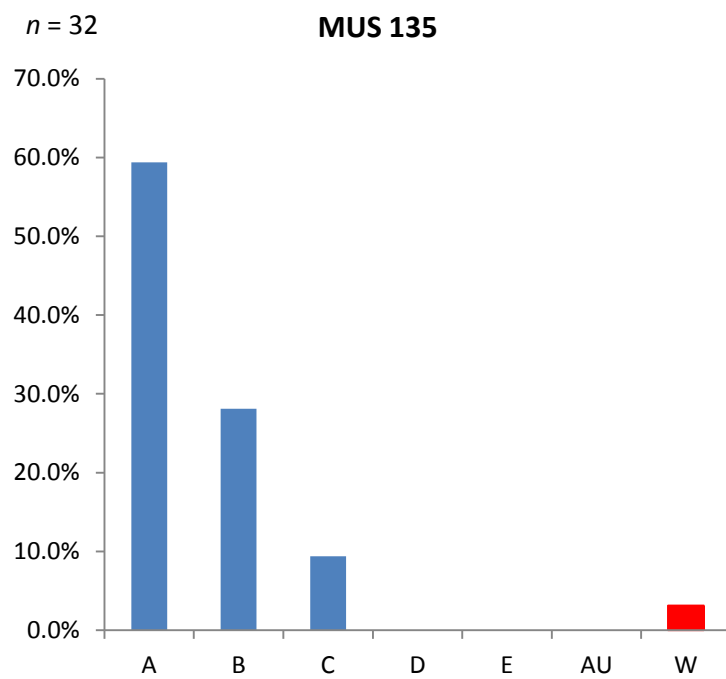
EXPERIENTIAL LEARNING DATA

332

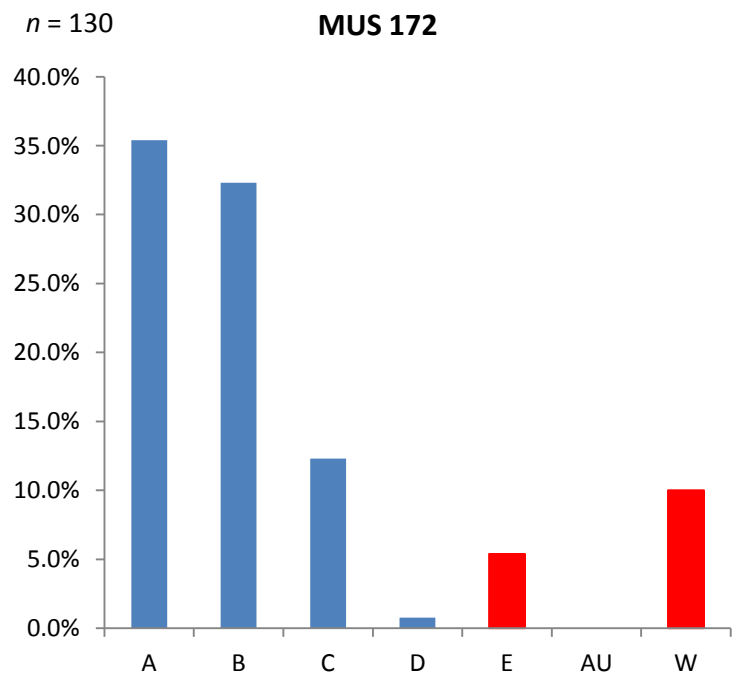
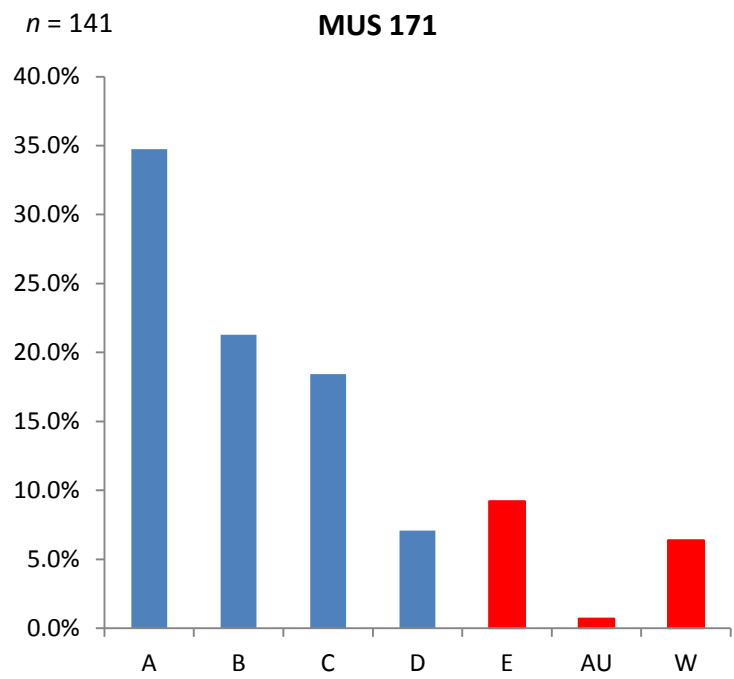


EXPERIENTIAL LEARNING DATA

333

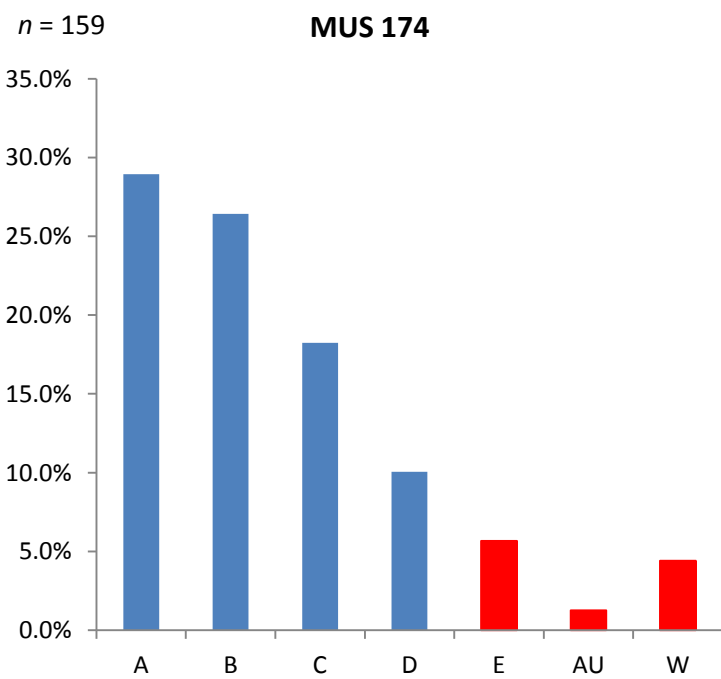
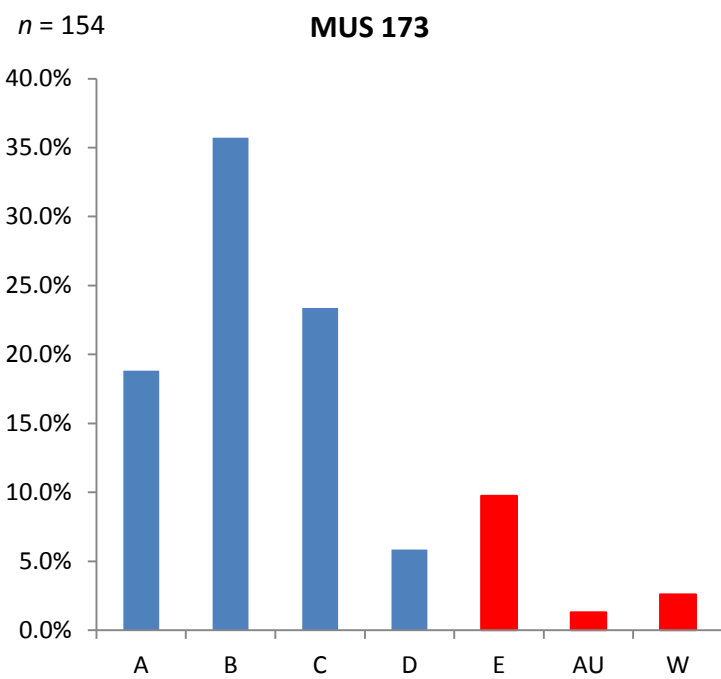


EXPERIENTIAL LEARNING DATA
334

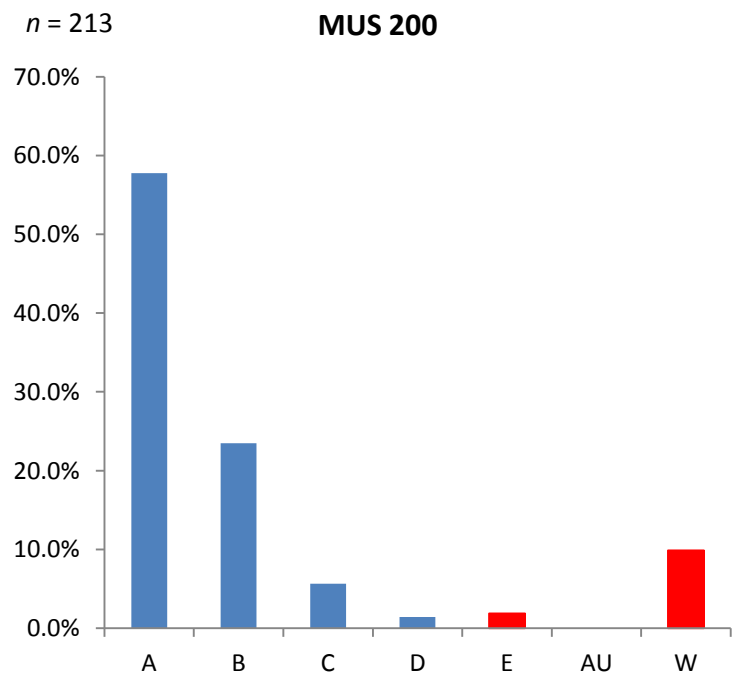
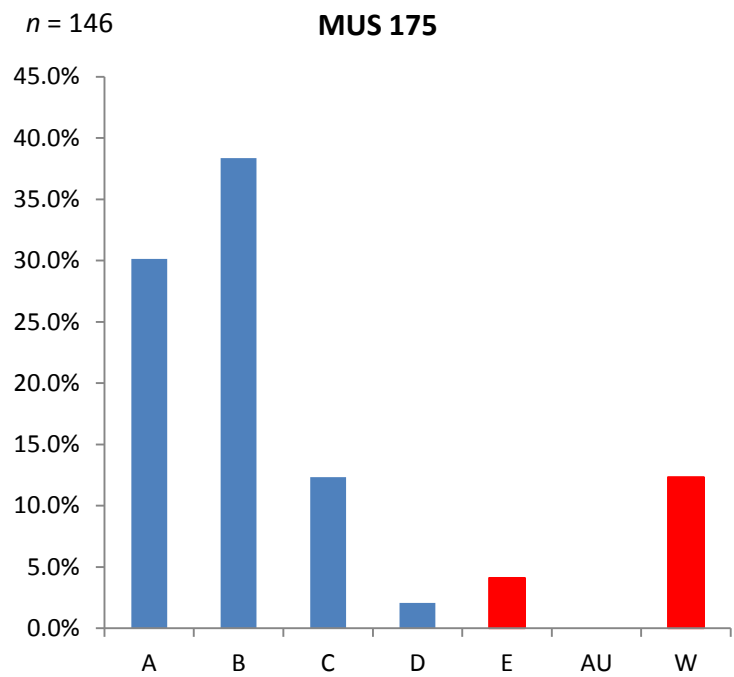


EXPERIENTIAL LEARNING DATA

335

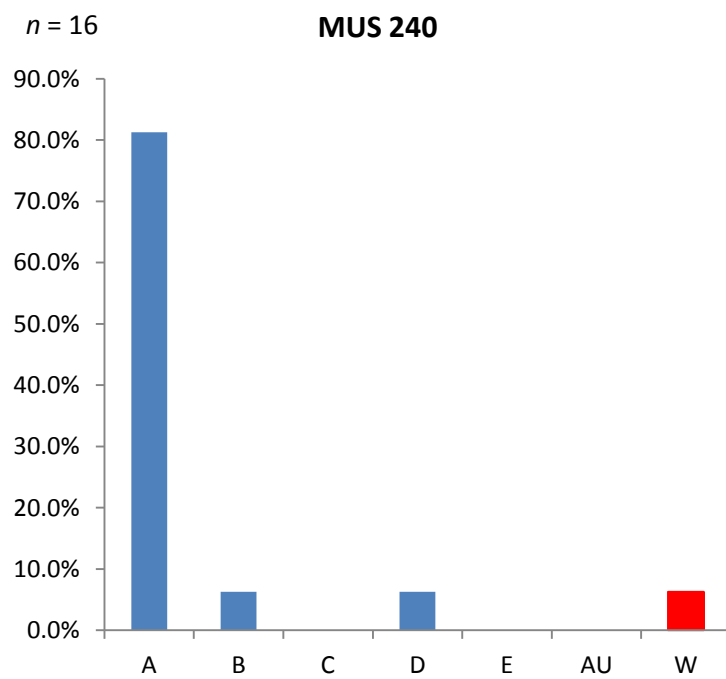
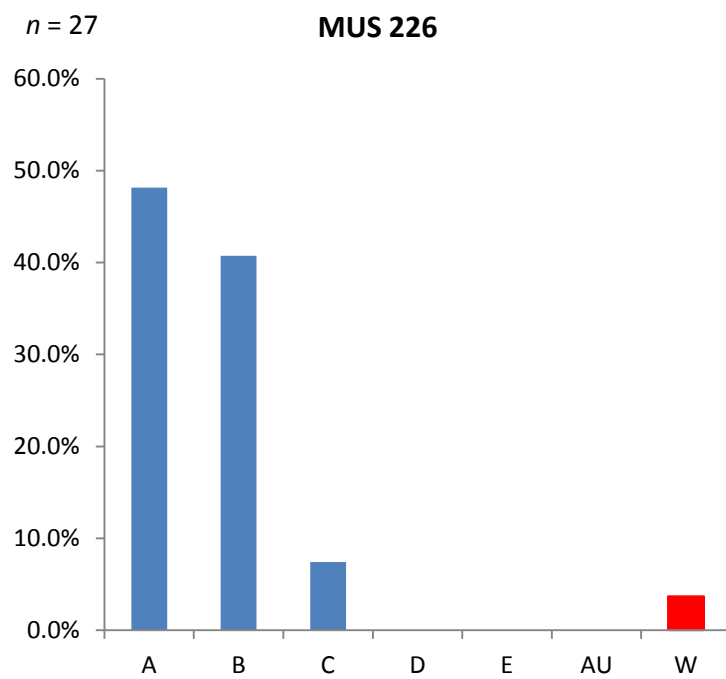


EXPERIENTIAL LEARNING DATA
336



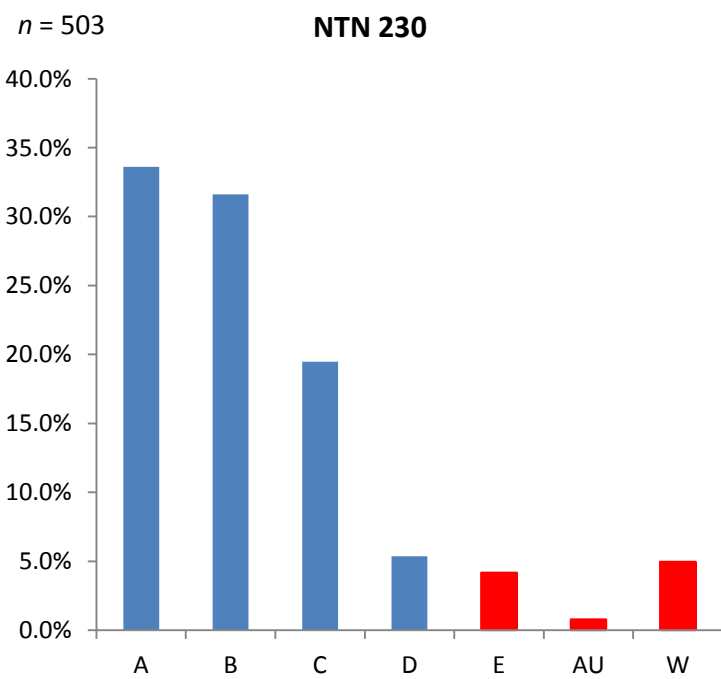
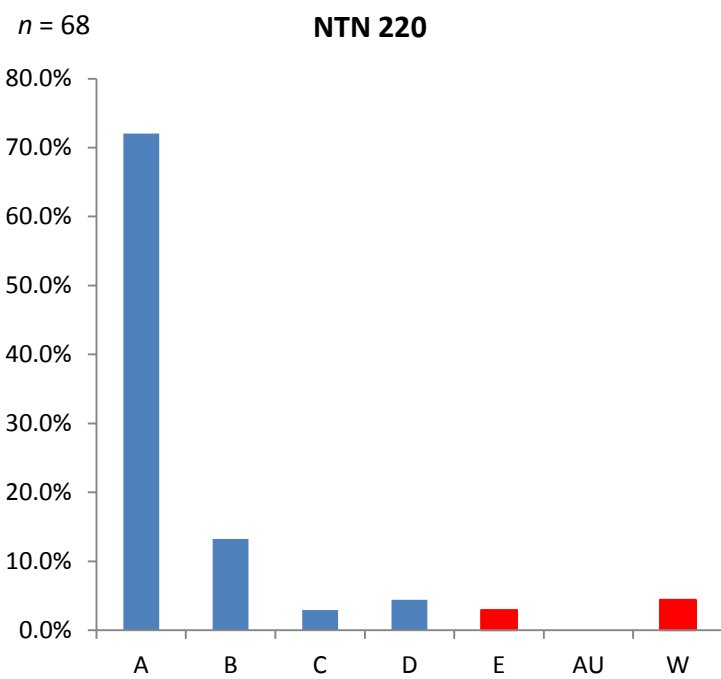
EXPERIENTIAL LEARNING DATA

337



EXPERIENTIAL LEARNING DATA

338

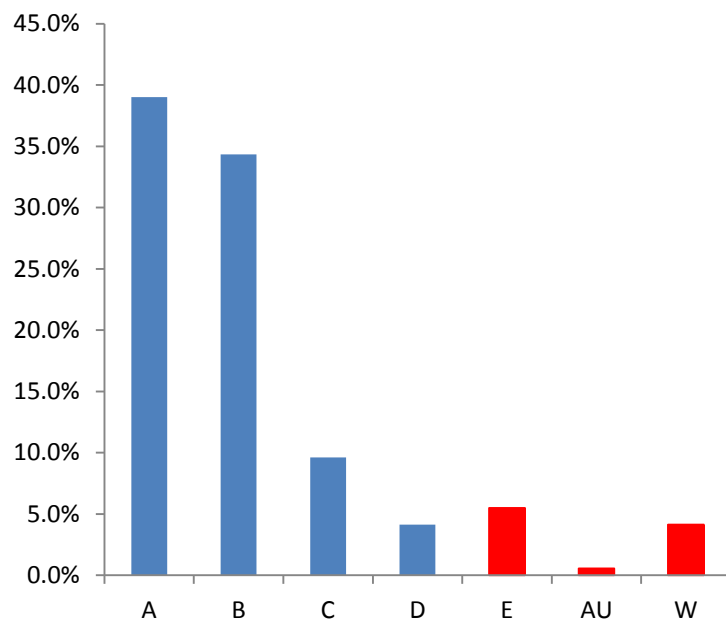


EXPERIENTIAL LEARNING DATA

339

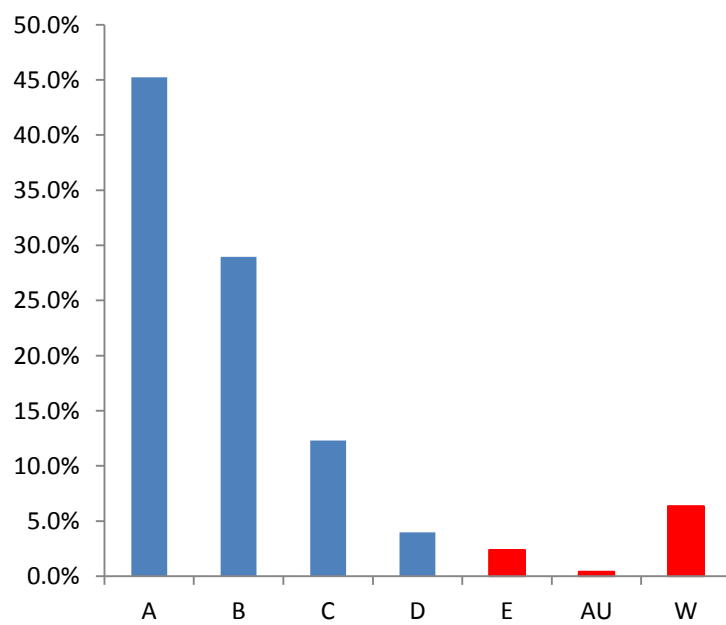
$n = 364$

OSH 101



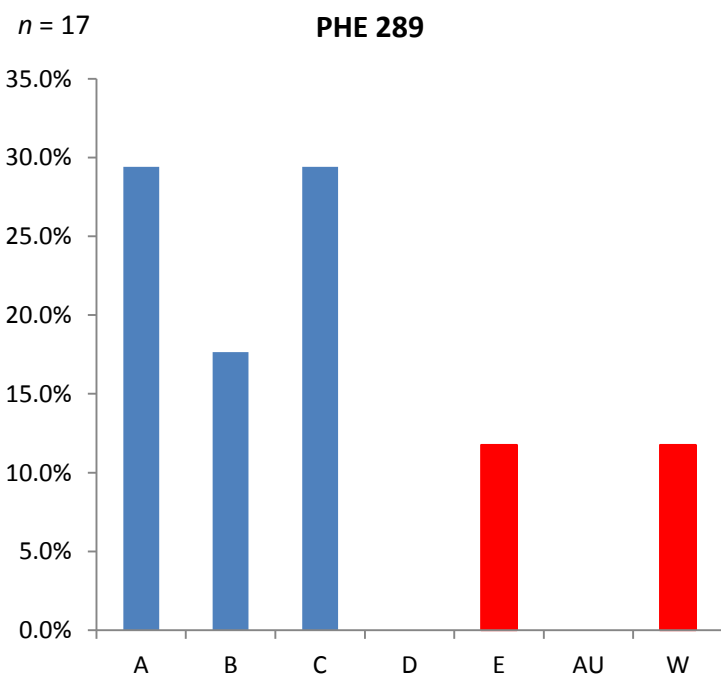
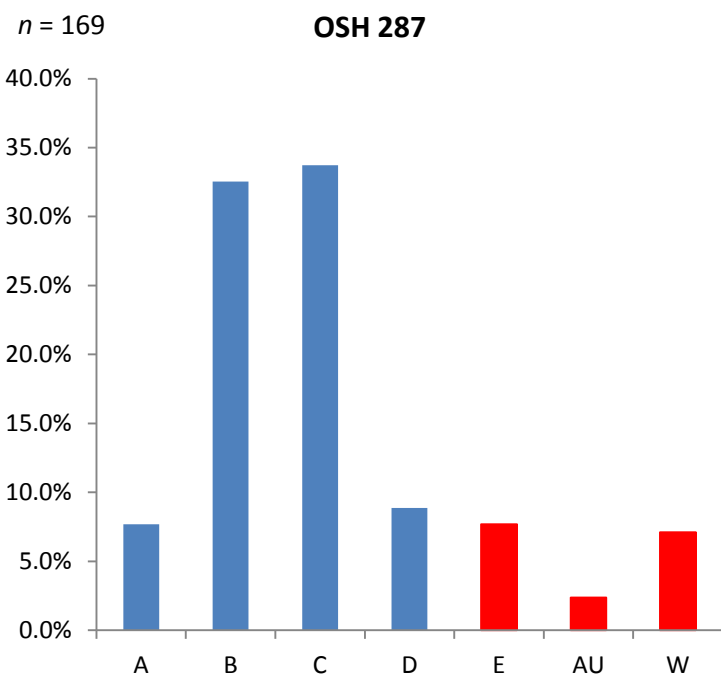
$n = 252$

OSH 192



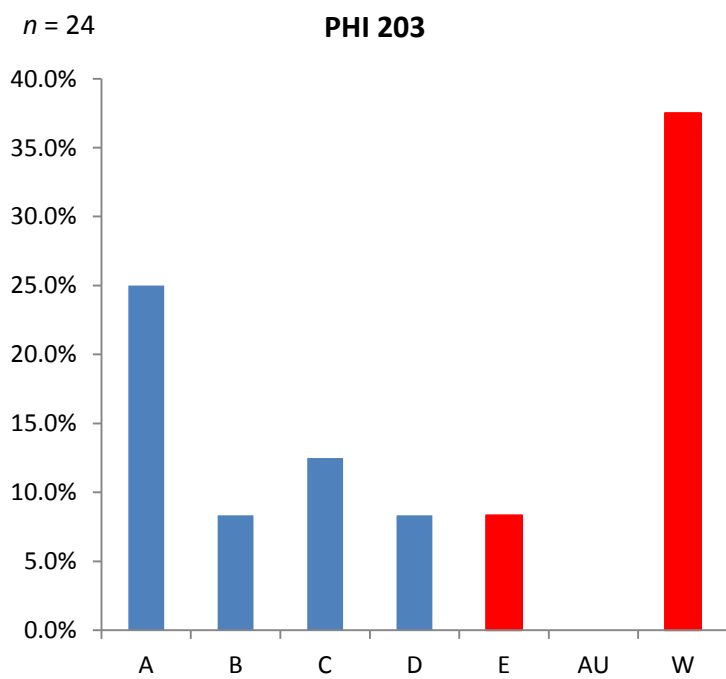
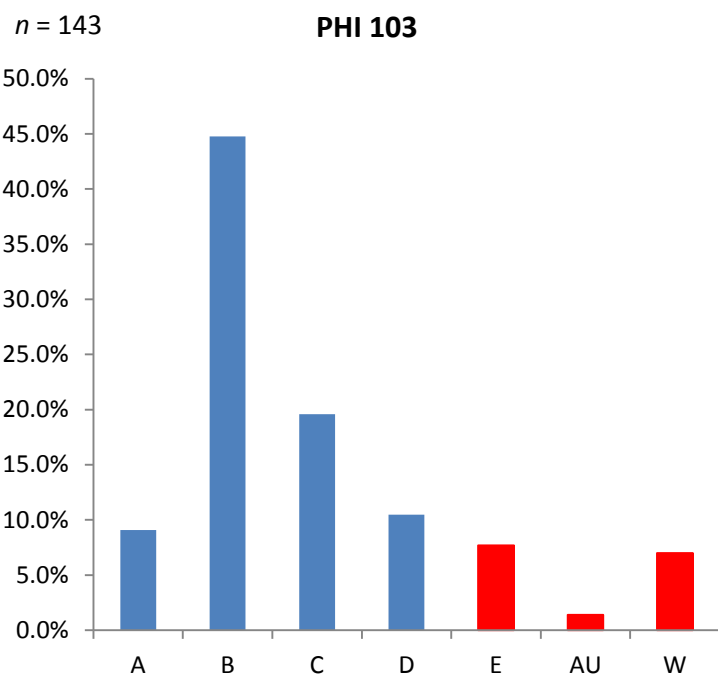
EXPERIENTIAL LEARNING DATA

340

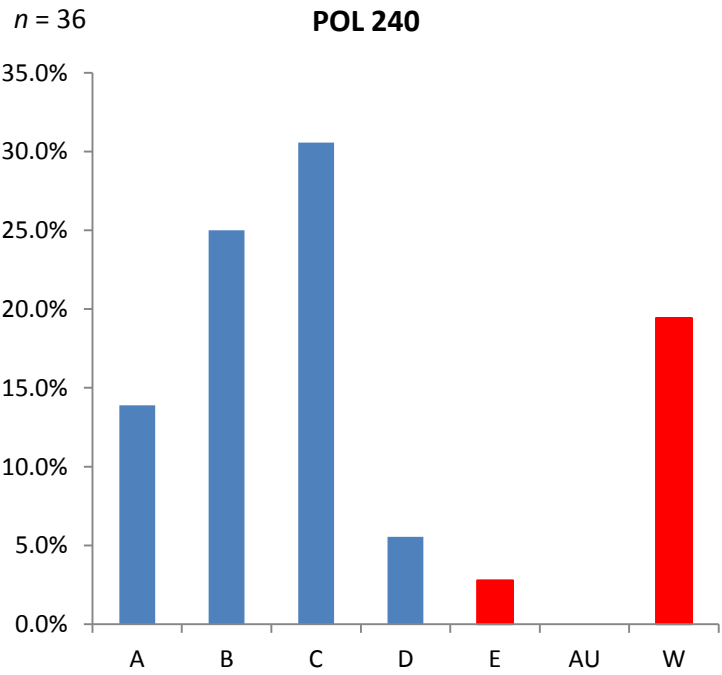
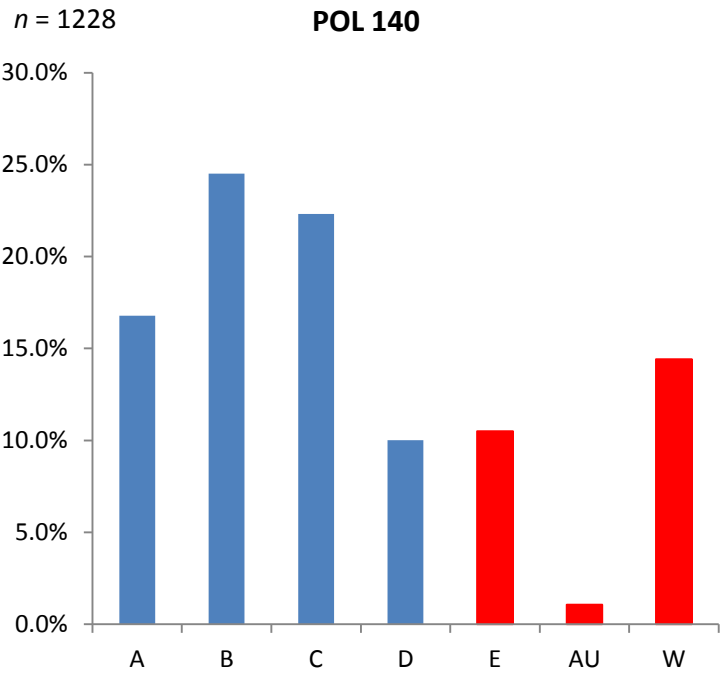


EXPERIENTIAL LEARNING DATA

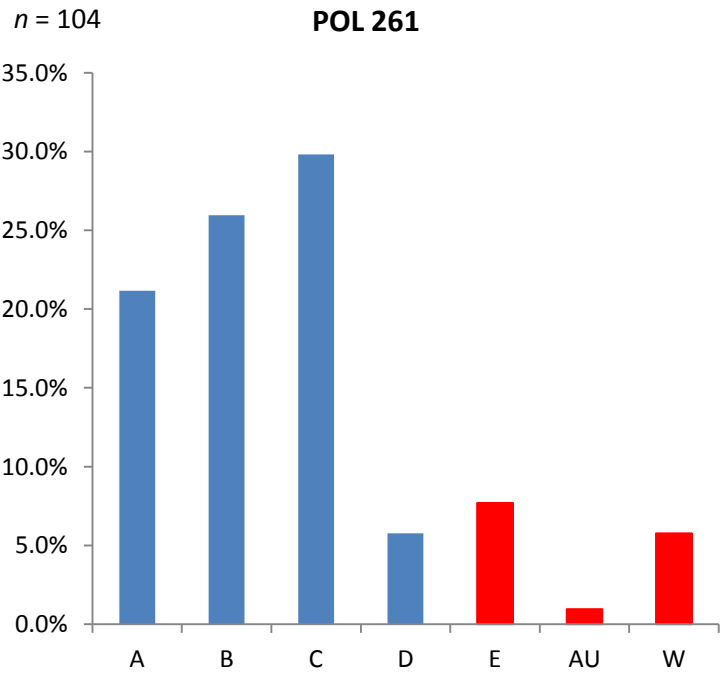
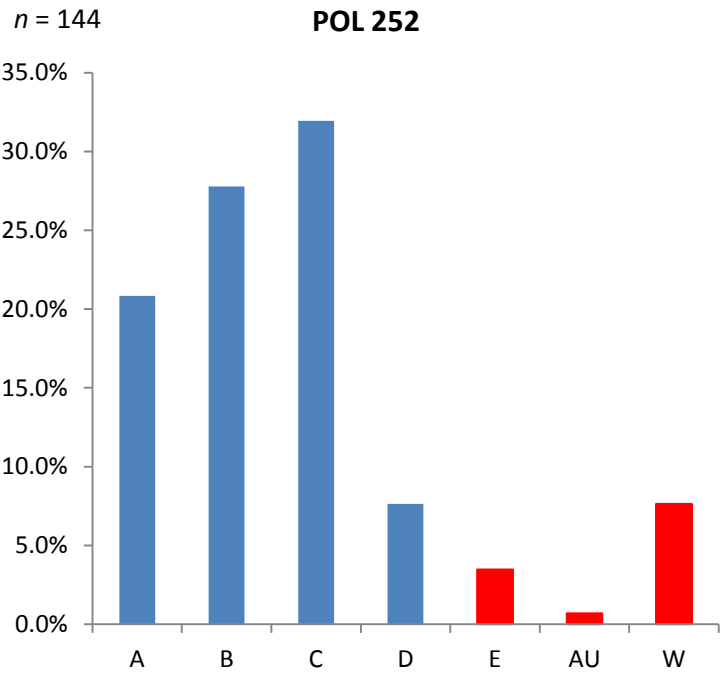
341



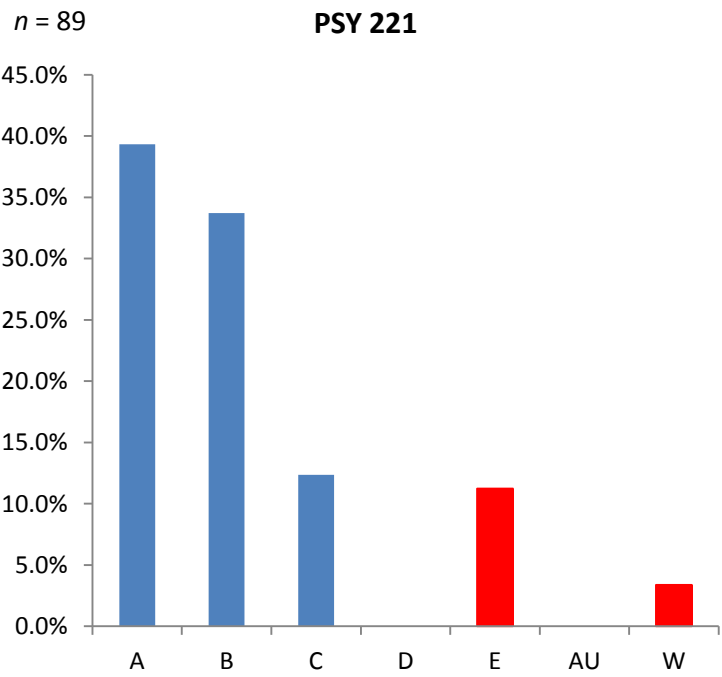
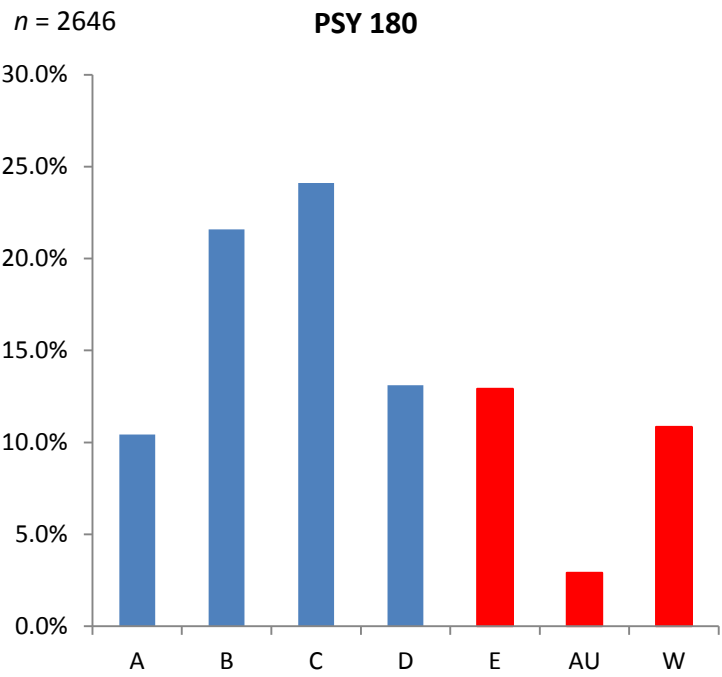
EXPERIENTIAL LEARNING DATA
342



EXPERIENTIAL LEARNING DATA
343

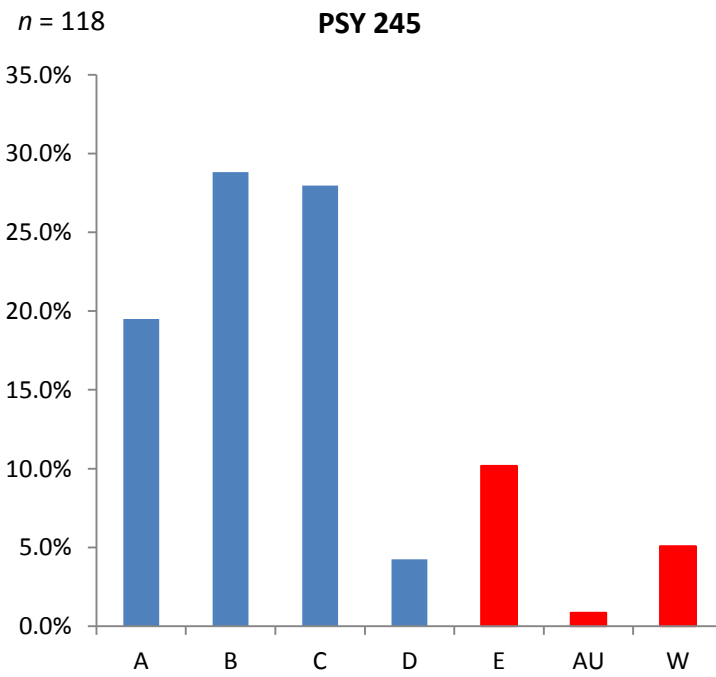
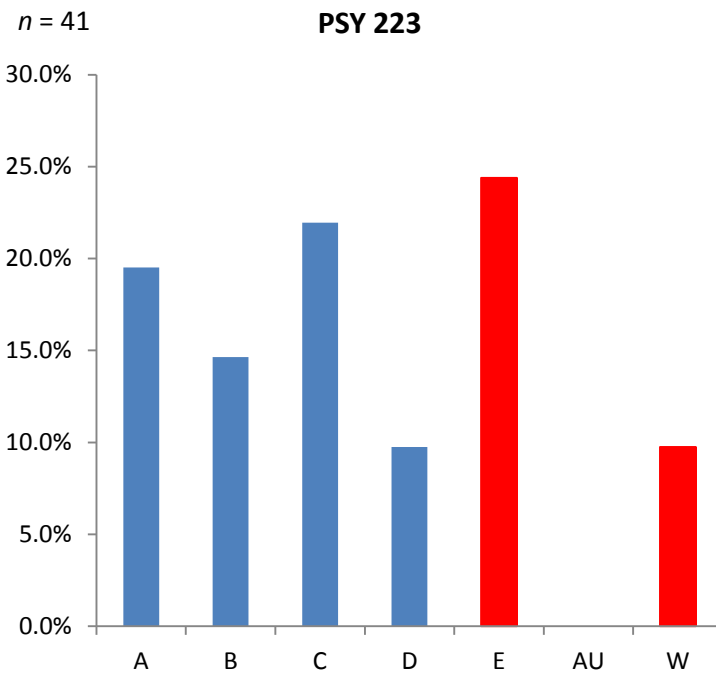


EXPERIENTIAL LEARNING DATA
344



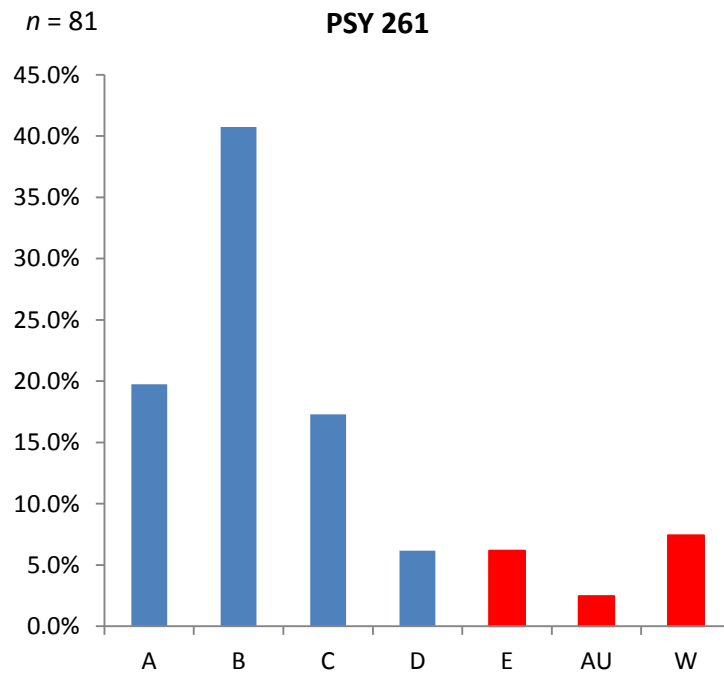
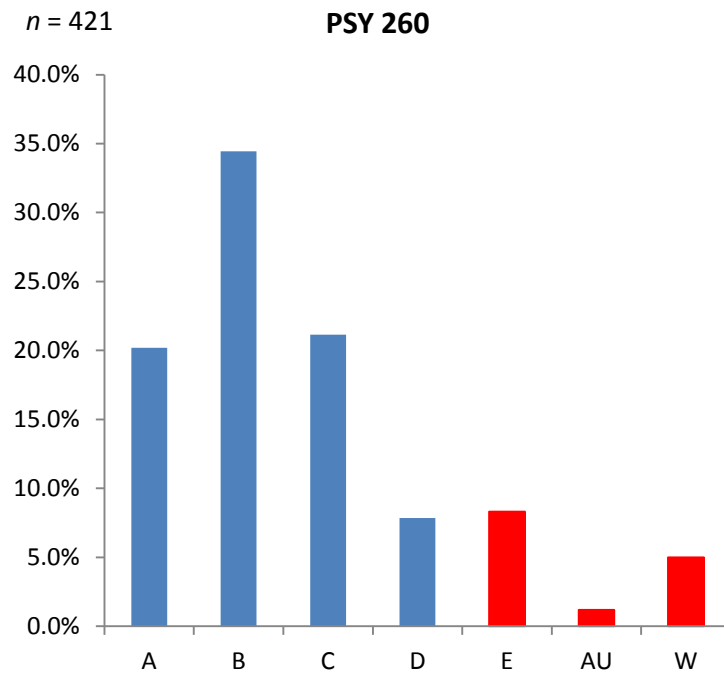
EXPERIENTIAL LEARNING DATA

345



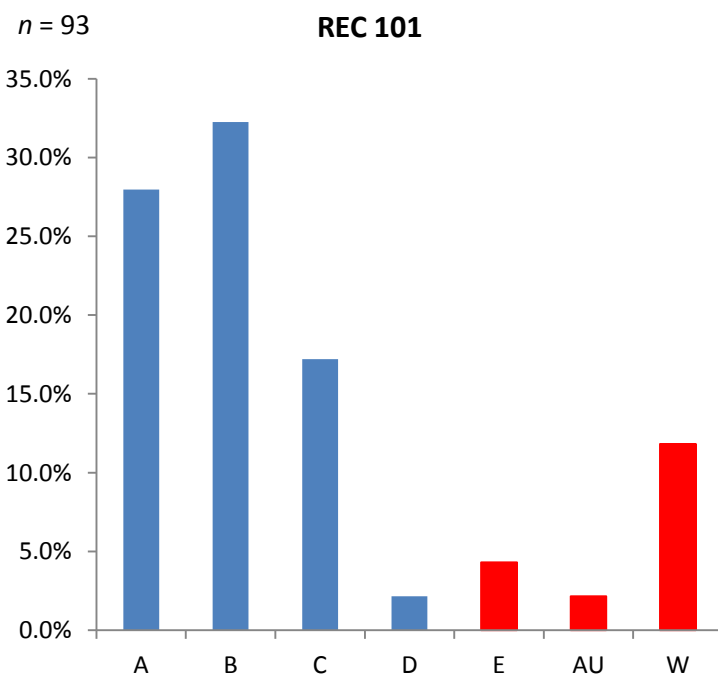
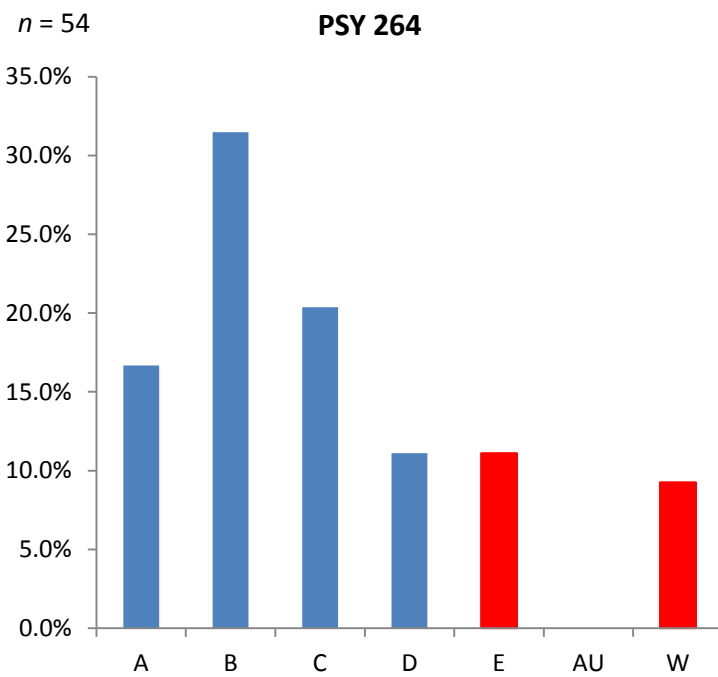
EXPERIENTIAL LEARNING DATA

346



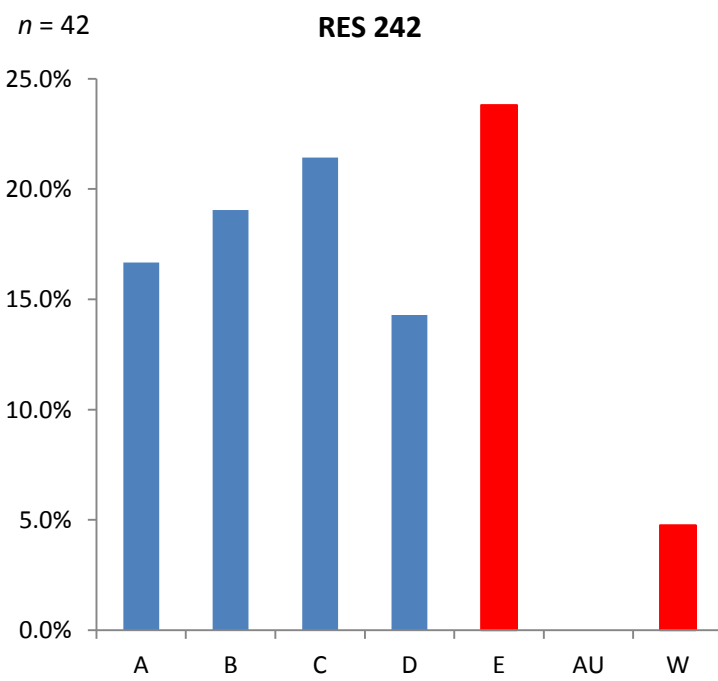
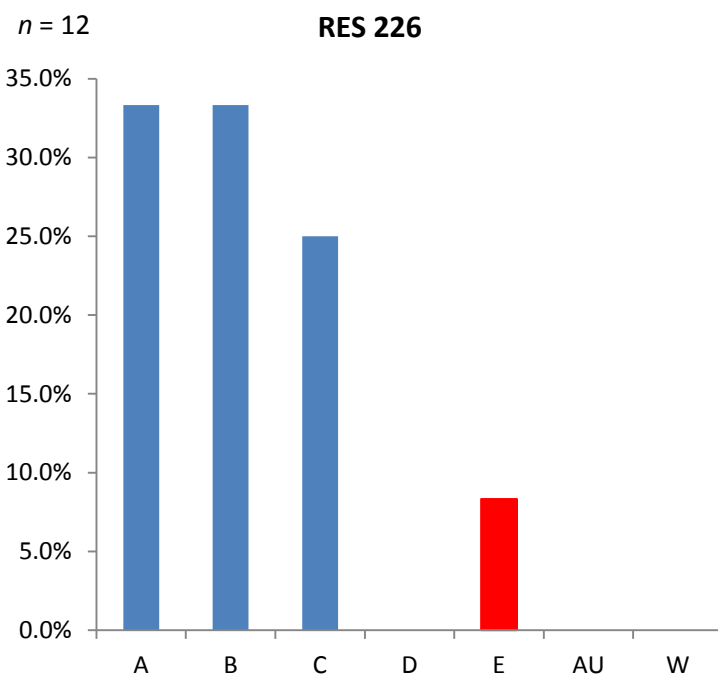
EXPERIENTIAL LEARNING DATA

347



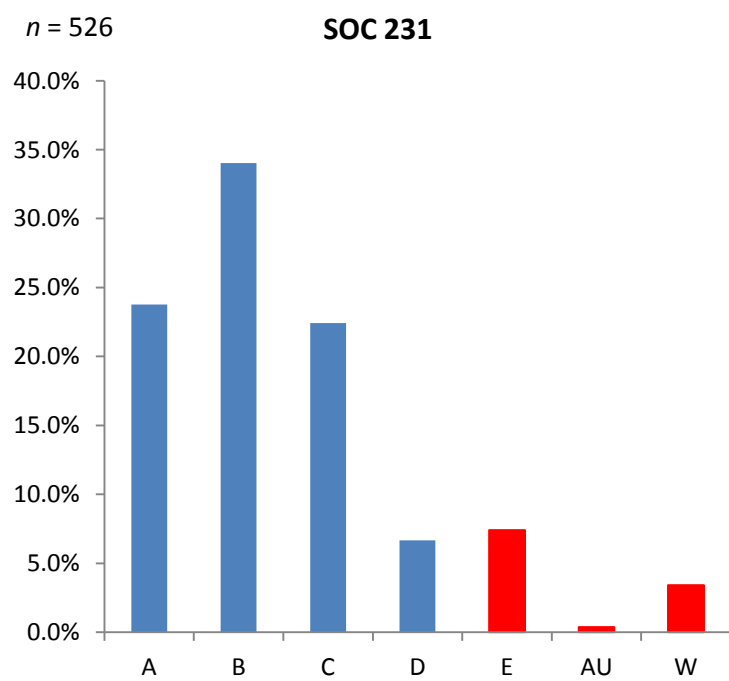
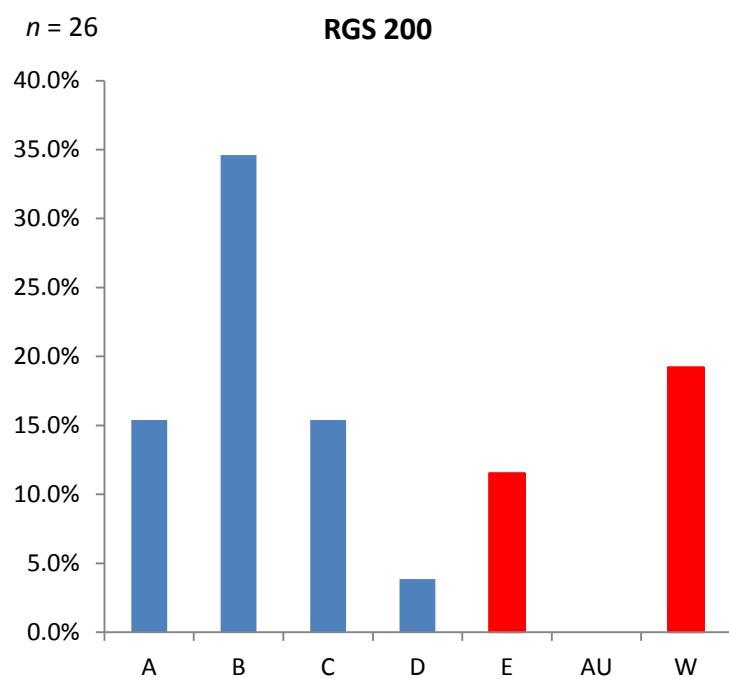
EXPERIENTIAL LEARNING DATA

348



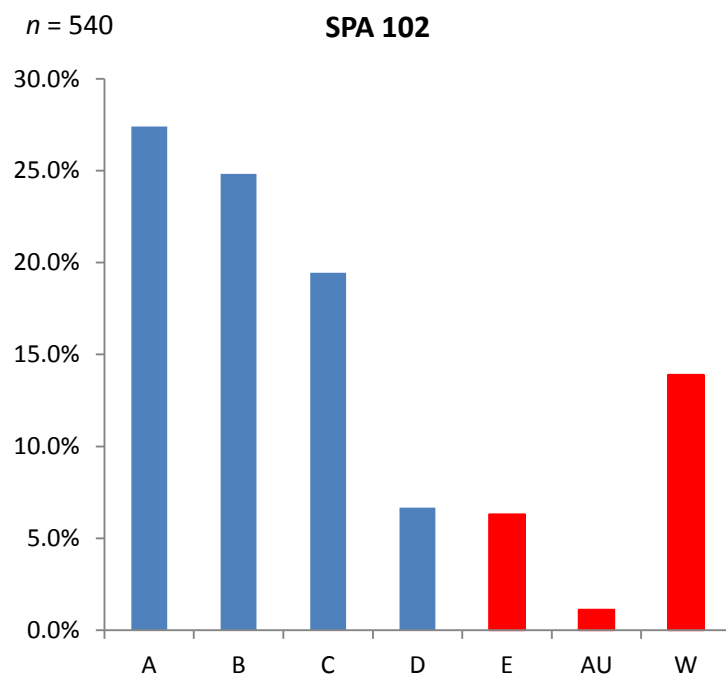
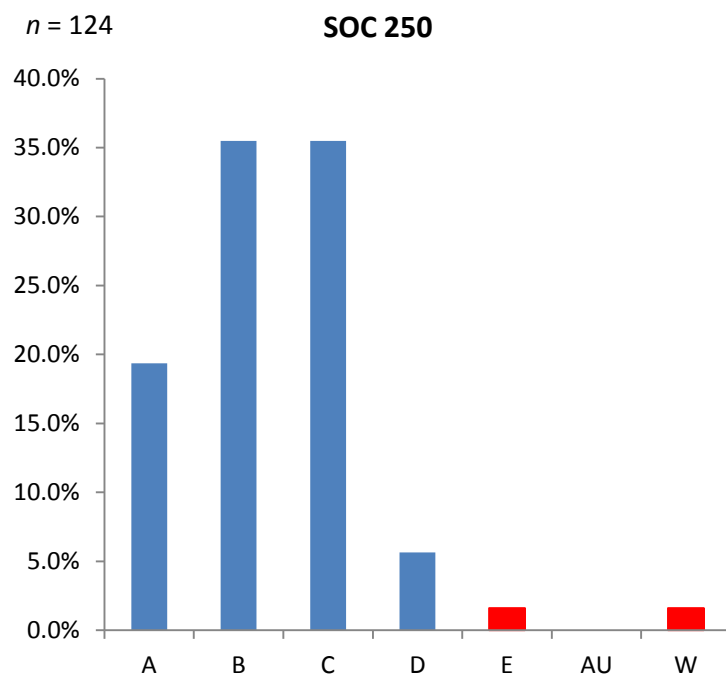
EXPERIENTIAL LEARNING DATA

349



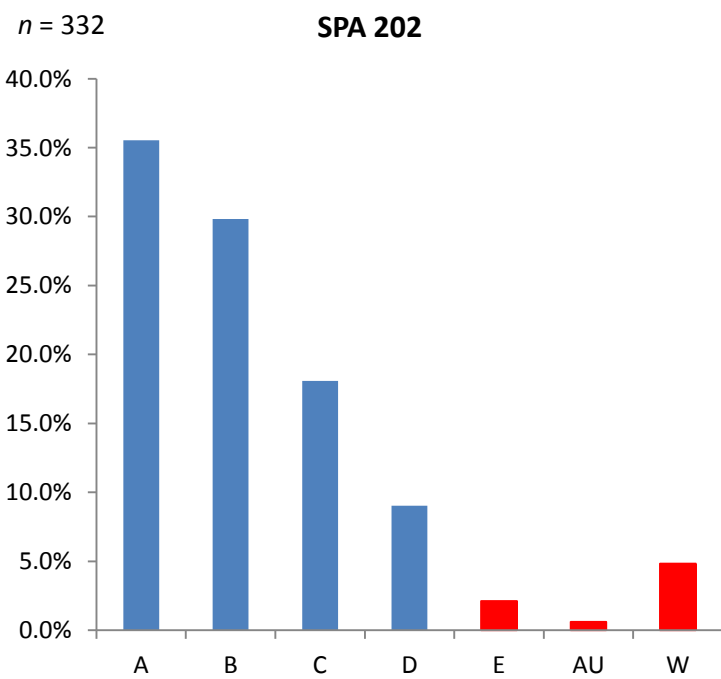
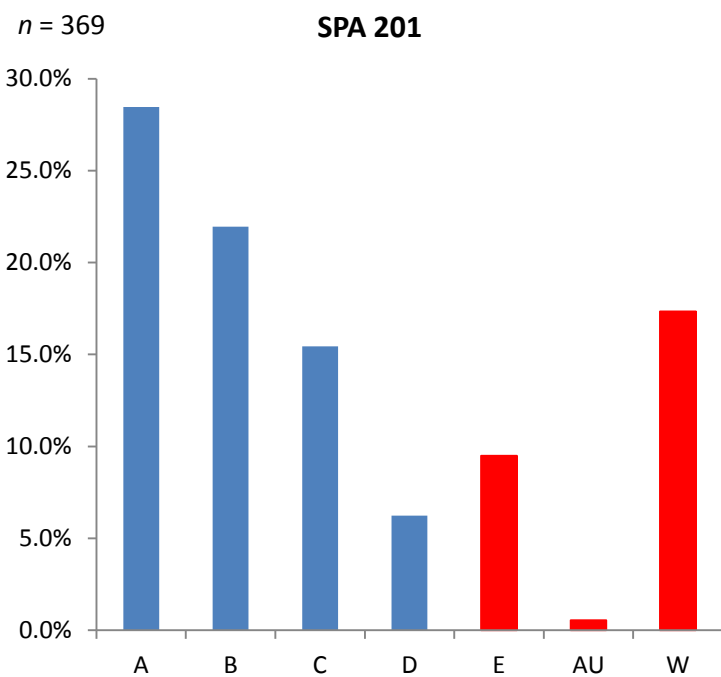
EXPERIENTIAL LEARNING DATA

350



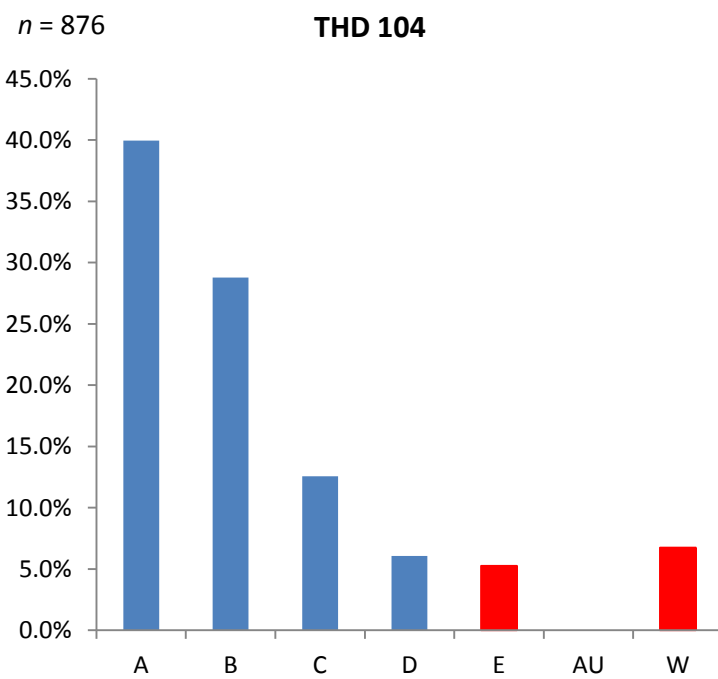
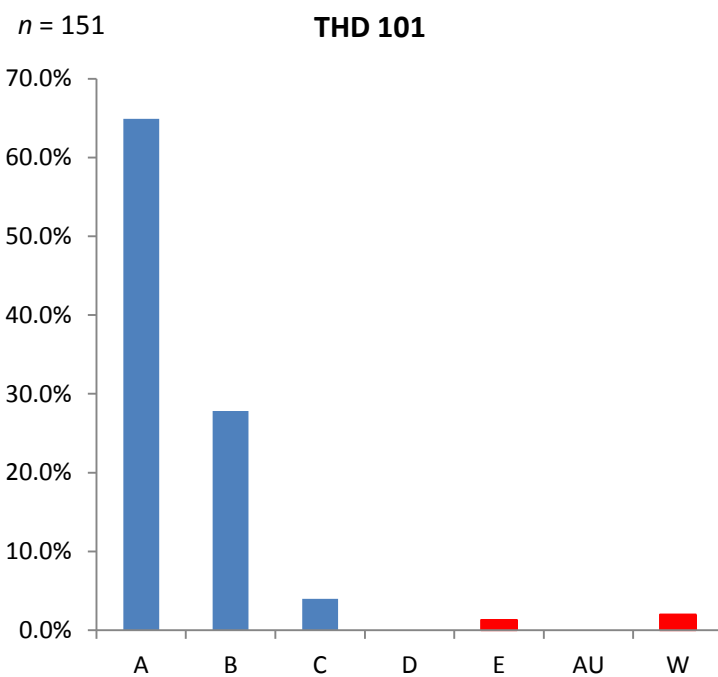
EXPERIENTIAL LEARNING DATA

351



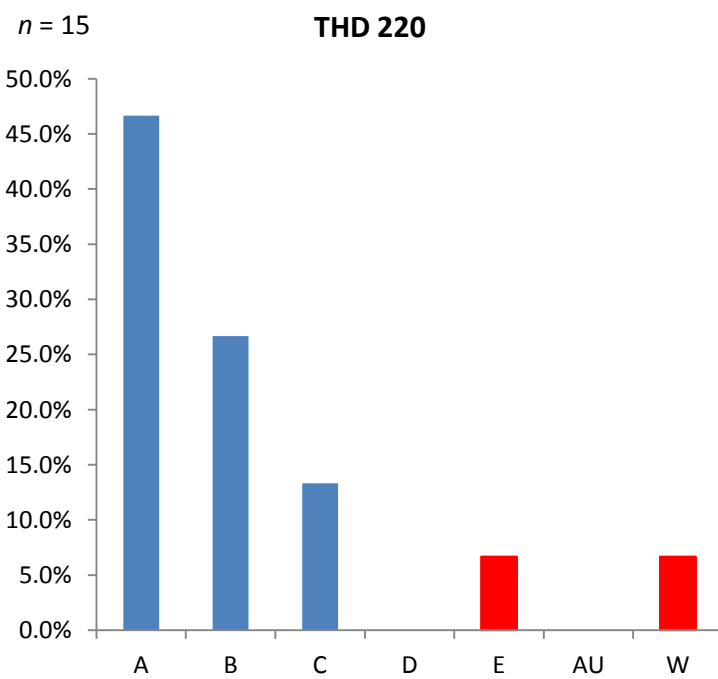
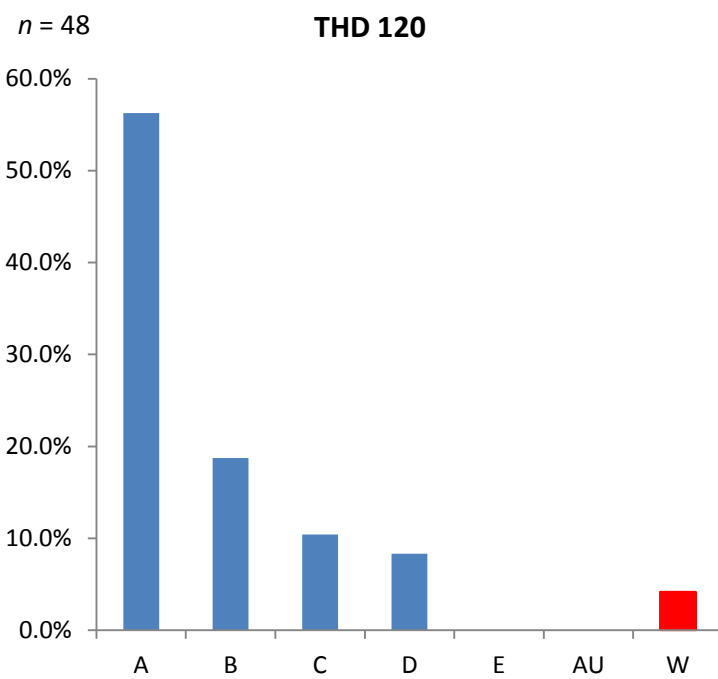
EXPERIENTIAL LEARNING DATA

352



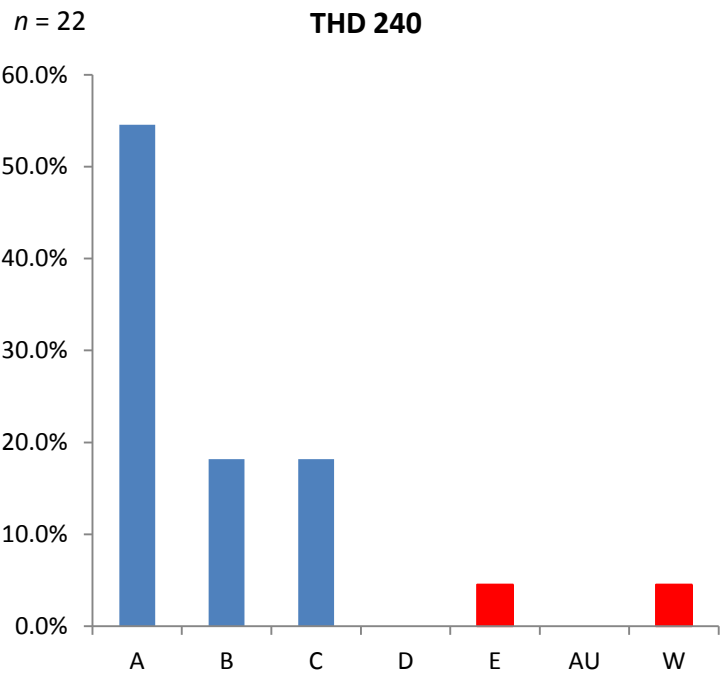
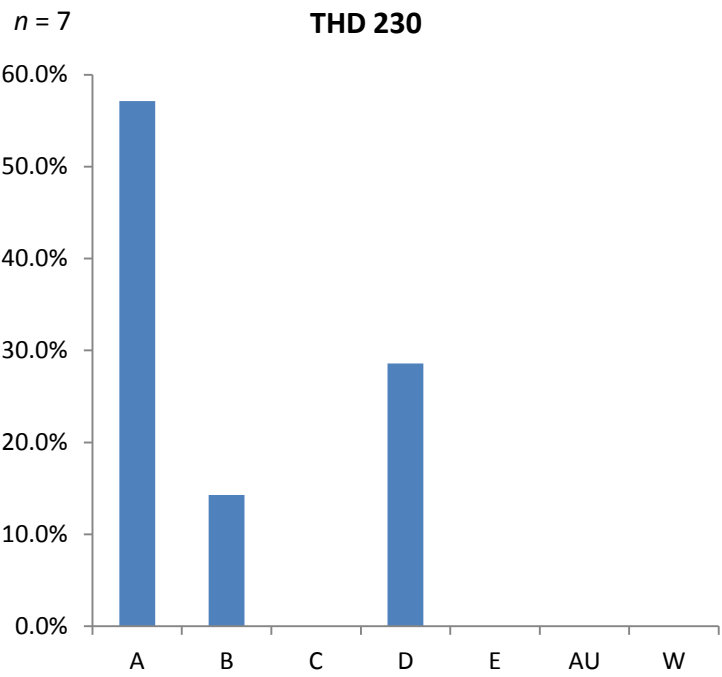
EXPERIENTIAL LEARNING DATA

353



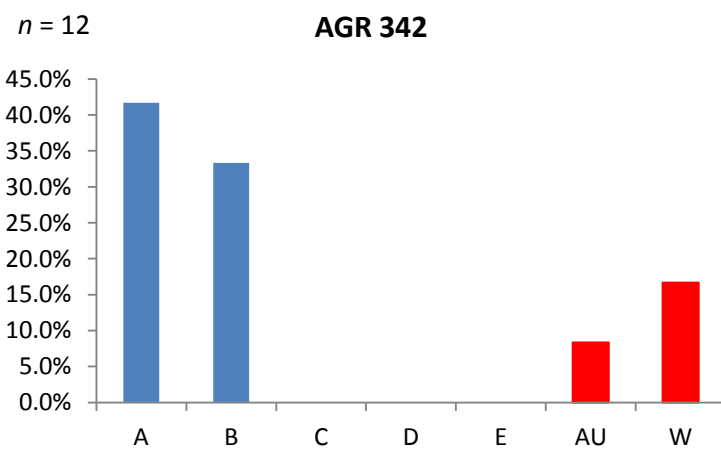
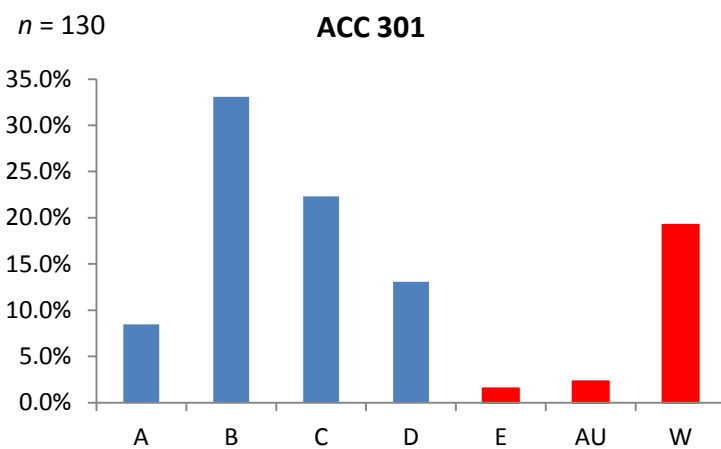
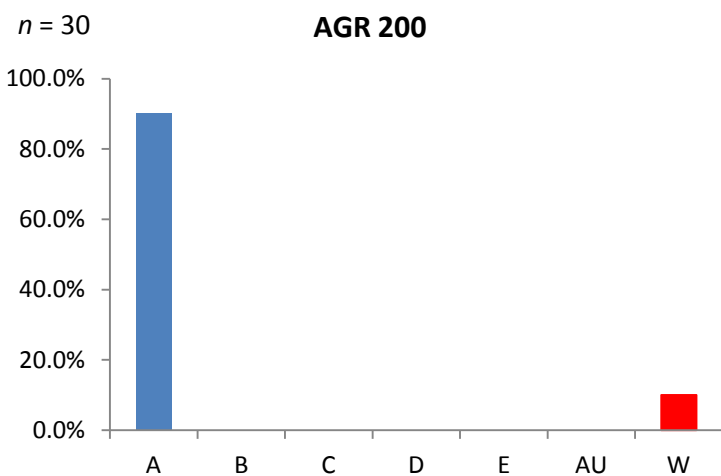
EXPERIENTIAL LEARNING DATA

354



EXPERIENTIAL LEARNING DATA

355

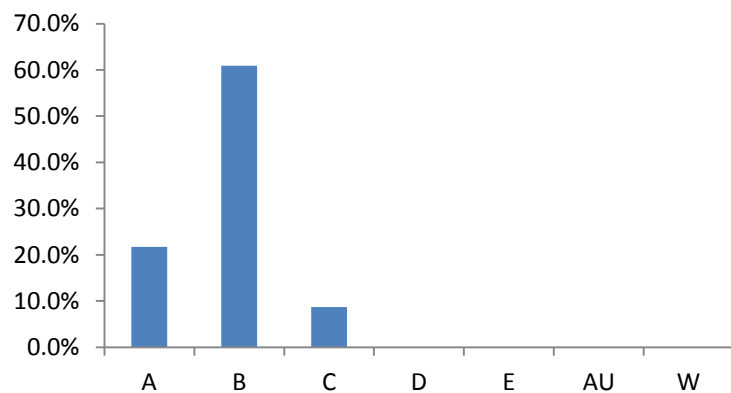


EXPERIENTIAL LEARNING DATA

356

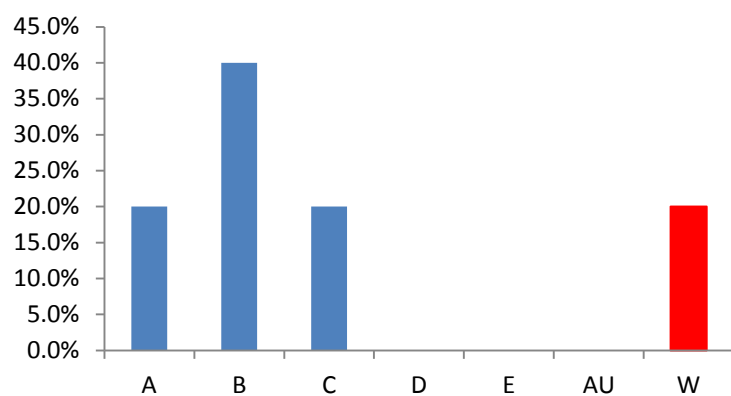
$n = 23$

AGR 367



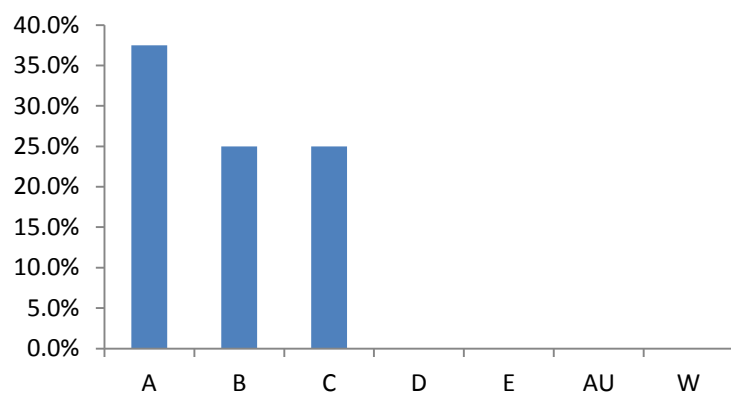
$n = 5$

AGR 378



$n = 8$

ARC 390

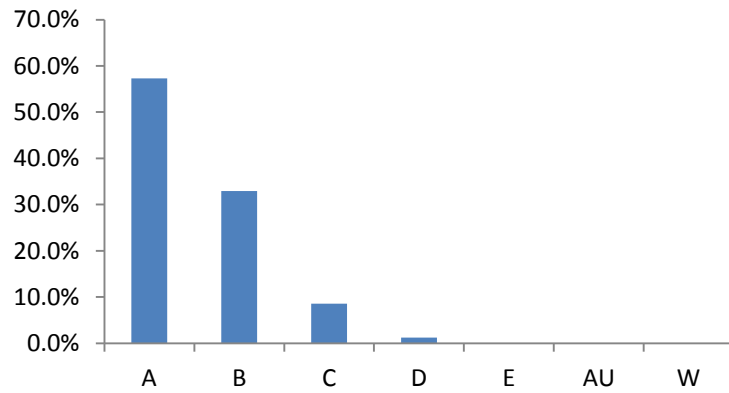


EXPERIENTIAL LEARNING DATA

357

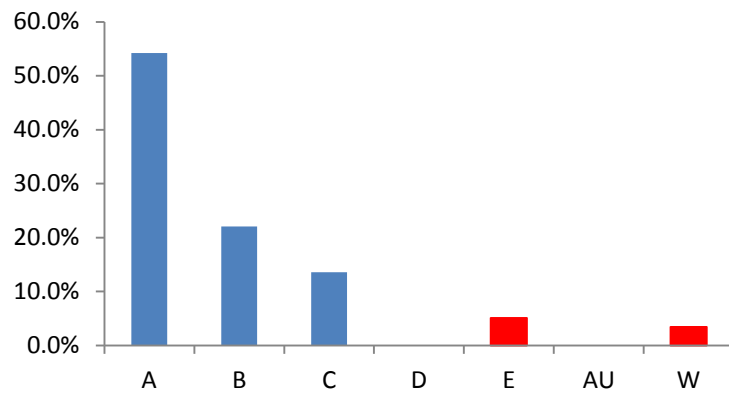
$n = 82$

ART 309



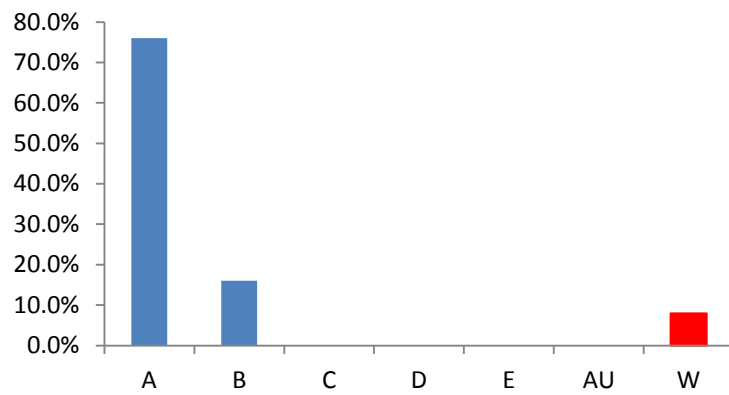
$n = 59$

ART 310



$n = 25$

ART 311

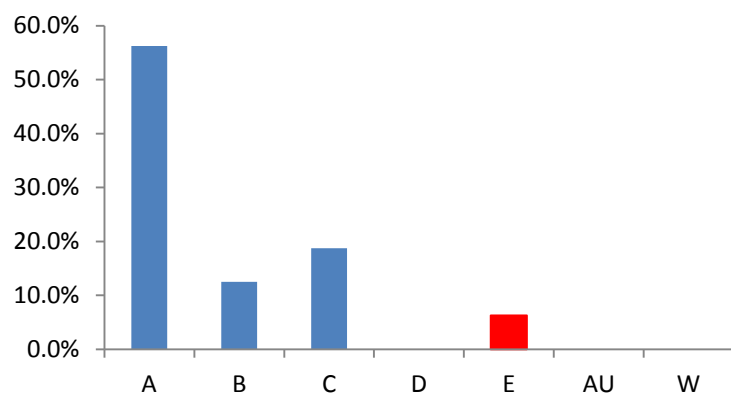


EXPERIENTIAL LEARNING DATA

358

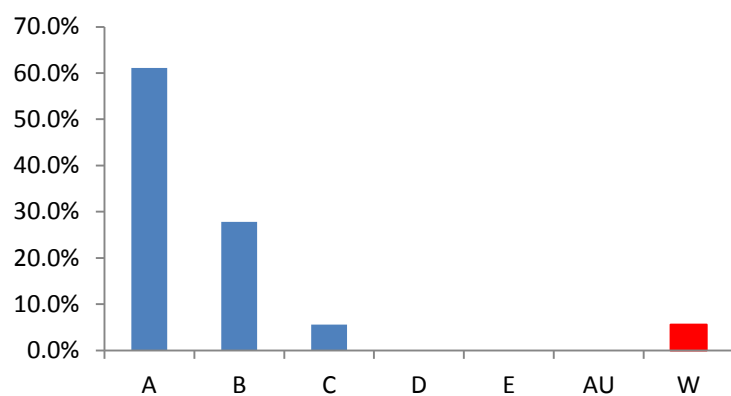
$n = 16$

ART 334



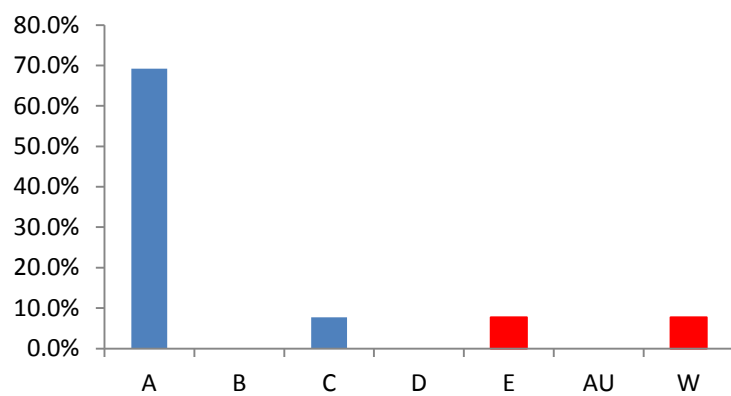
$n = 18$

ART 341



$n = 13$

ART 342

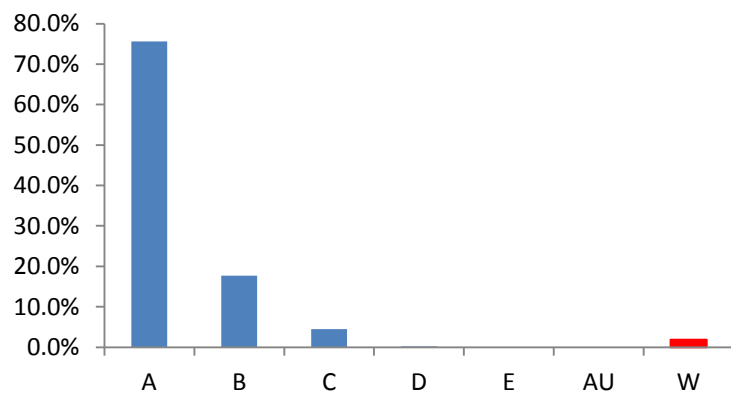


EXPERIENTIAL LEARNING DATA

359

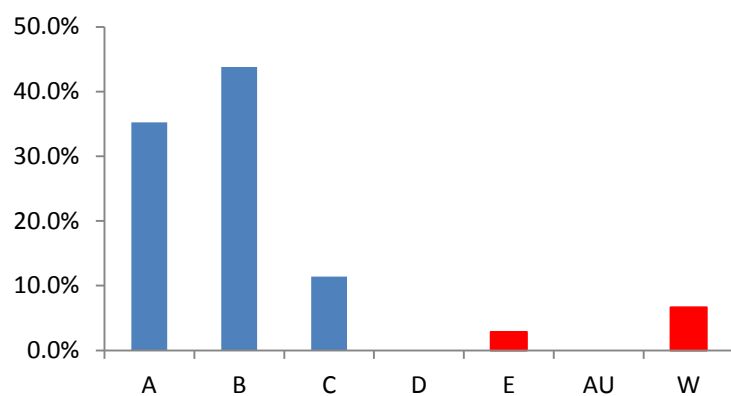
$n = 423$

ART 343



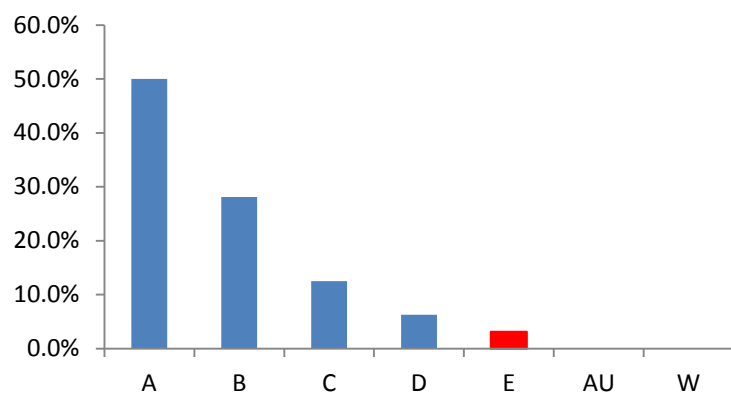
$n = 105$

ART 350

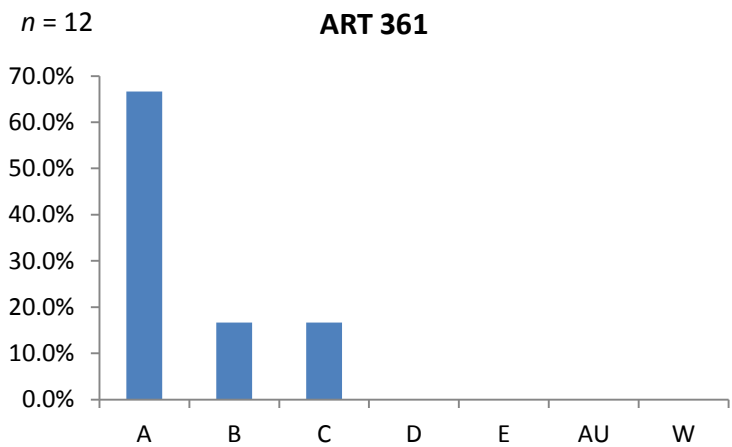
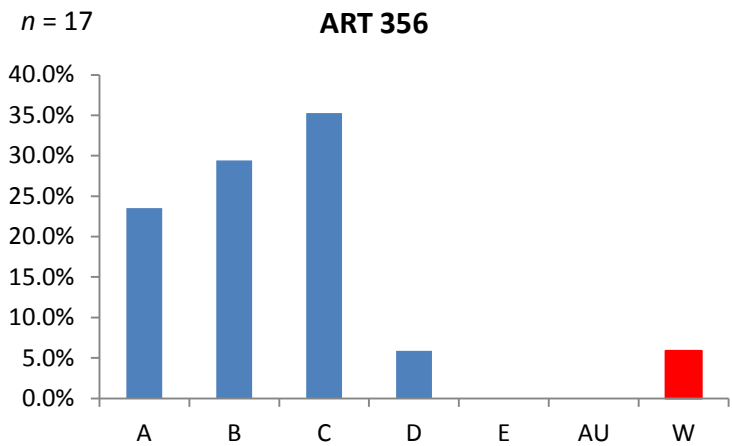
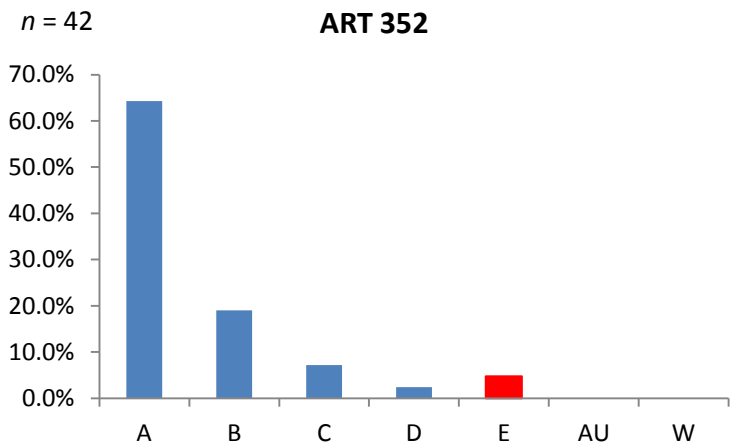


$n = 32$

ART 351



EXPERIENTIAL LEARNING DATA
360

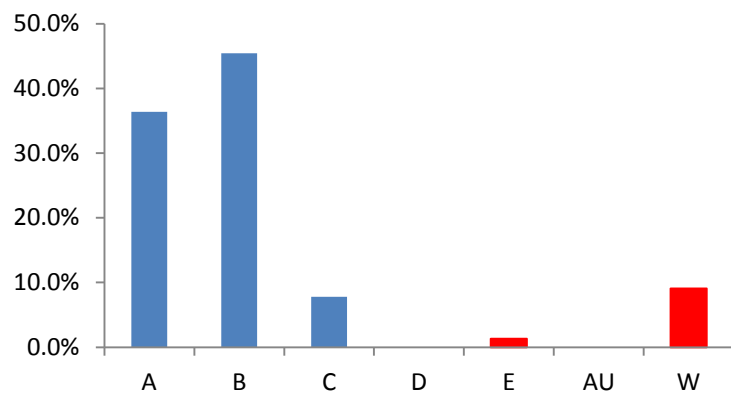


EXPERIENTIAL LEARNING DATA

361

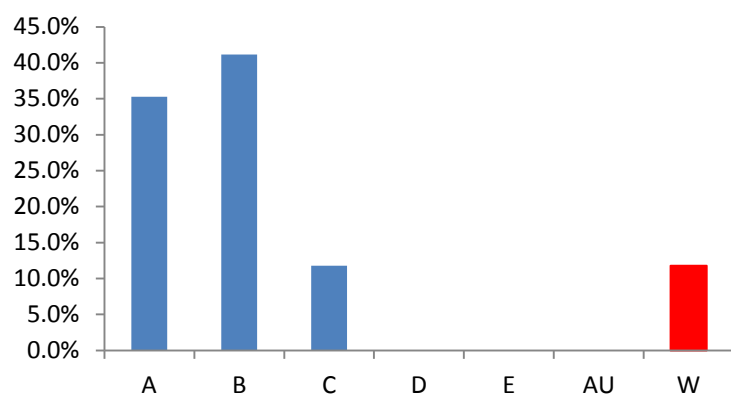
n = 77

ART 370



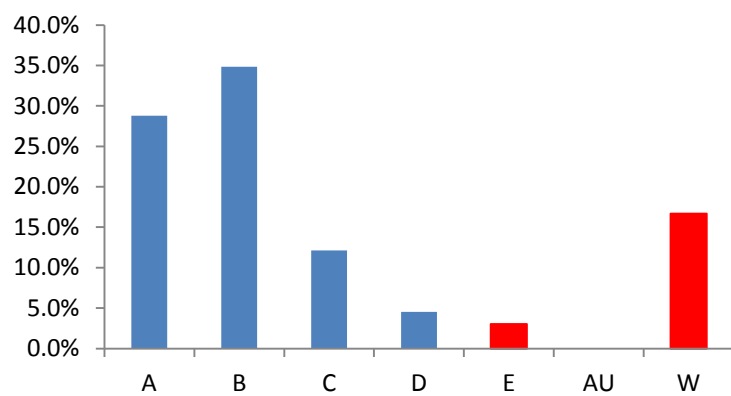
n = 17

ART 371



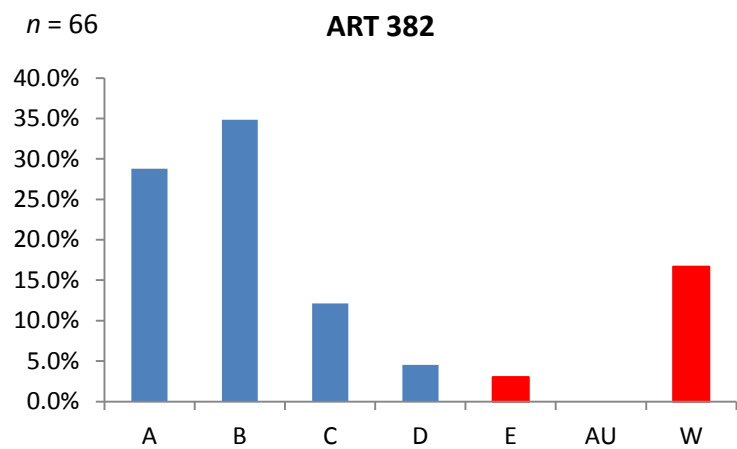
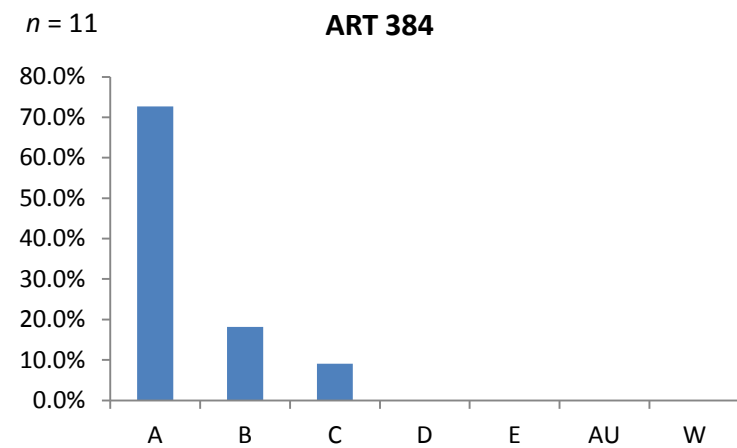
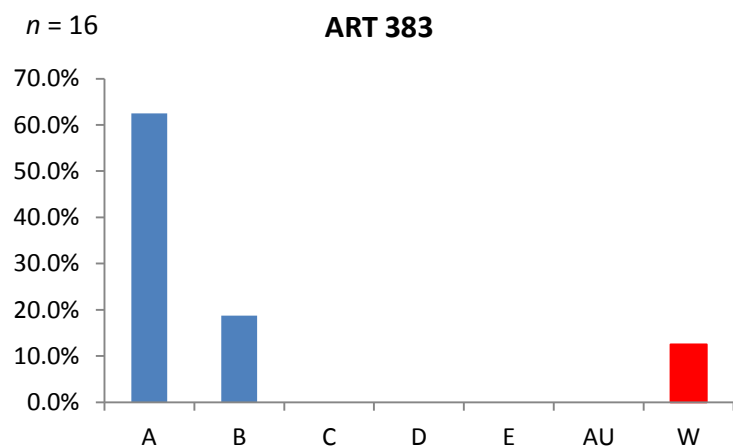
n = 66

ART 382



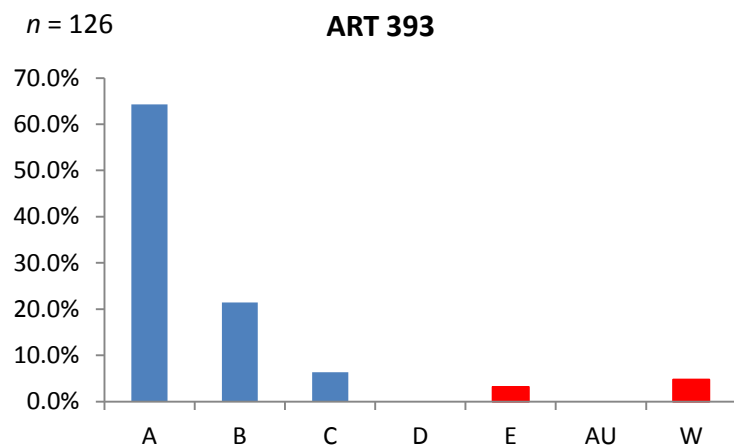
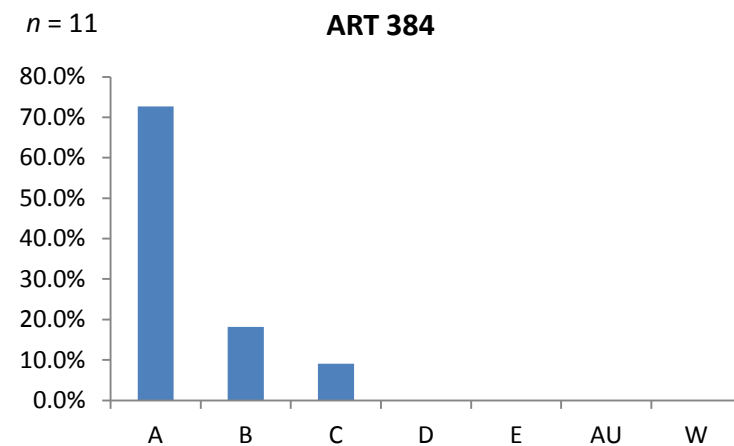
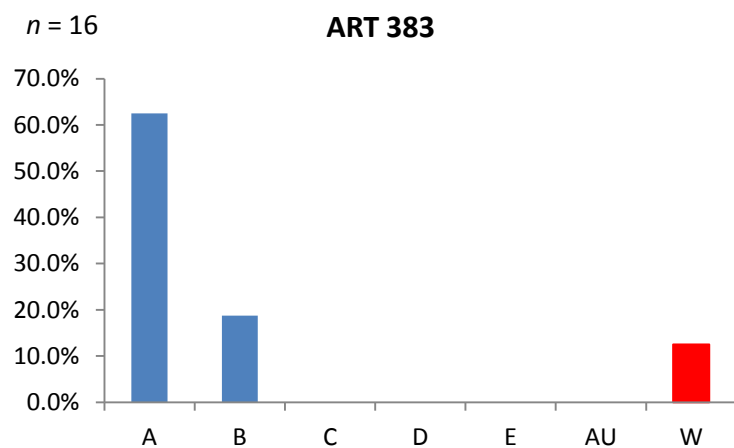
EXPERIENTIAL LEARNING DATA

362



EXPERIENTIAL LEARNING DATA

363

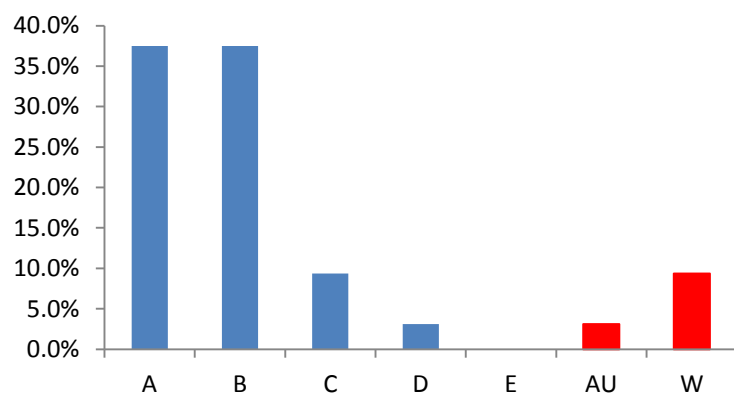


EXPERIENTIAL LEARNING DATA

364

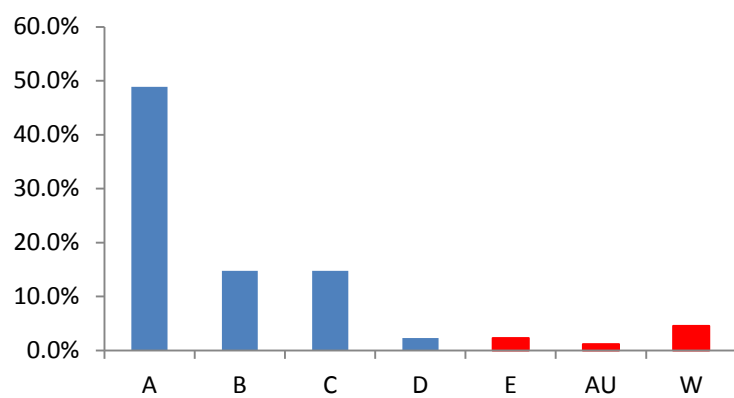
$n = 32$

ART 394



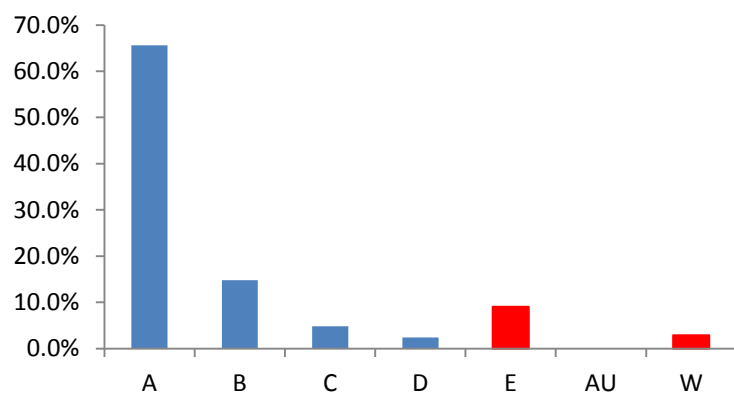
$n = 88$

ART 399



$n = 454$

BIS 301

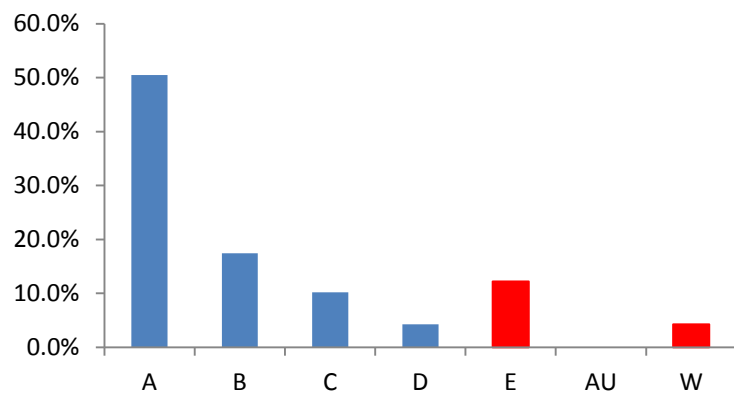


EXPERIENTIAL LEARNING DATA

365

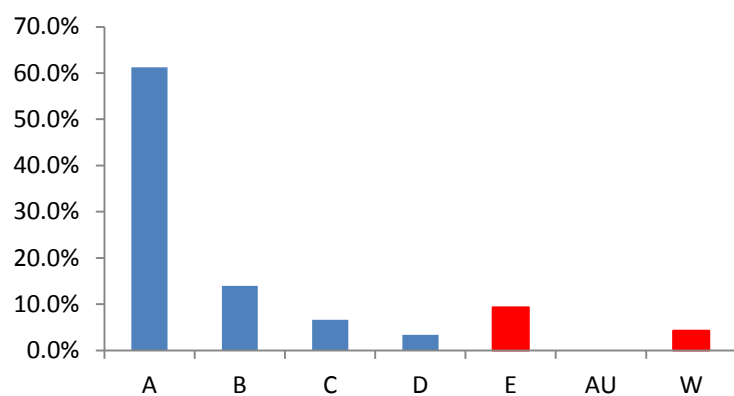
$n = 402$

BIS 302



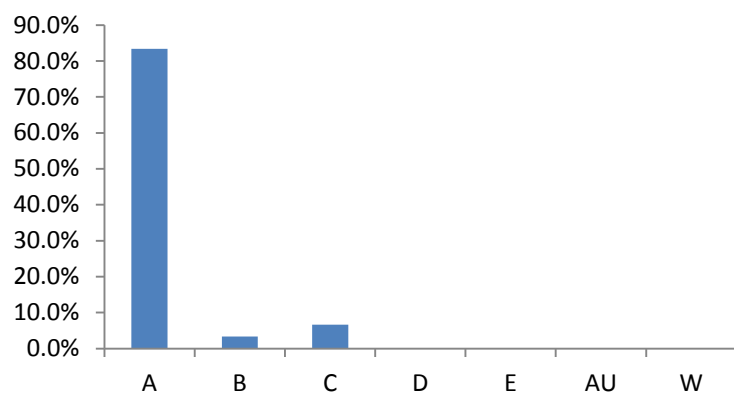
$n = 560$

BIS 399



$n = 30$

BPA 396

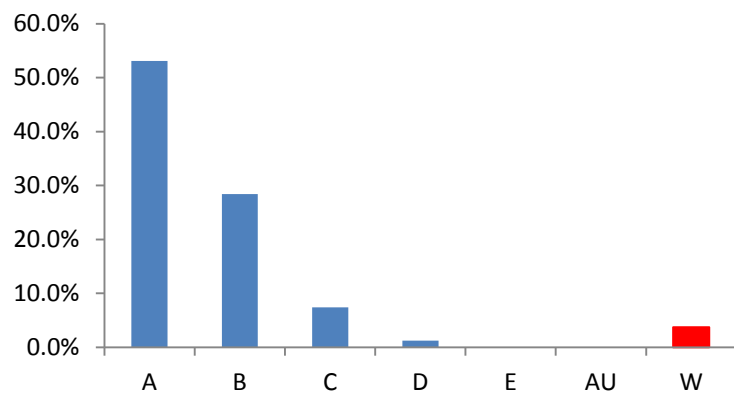


EXPERIENTIAL LEARNING DATA

366

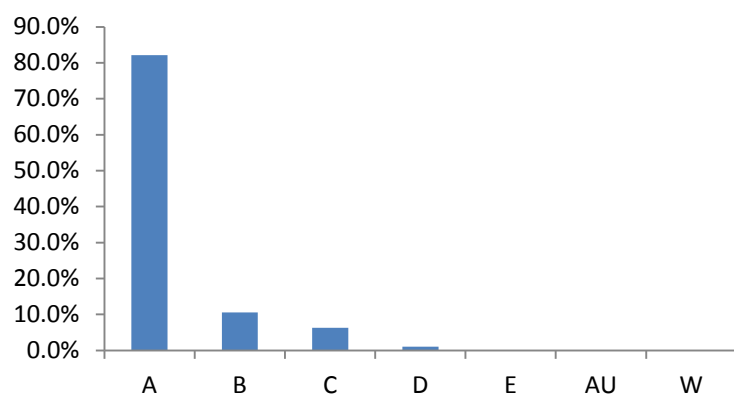
$n = 81$

CDI 310



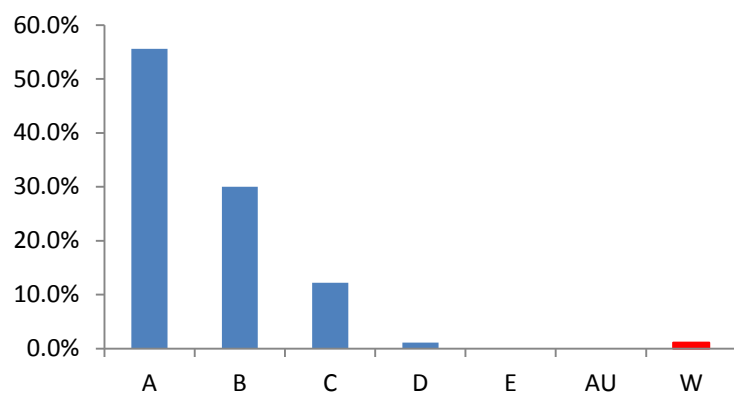
$n = 95$

CDI 315



$n = 90$

CDI 325

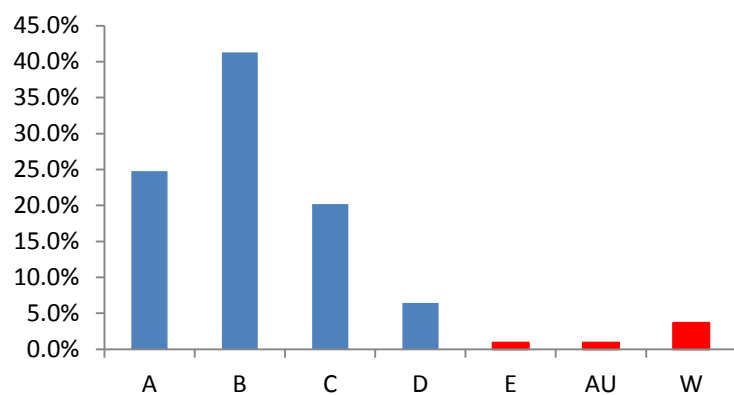


EXPERIENTIAL LEARNING DATA

367

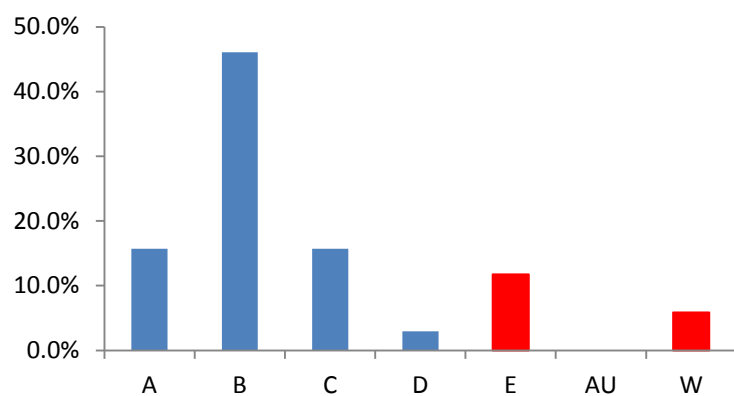
$n = 109$

CDI 340



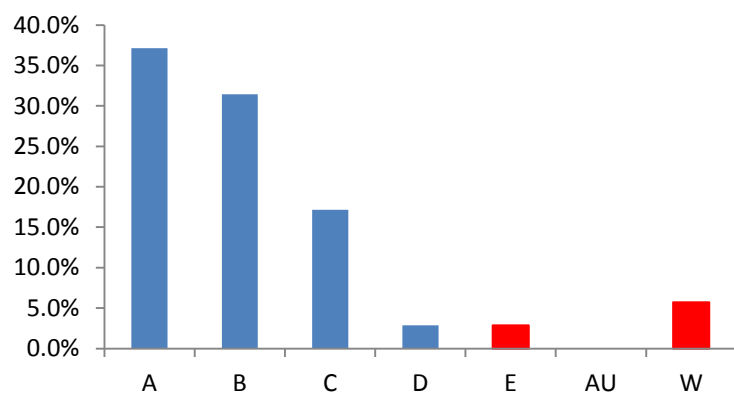
$n = 102$

CIS 317



$n = 35$

CIS 325

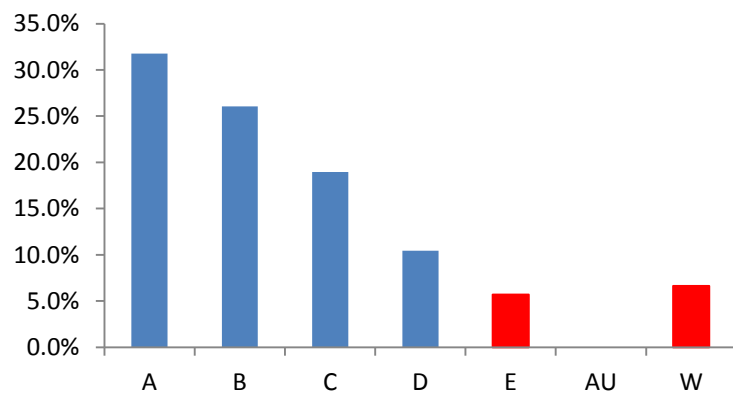


EXPERIENTIAL LEARNING DATA

368

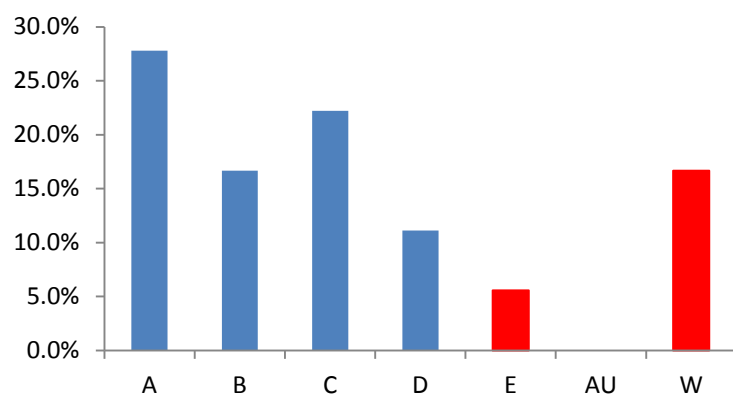
$n = 211$

COM 340



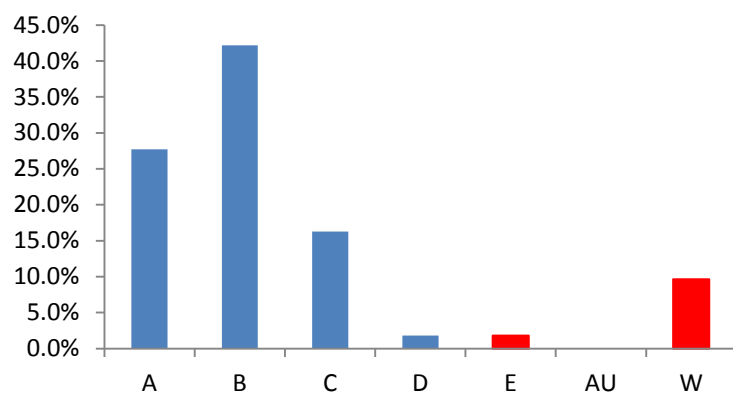
$n = 18$

COM 345



$n = 166$

COM 353

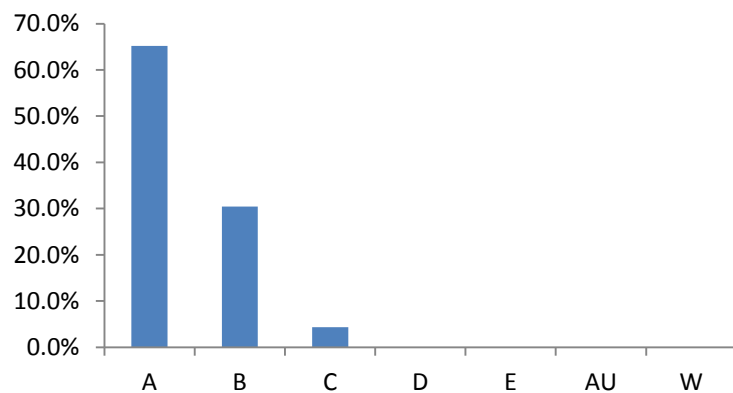


EXPERIENTIAL LEARNING DATA

369

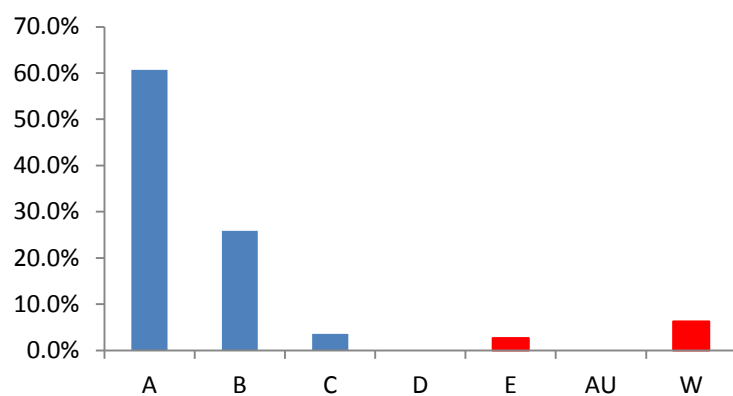
$n = 23$

COM 367



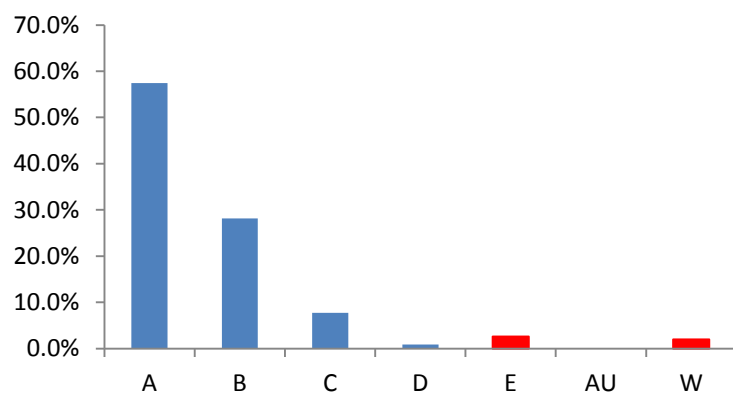
$n = 112$

COM 372



$n = 348$

COM 384

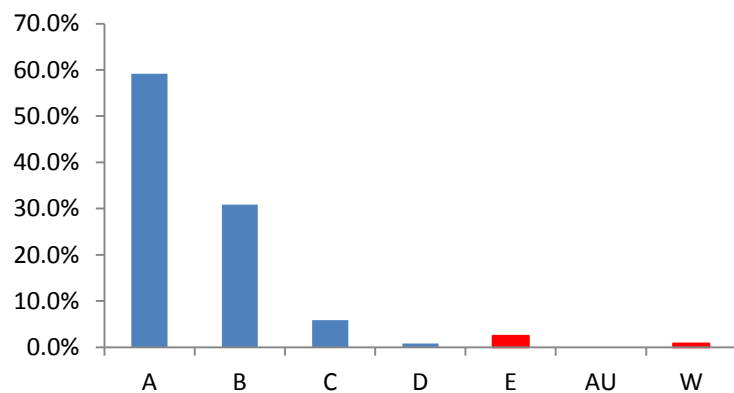


EXPERIENTIAL LEARNING DATA

370

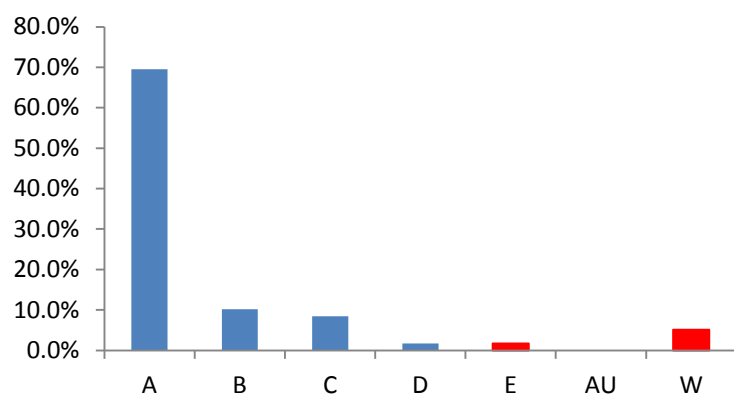
$n = 120$

COM 390



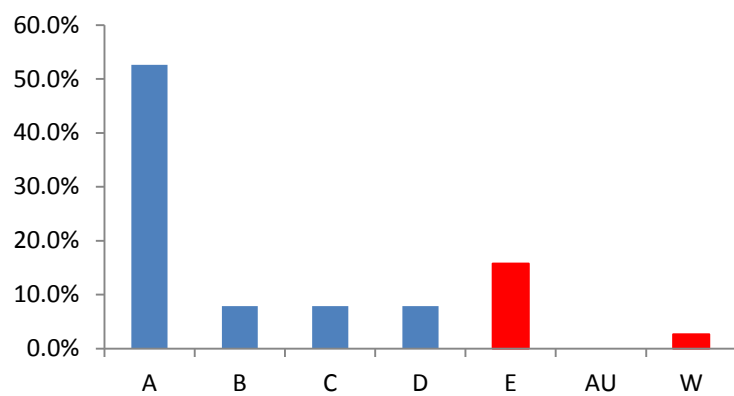
$n = 59$

CSC 301



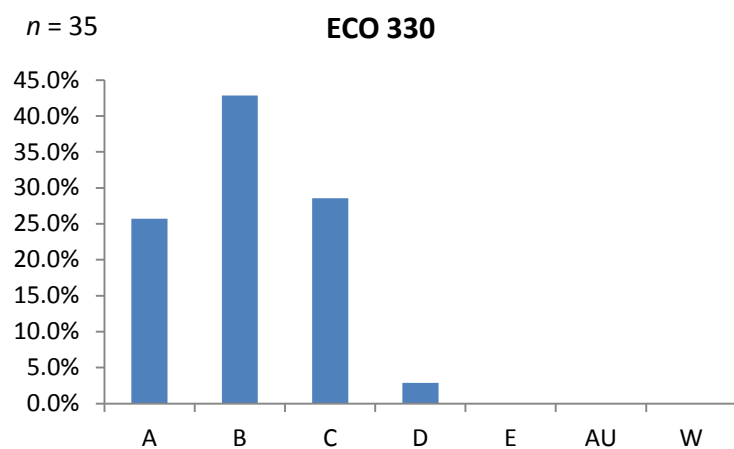
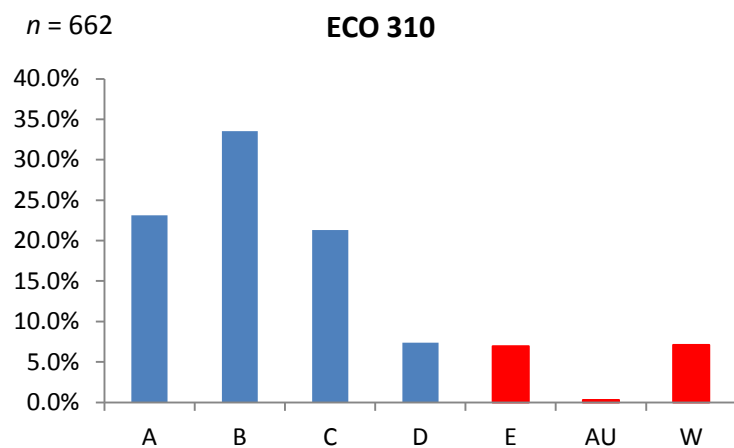
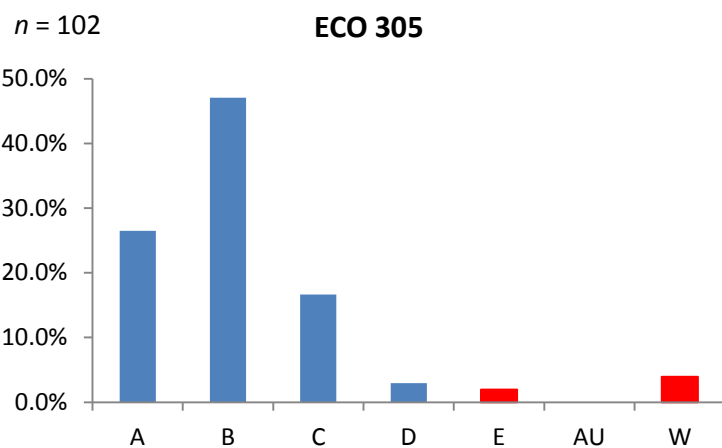
$n = 38$

CSC 302



EXPERIENTIAL LEARNING DATA

371

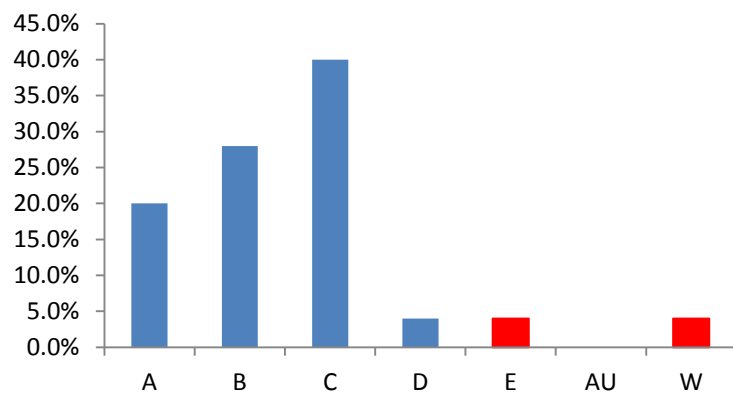


EXPERIENTIAL LEARNING DATA

372

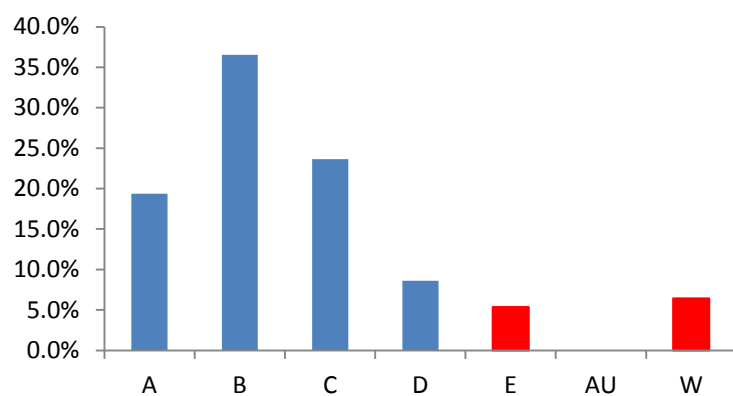
$n = 25$

ECO 331



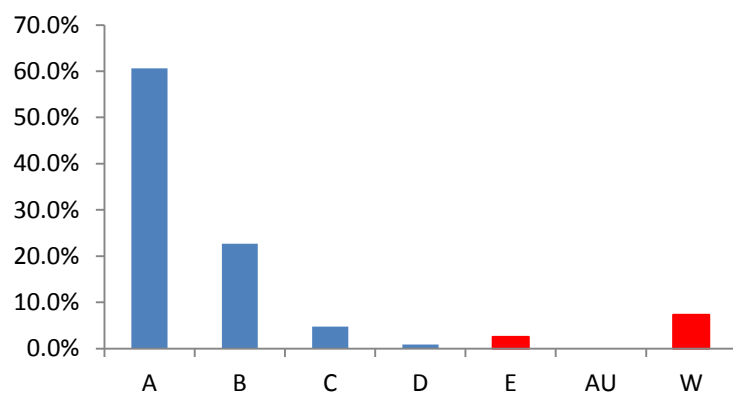
$n = 93$

ECO 335



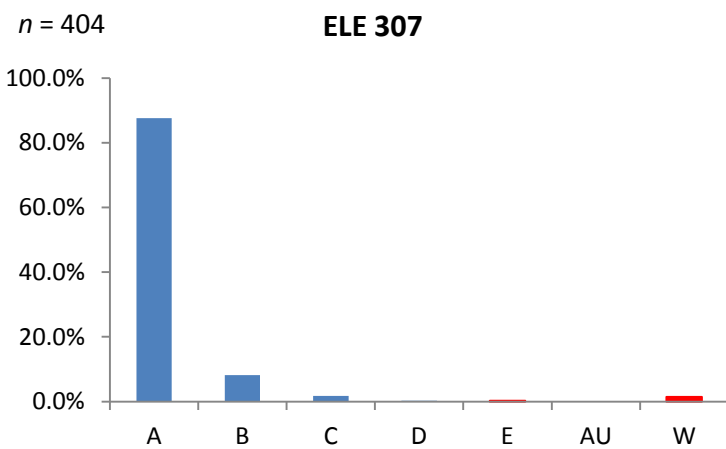
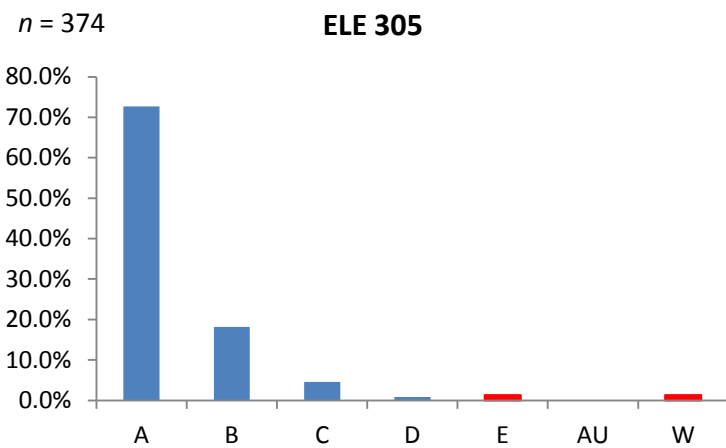
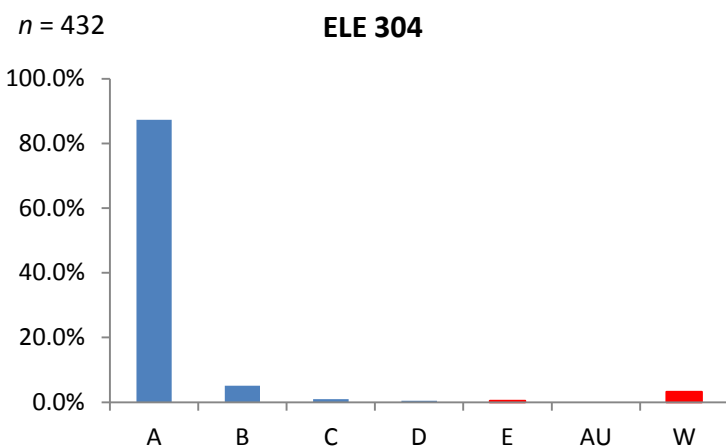
$n = 671$

EDU 303



EXPERIENTIAL LEARNING DATA

373

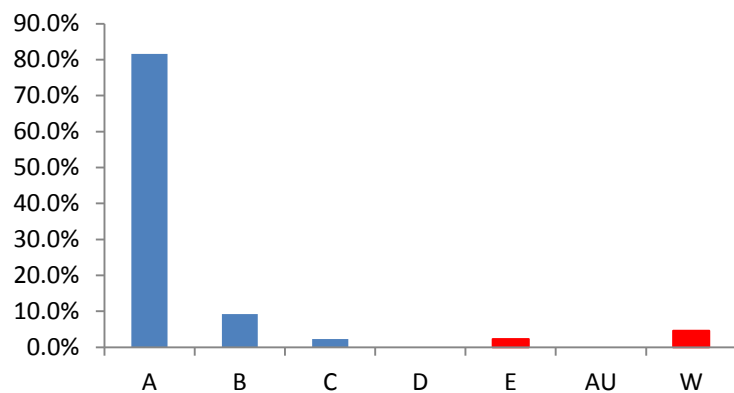


EXPERIENTIAL LEARNING DATA

374

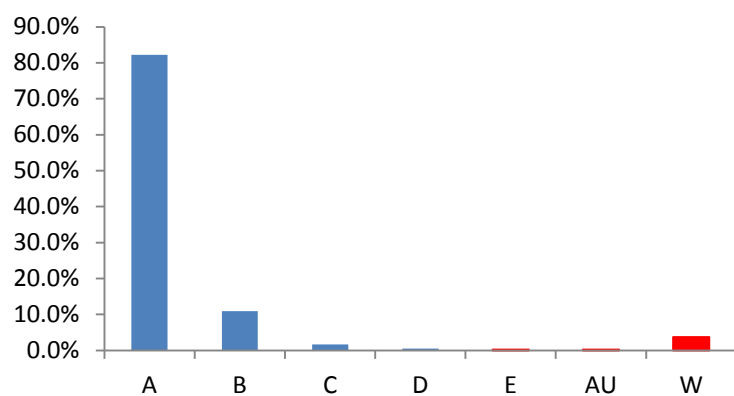
$n = 87$

ELE 311



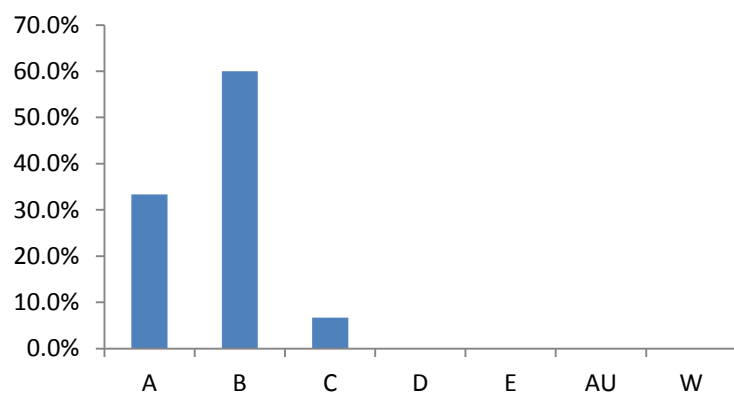
$n = 432$

ELE 390



$n = 15$

ENG 307

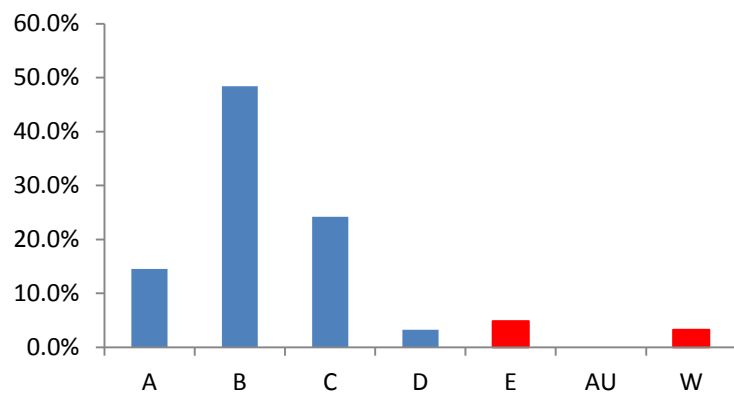


EXPERIENTIAL LEARNING DATA

375

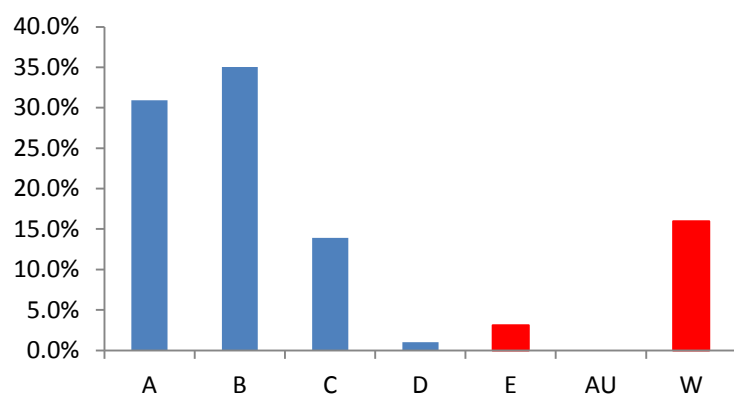
$n = 62$

ENG 308



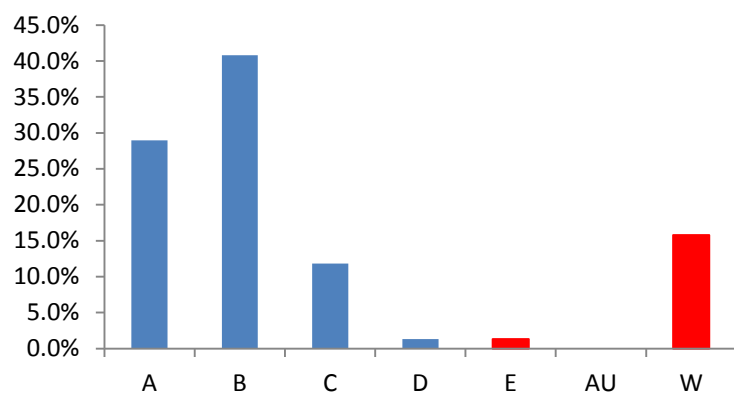
$n = 194$

ENG 310



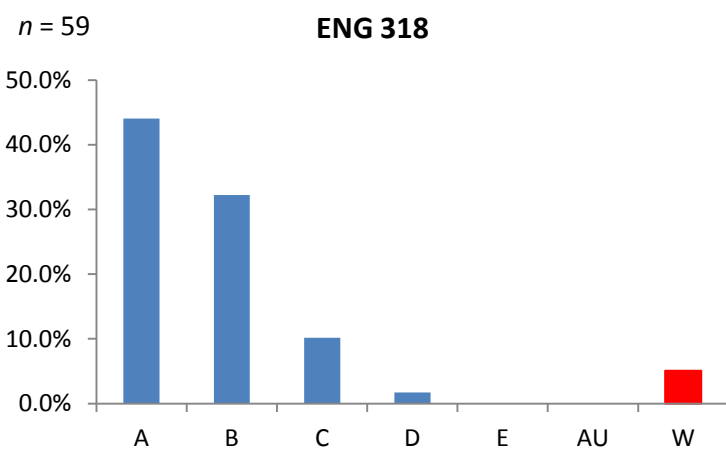
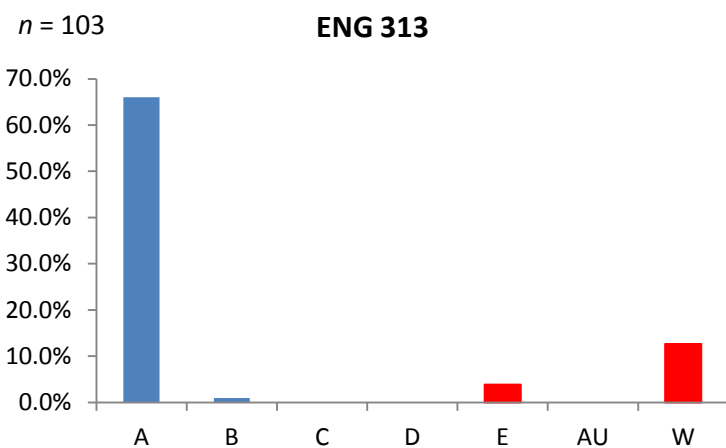
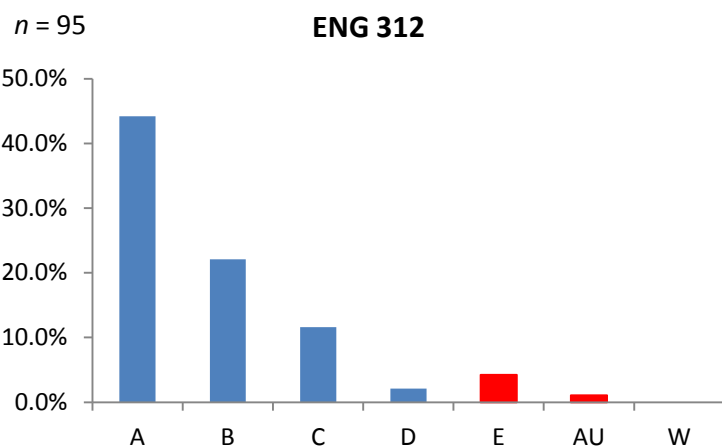
$n = 76$

ENG 311



EXPERIENTIAL LEARNING DATA

376

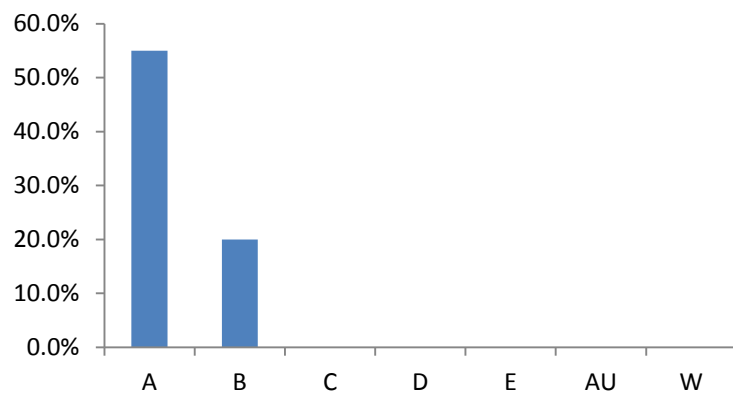


EXPERIENTIAL LEARNING DATA

377

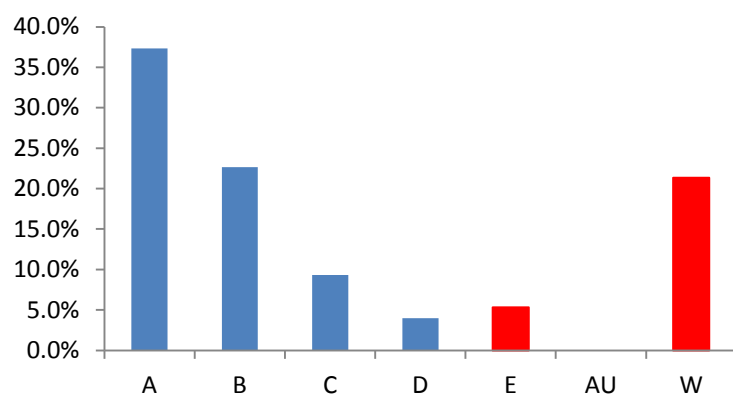
$n = 20$

ENG 320



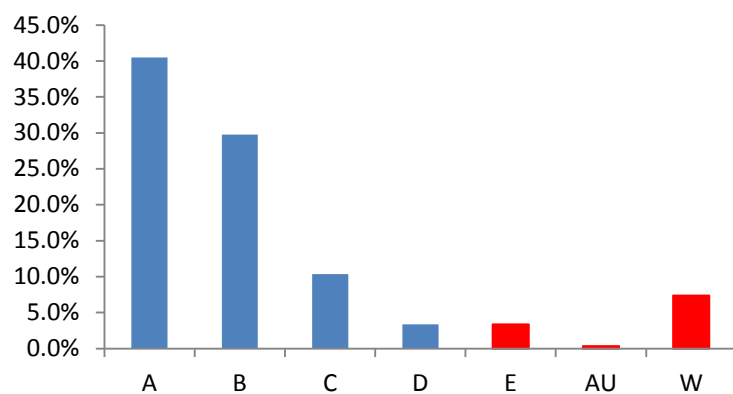
$n = 75$

ENG 321



$n = 299$

ENG 324

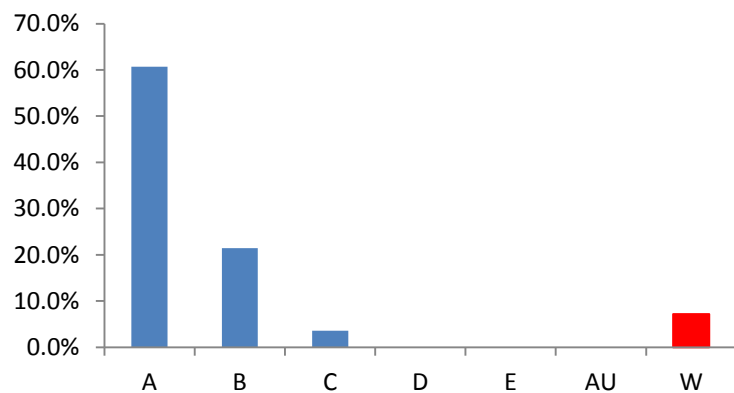


EXPERIENTIAL LEARNING DATA

378

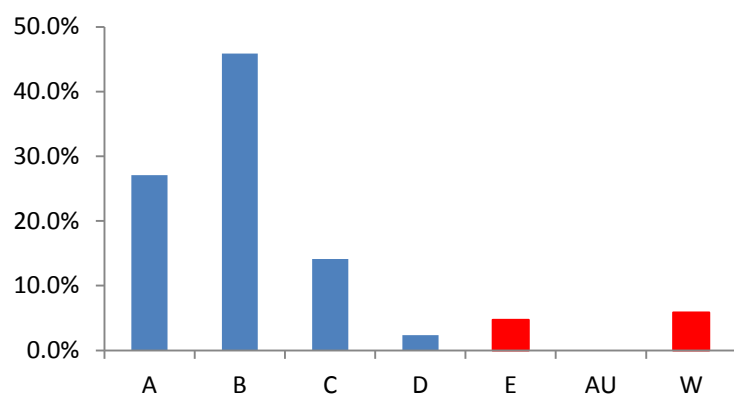
$n = 28$

ENG 329



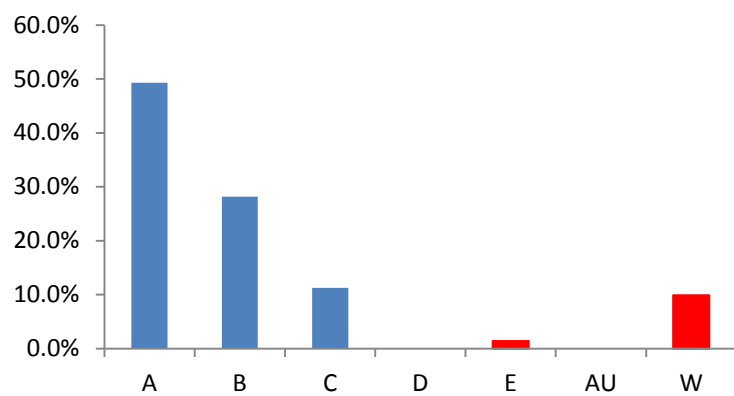
$n = 85$

ENG 334



$n = 71$

ENG 341

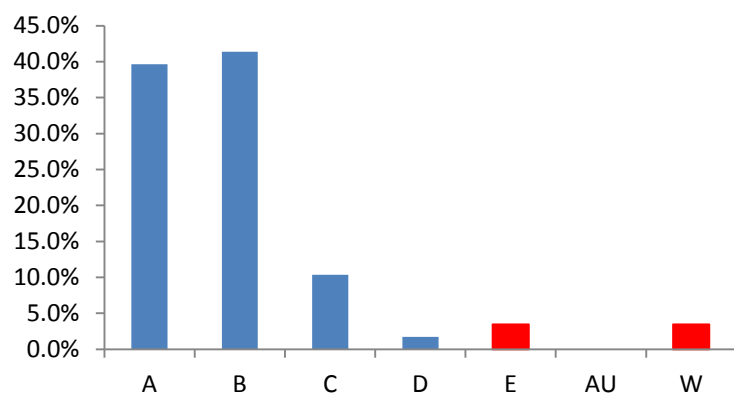


EXPERIENTIAL LEARNING DATA

379

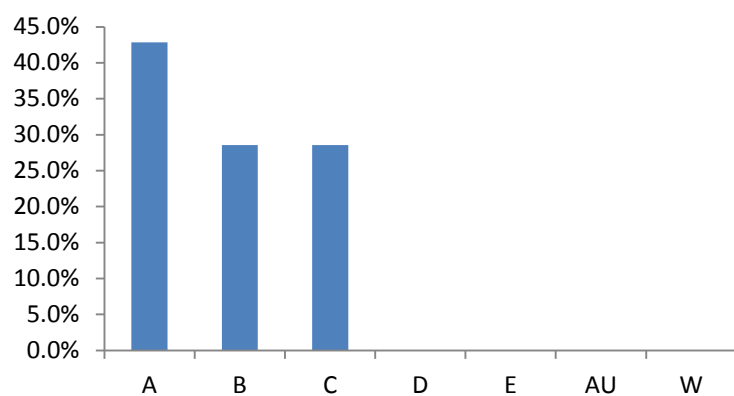
$n = 58$

ENG 342



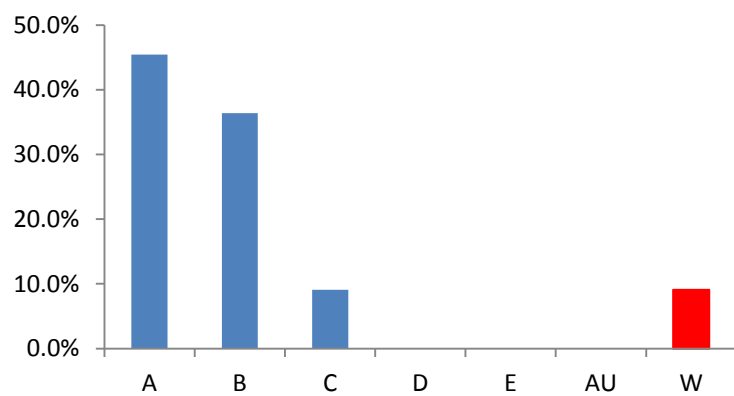
$n = 7$

ENG 362

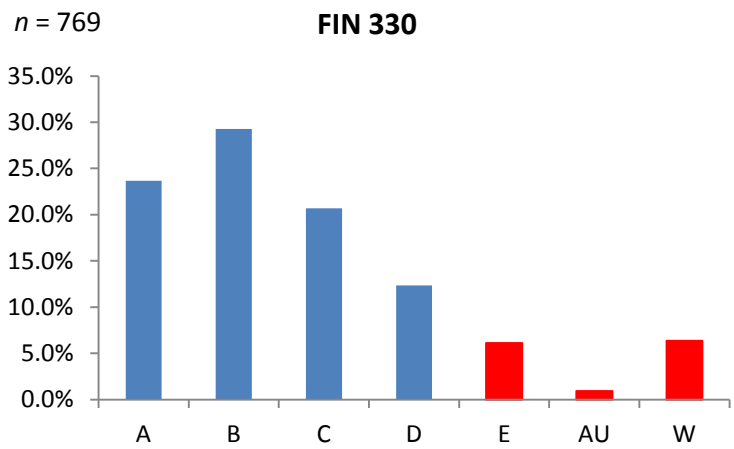
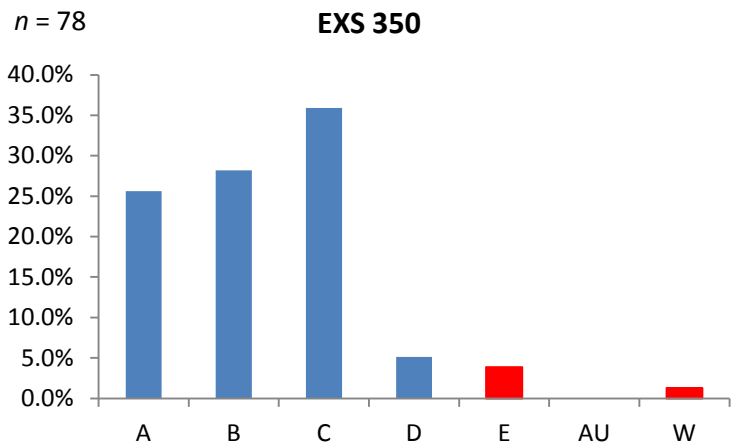
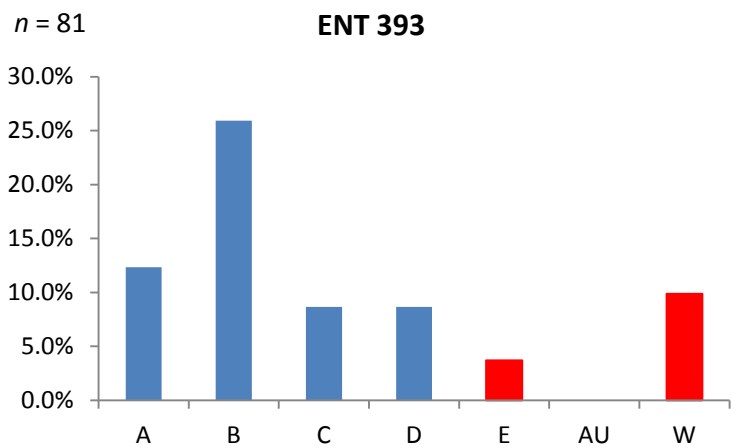


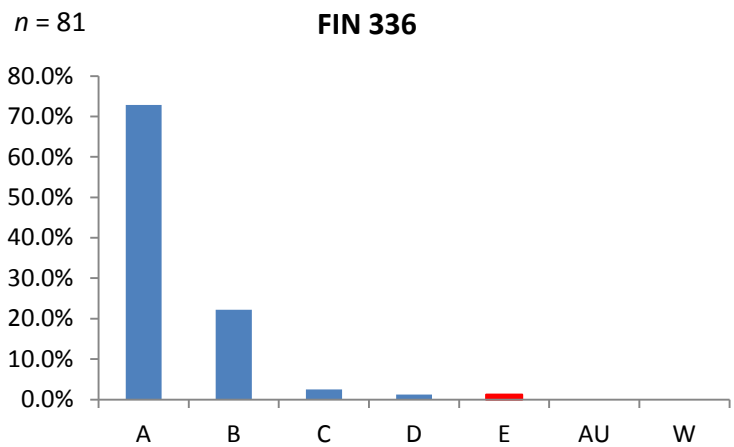
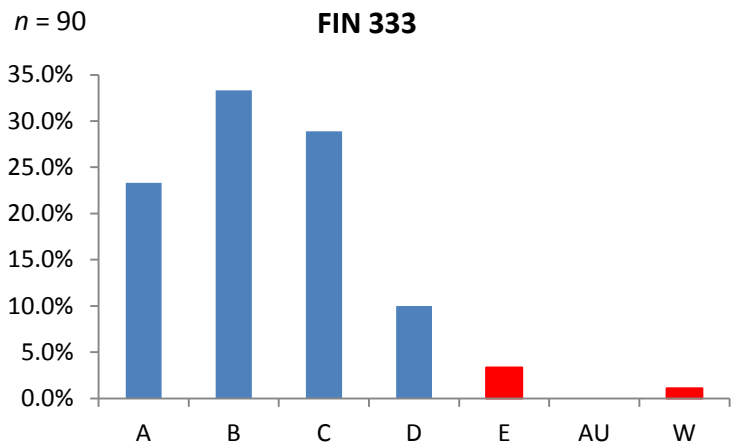
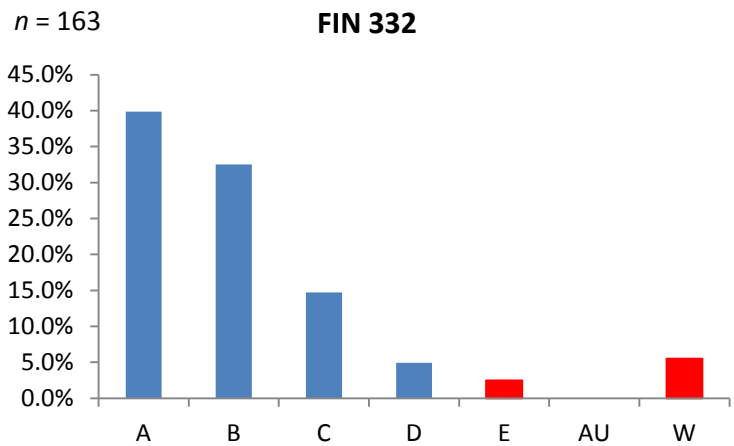
$n = 22$

ENG 371



EXPERIENTIAL LEARNING DATA
380



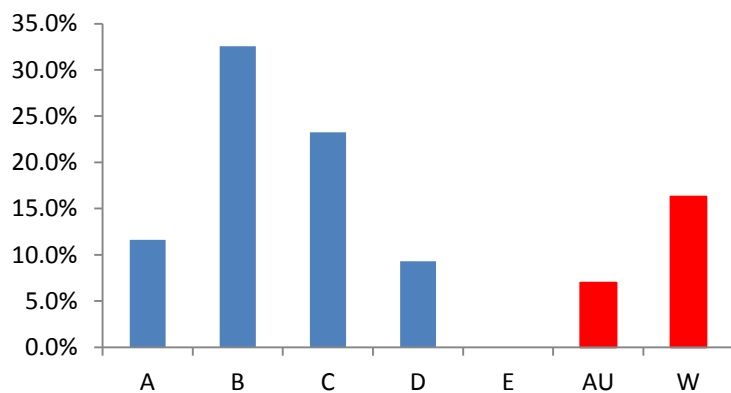


EXPERIENTIAL LEARNING DATA

382

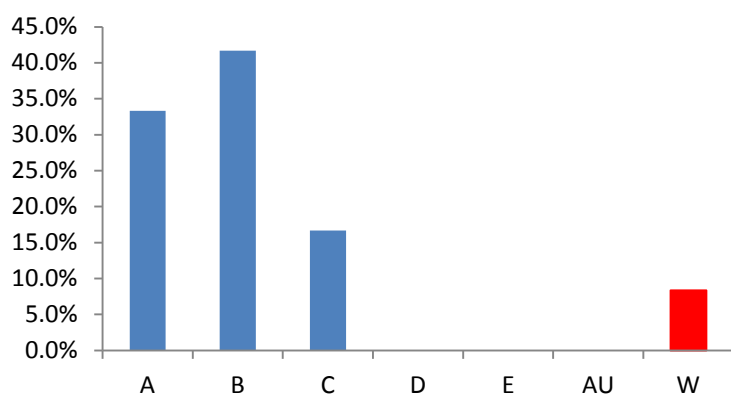
$n = 43$

FIN 338



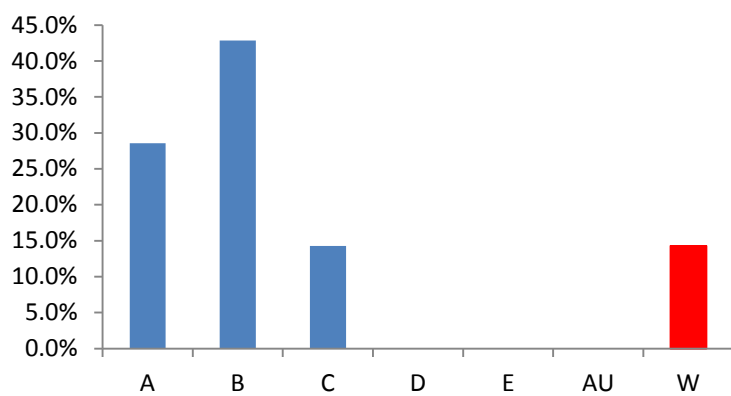
$n = 12$

FRE 301



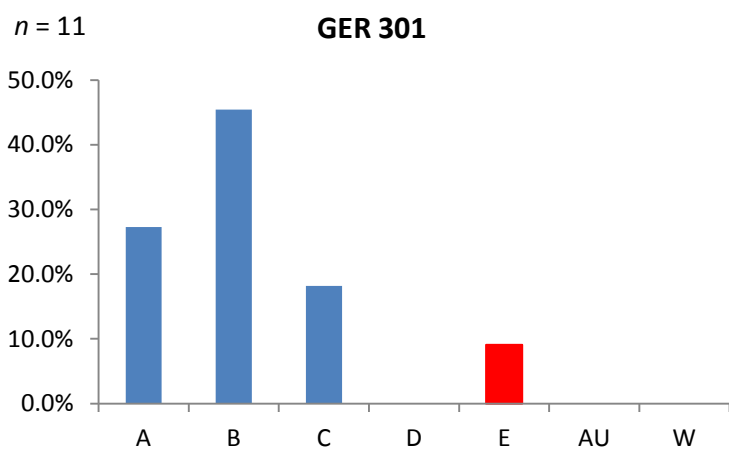
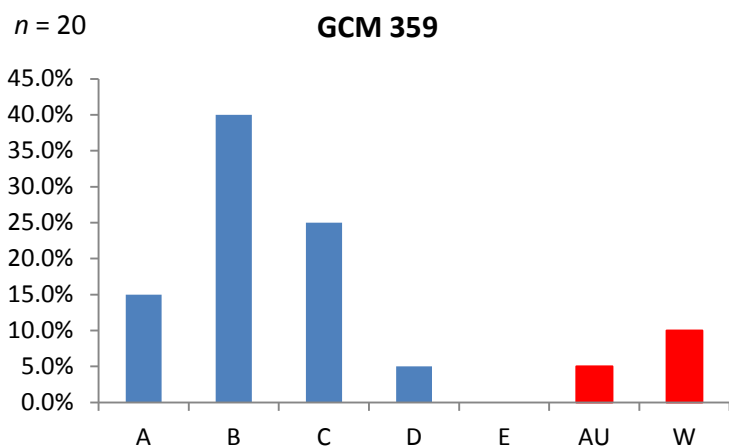
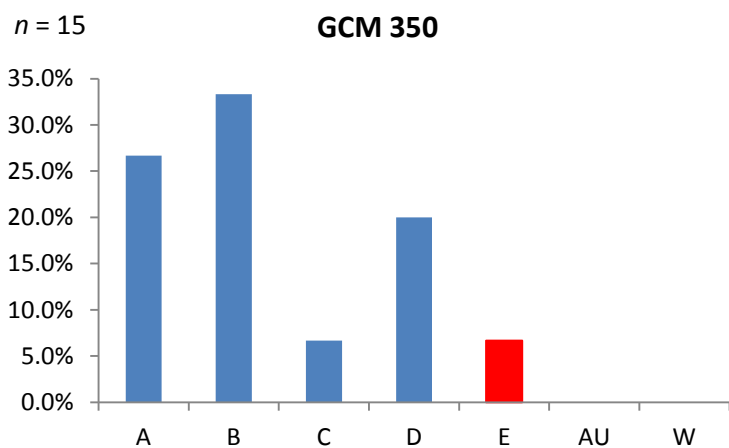
$n = 7$

FRE 323



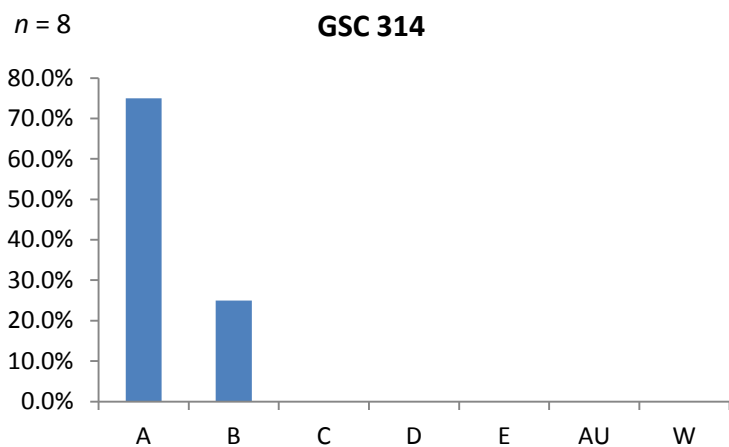
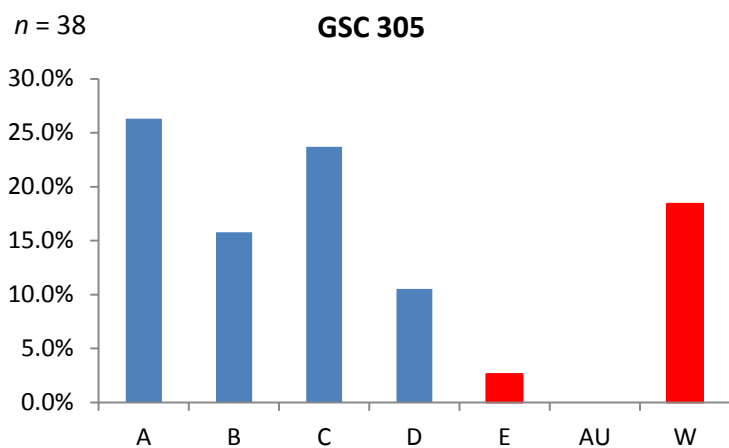
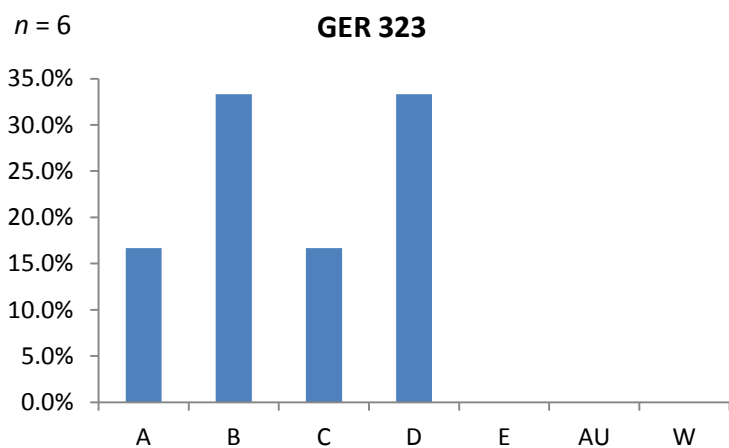
EXPERIENTIAL LEARNING DATA

383



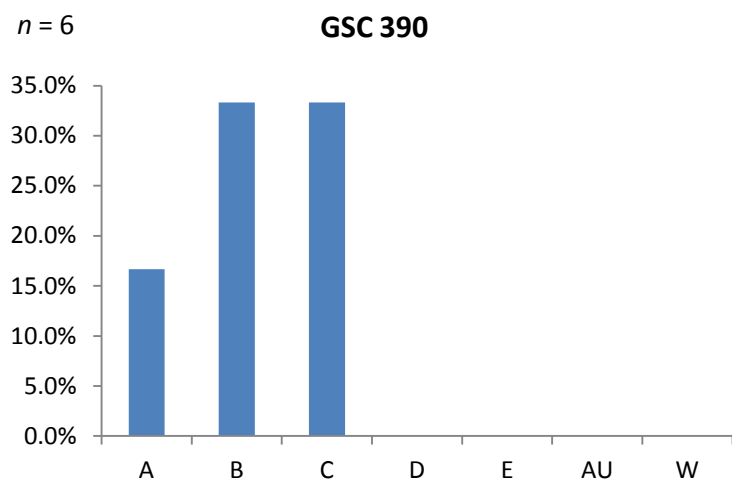
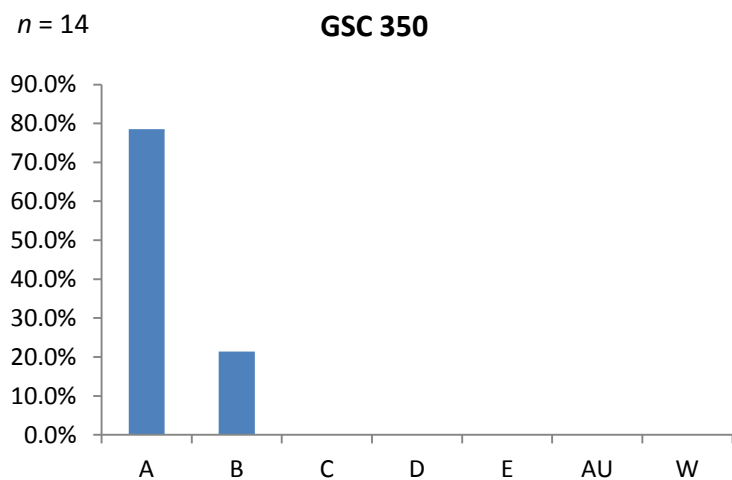
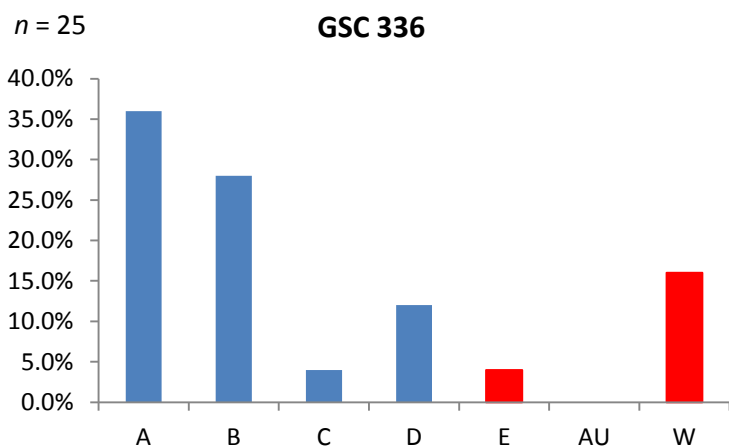
EXPERIENTIAL LEARNING DATA

384

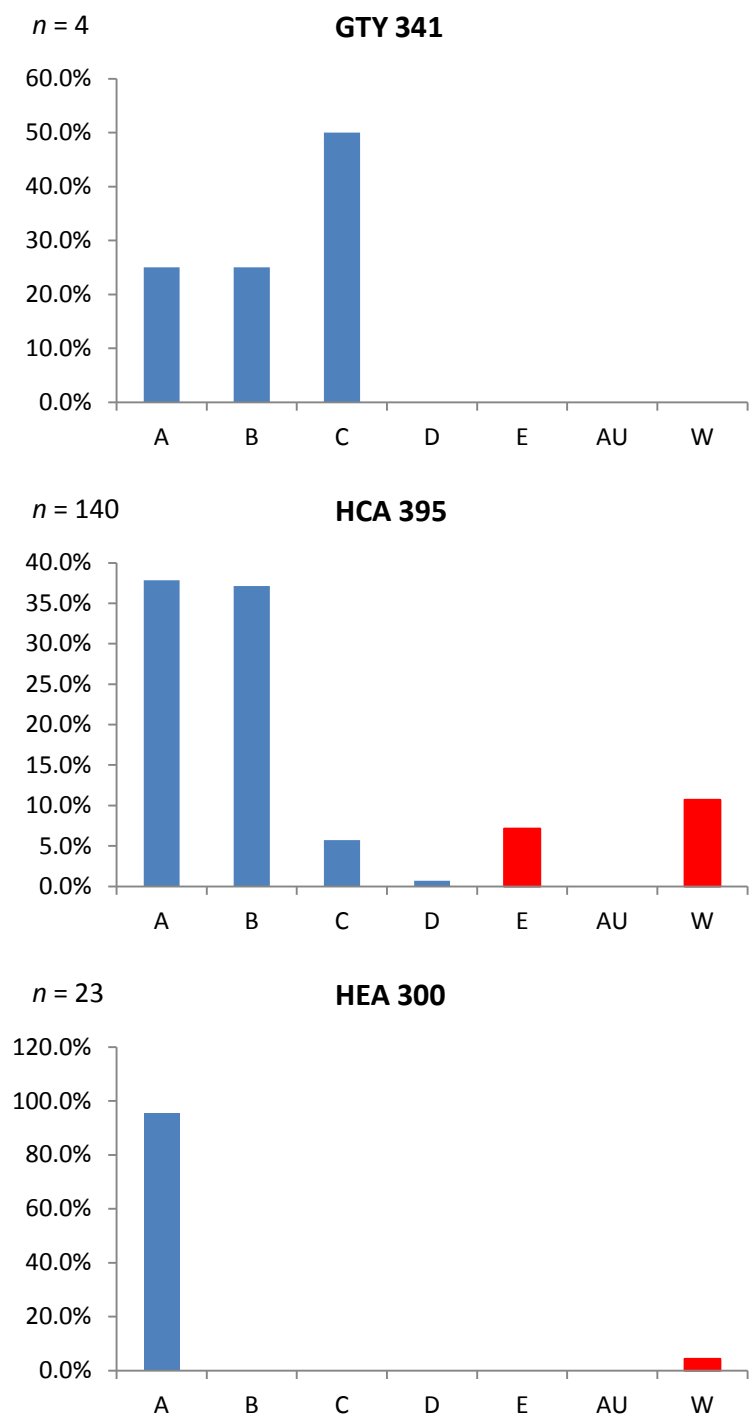


EXPERIENTIAL LEARNING DATA

385

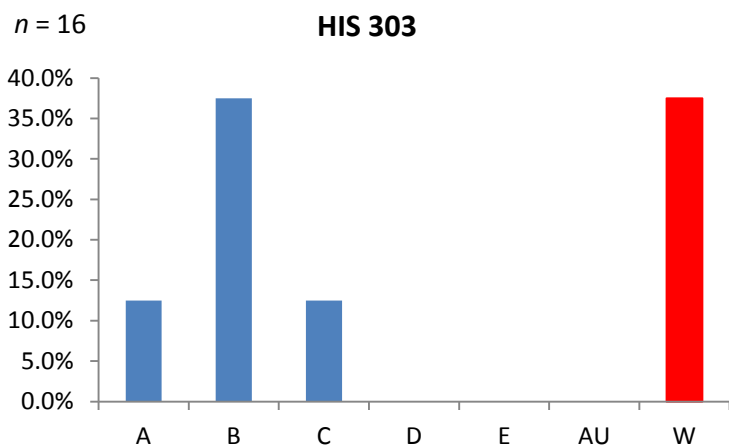
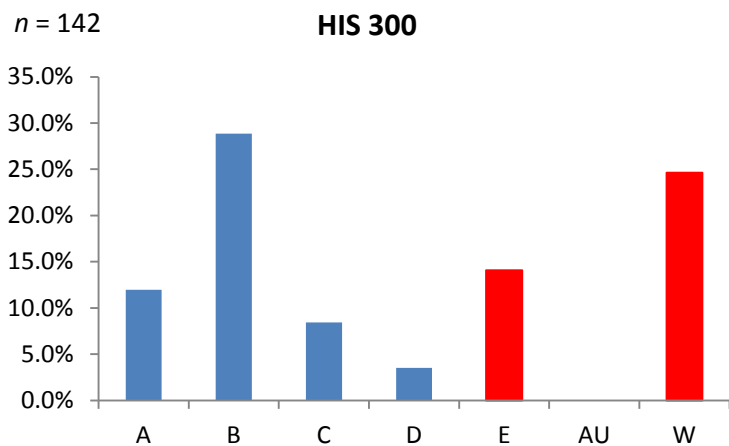
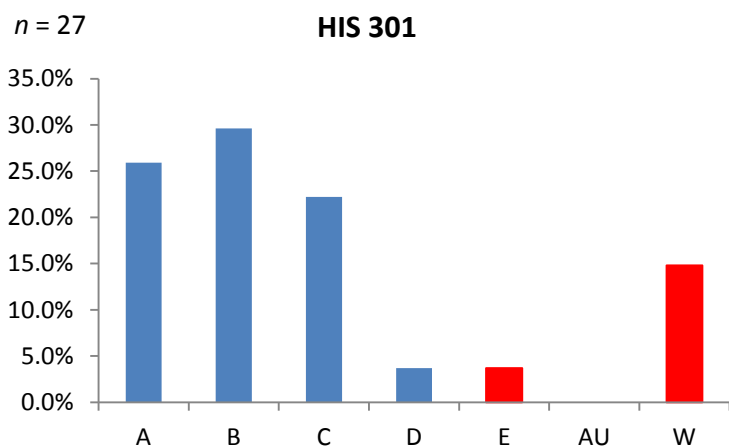


EXPERIENTIAL LEARNING DATA
386



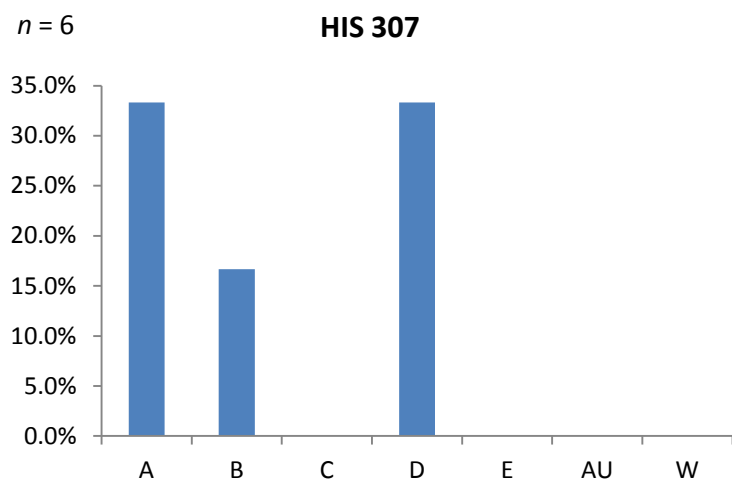
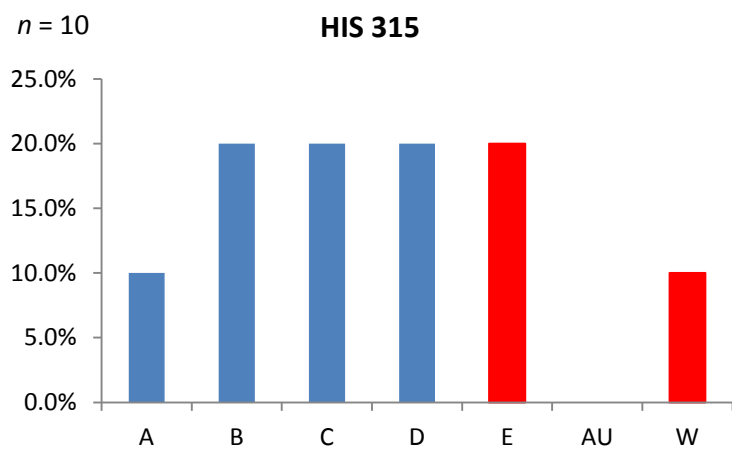
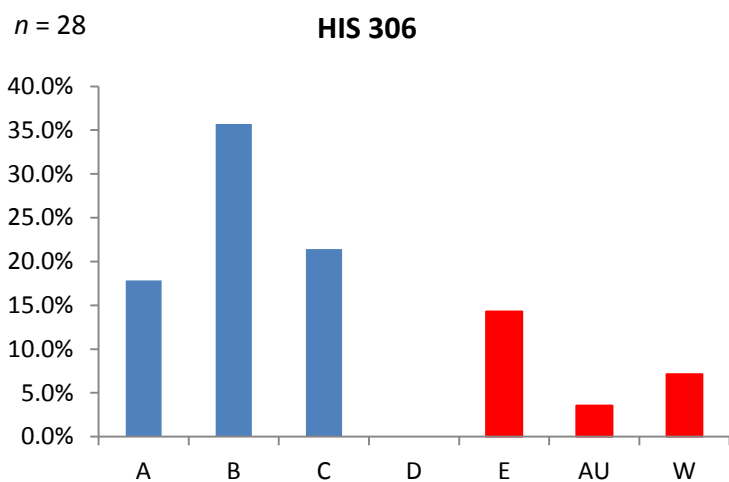
EXPERIENTIAL LEARNING DATA

387



EXPERIENTIAL LEARNING DATA

388

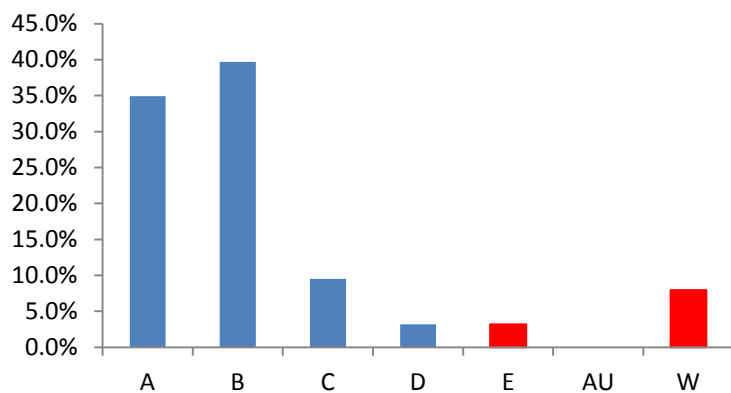


EXPERIENTIAL LEARNING DATA

389

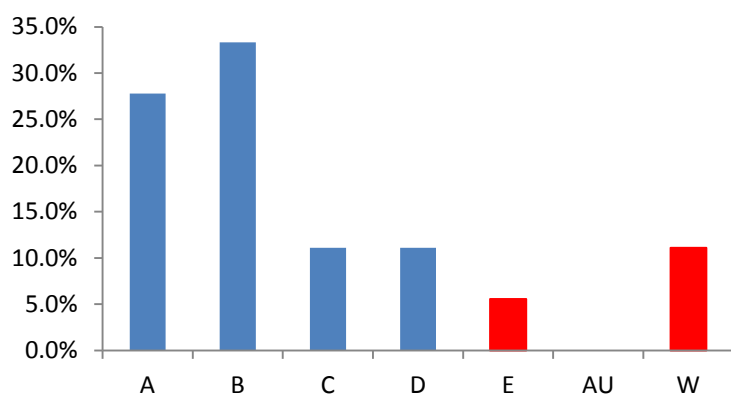
$n = 63$

HIS 309



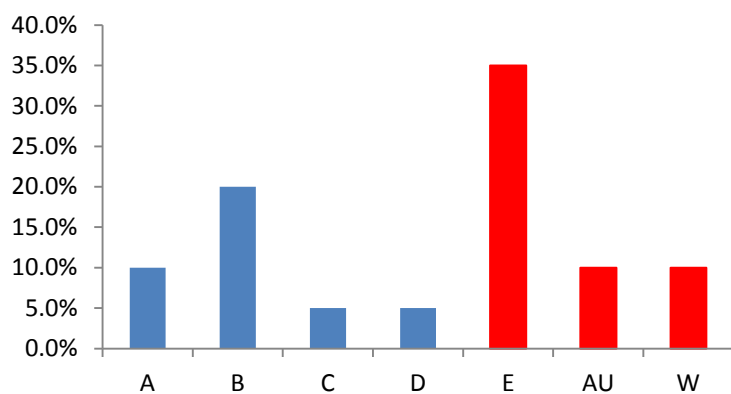
$n = 18$

HIS 322



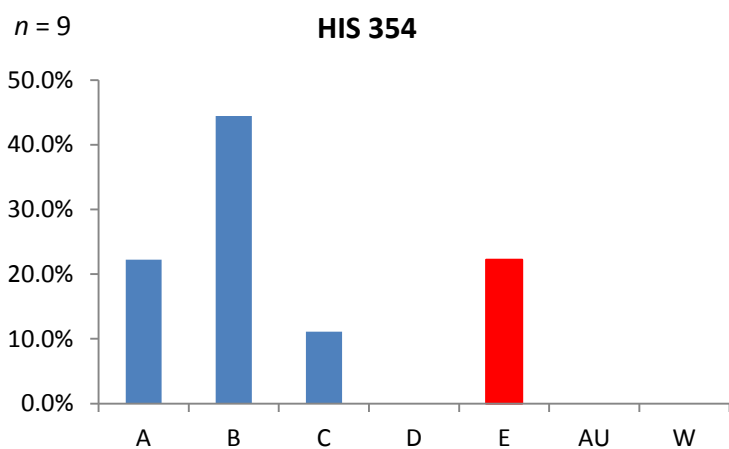
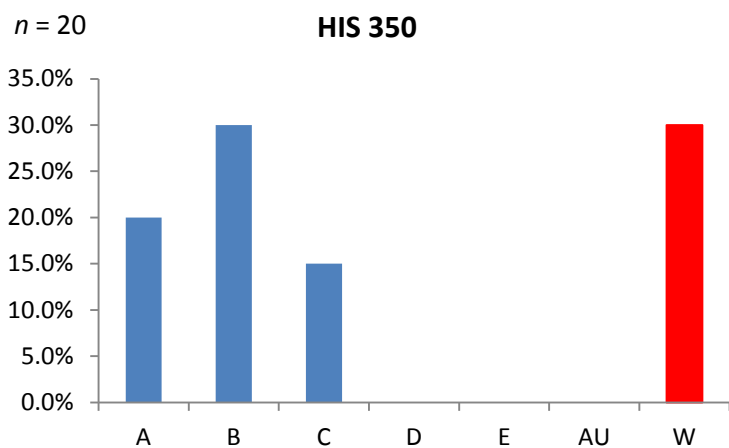
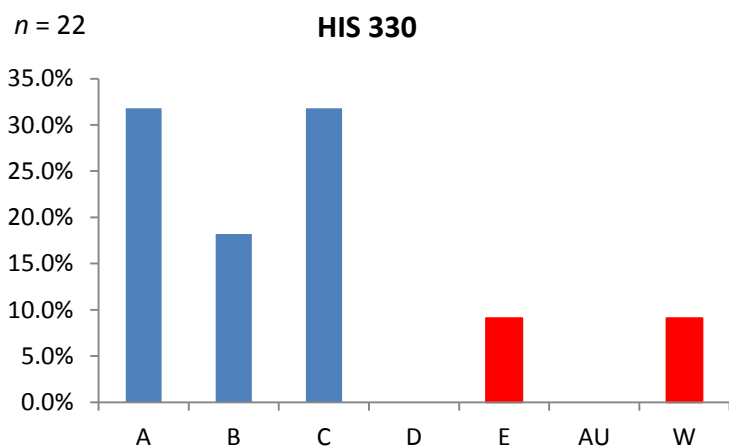
$n = 20$

HIS 323



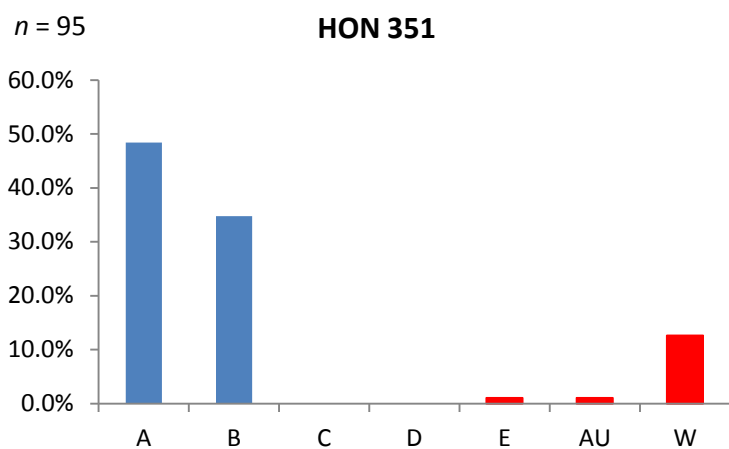
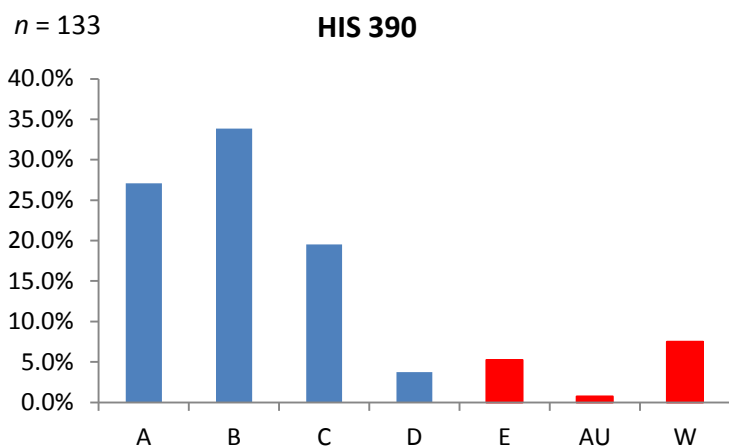
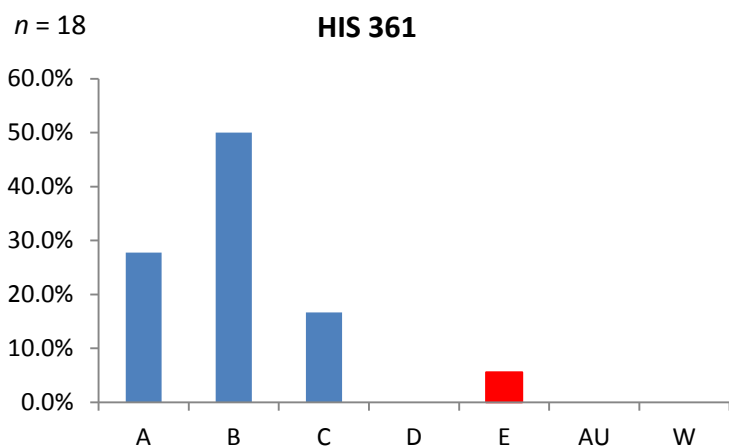
EXPERIENTIAL LEARNING DATA

390



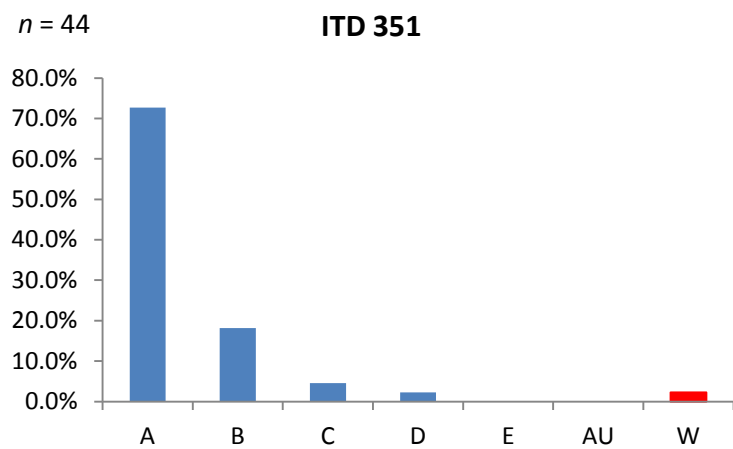
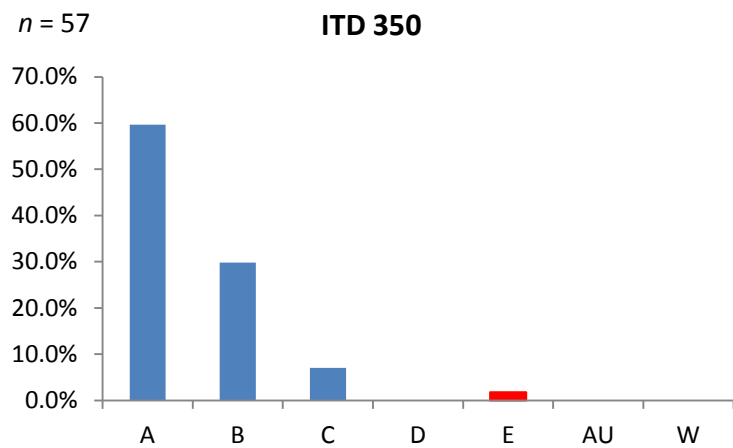
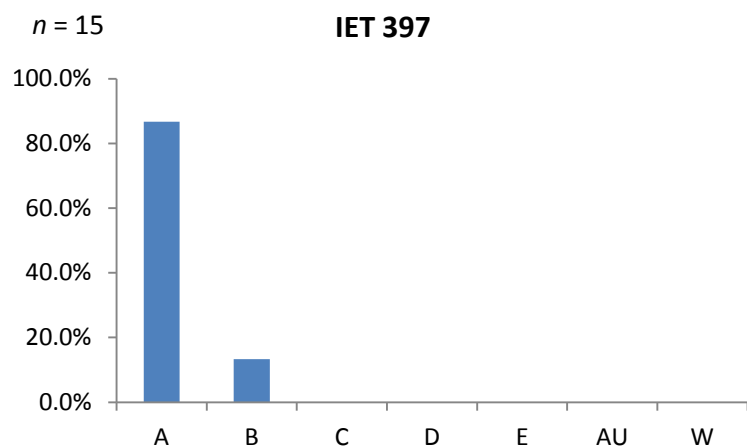
EXPERIENTIAL LEARNING DATA

391

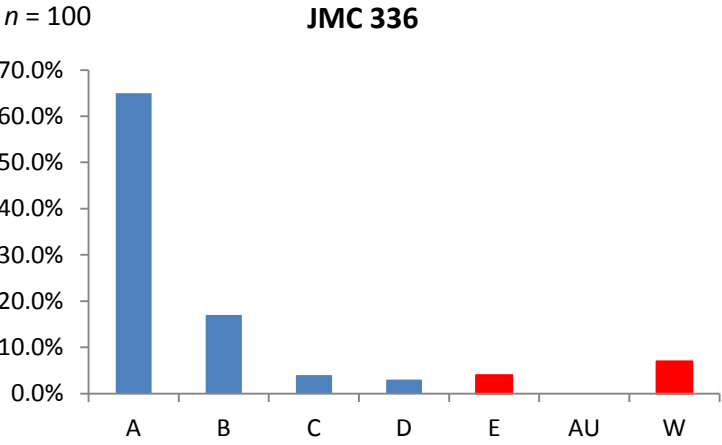
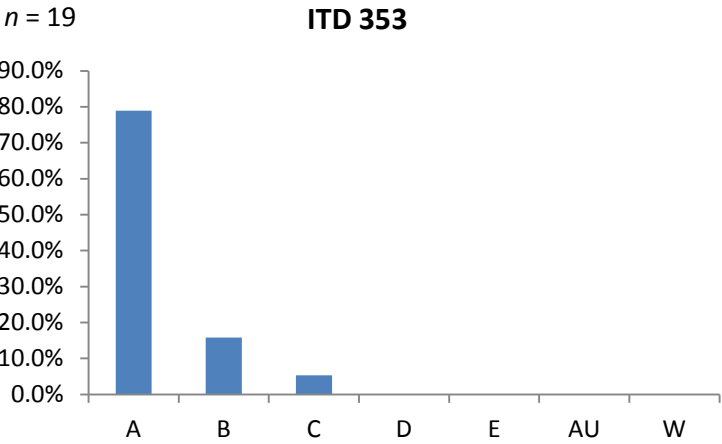
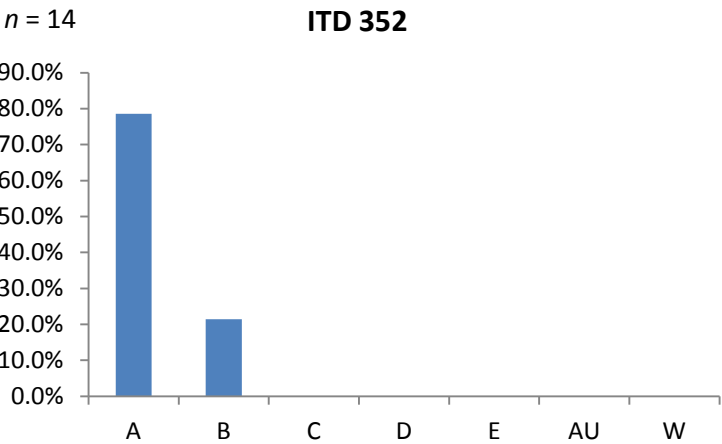


EXPERIENTIAL LEARNING DATA

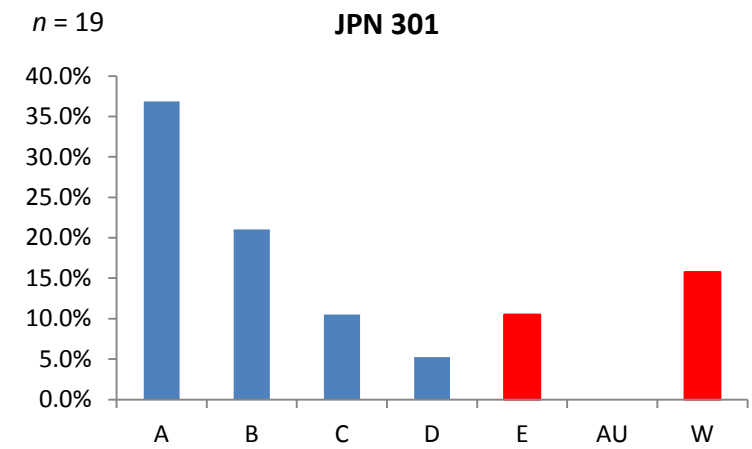
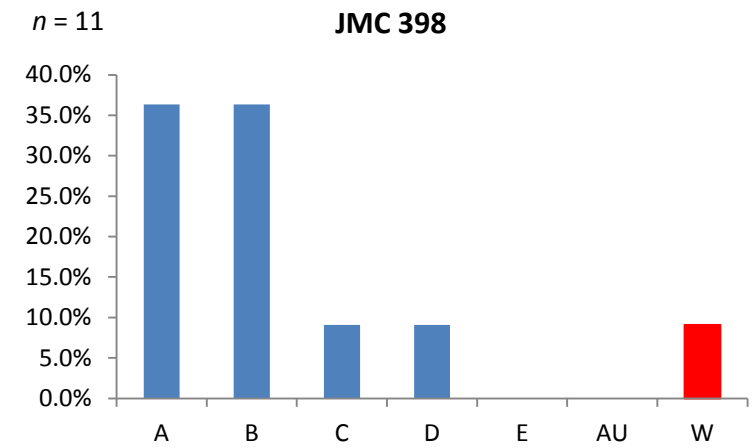
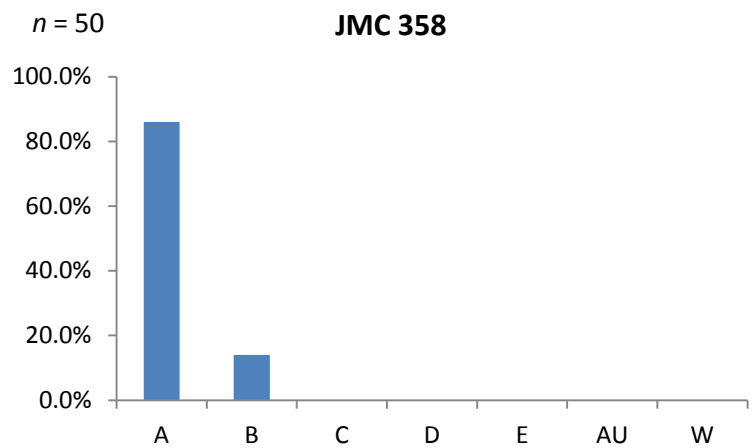
392



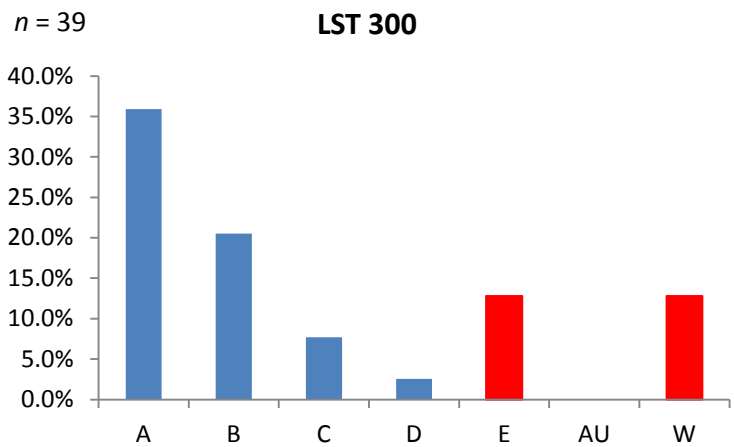
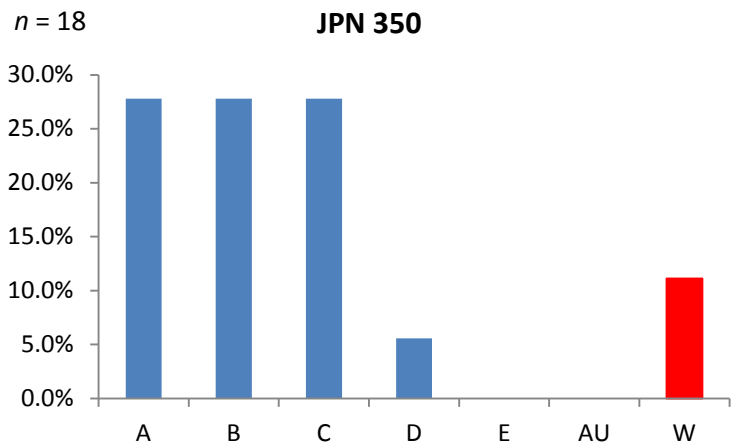
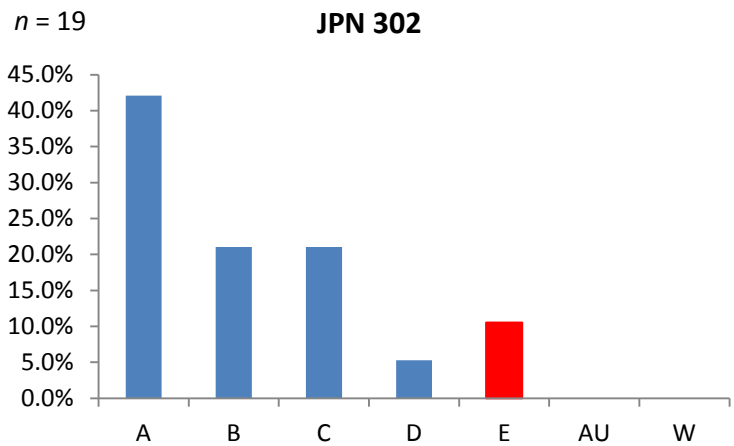
EXPERIENTIAL LEARNING DATA
393



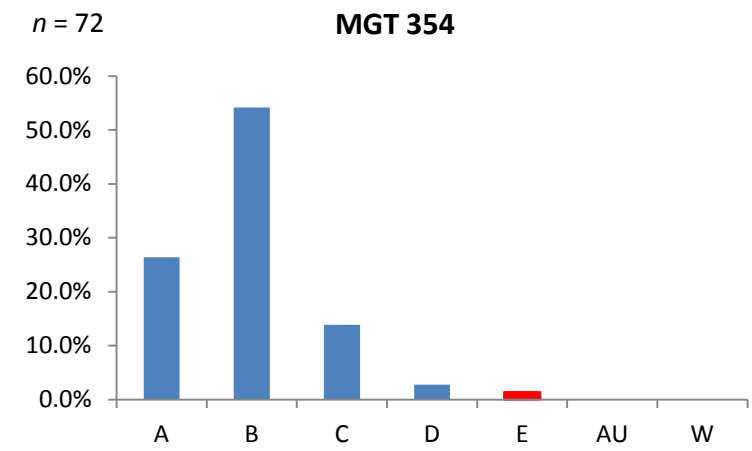
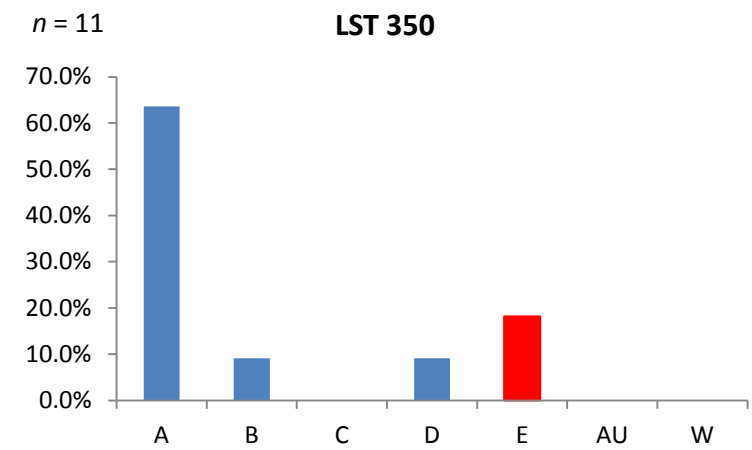
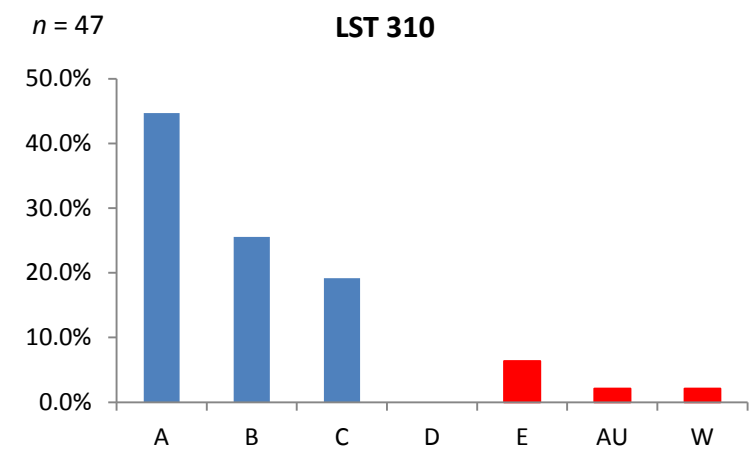
EXPERIENTIAL LEARNING DATA
394



EXPERIENTIAL LEARNING DATA
395

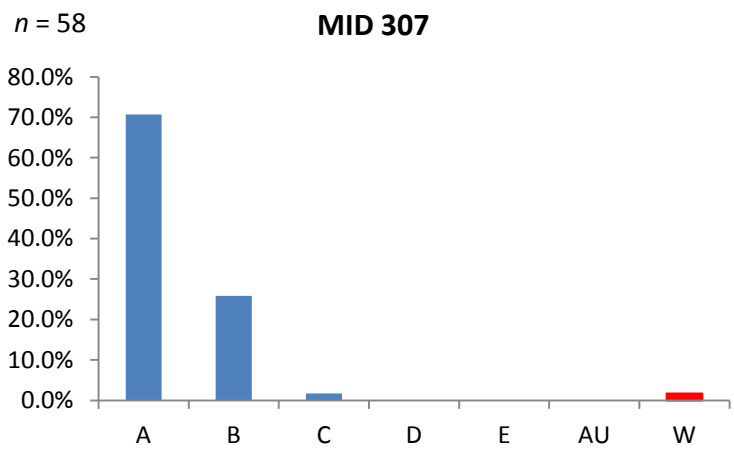
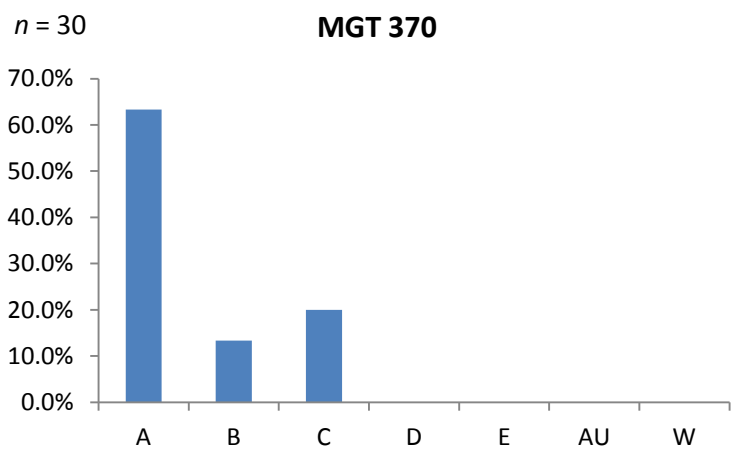
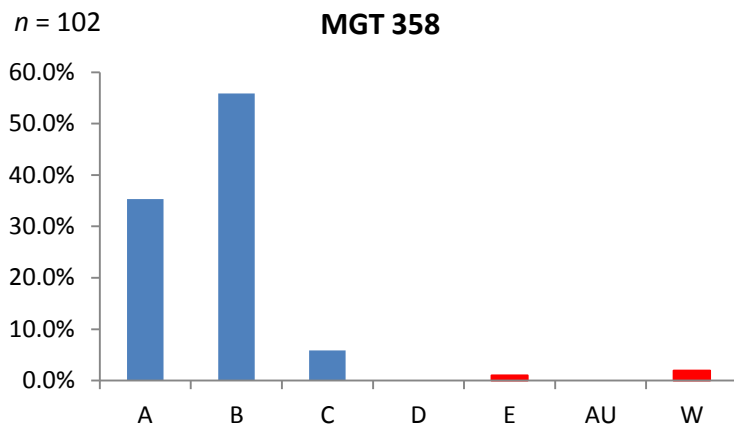


EXPERIENTIAL LEARNING DATA
396



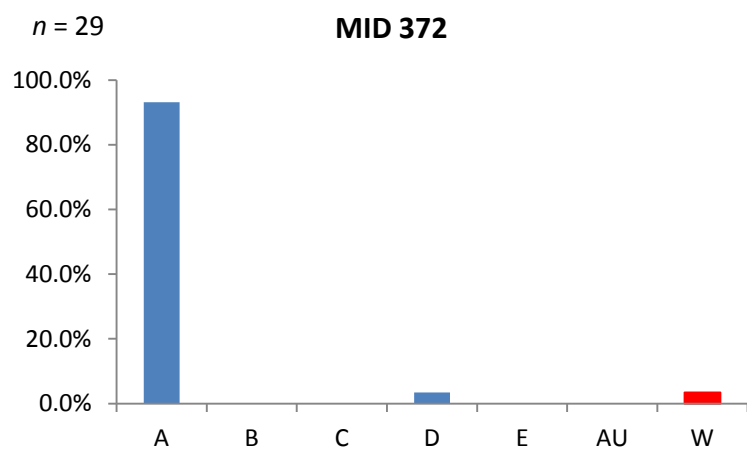
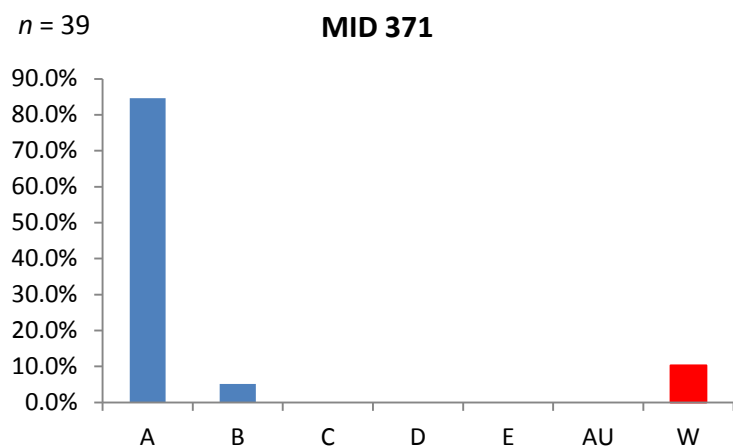
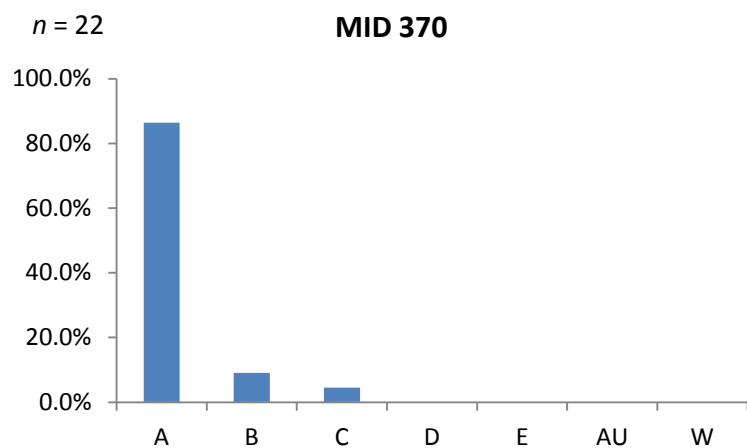
EXPERIENTIAL LEARNING DATA

397

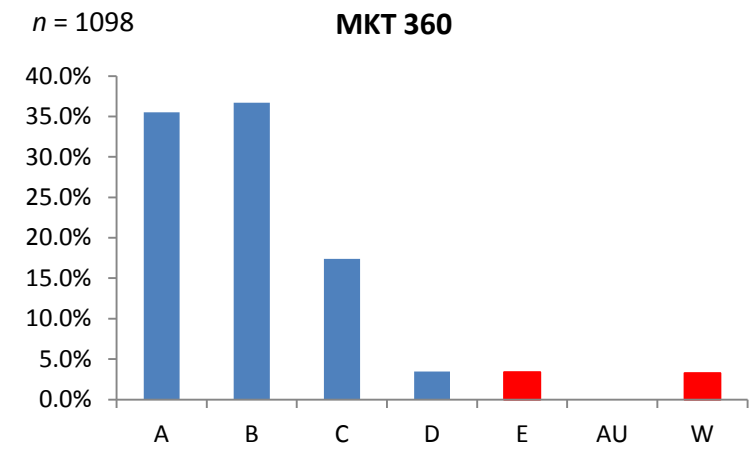
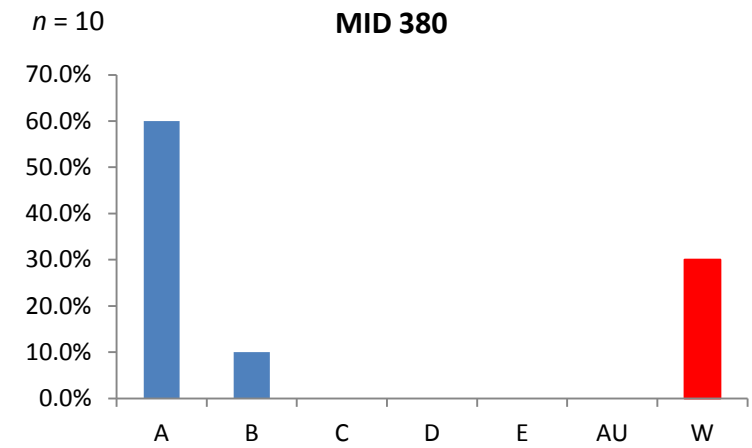
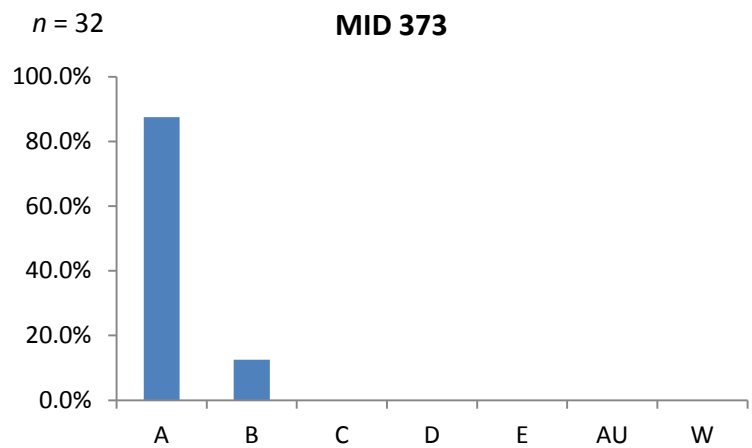


EXPERIENTIAL LEARNING DATA

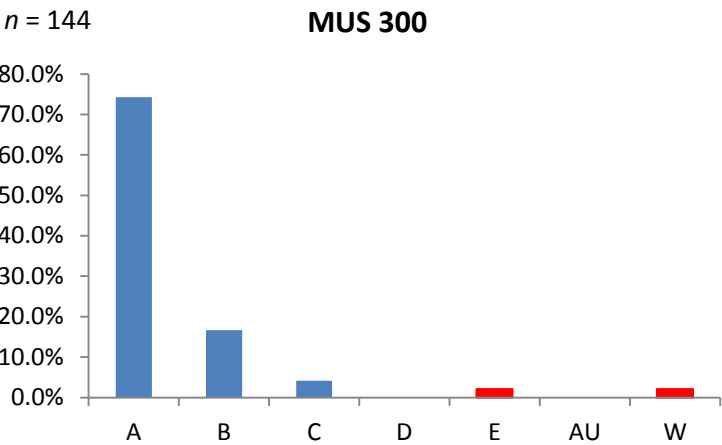
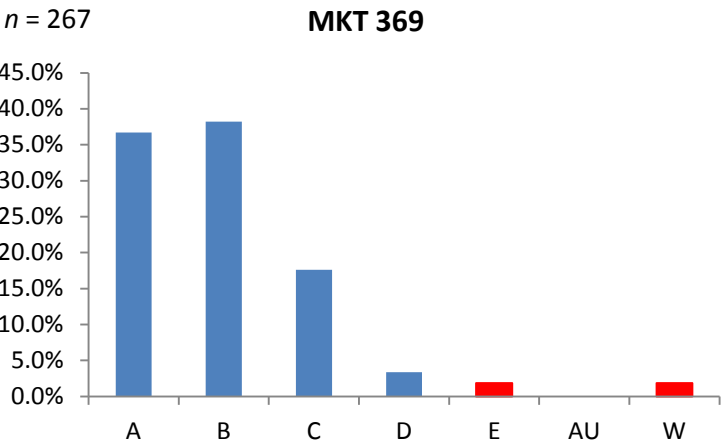
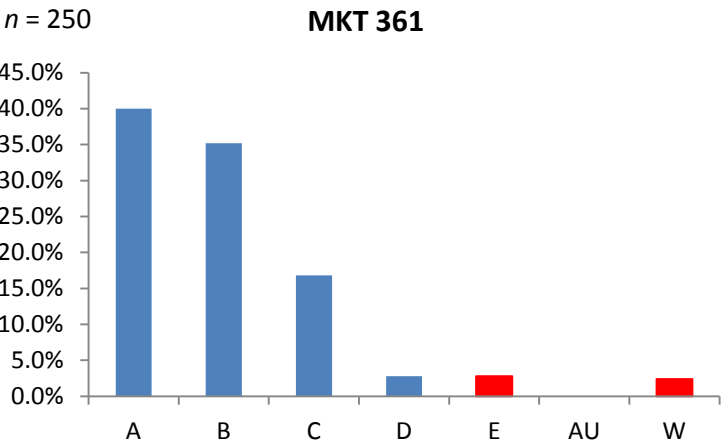
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EXPERIENTIAL LEARNING DATA
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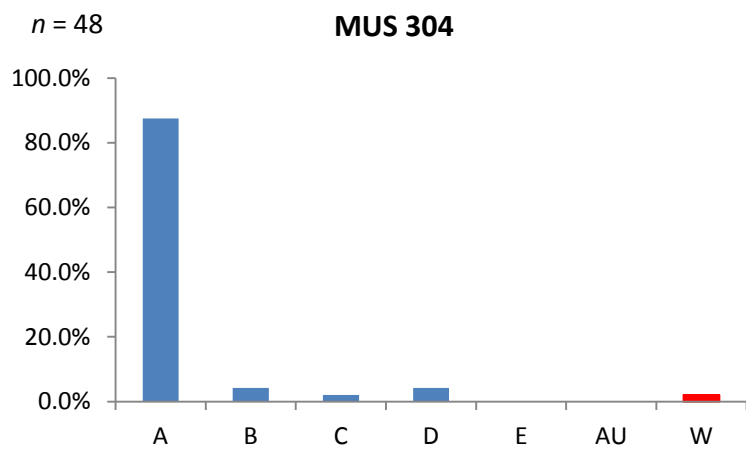
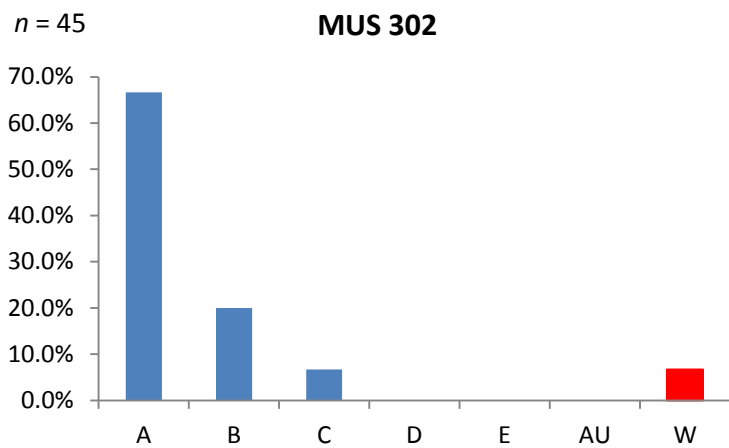
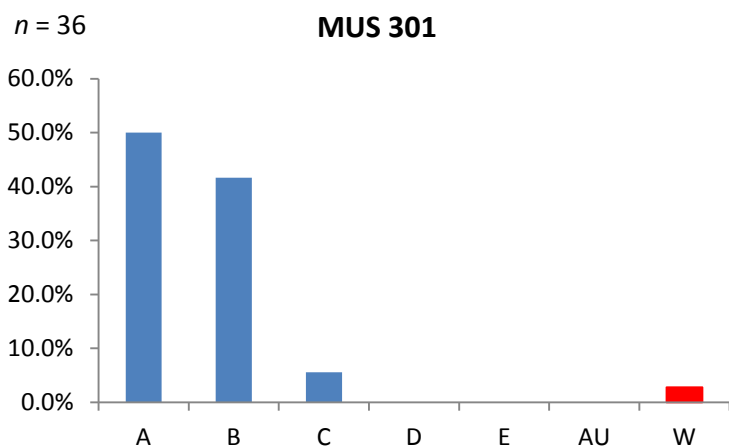


EXPERIENTIAL LEARNING DATA
400



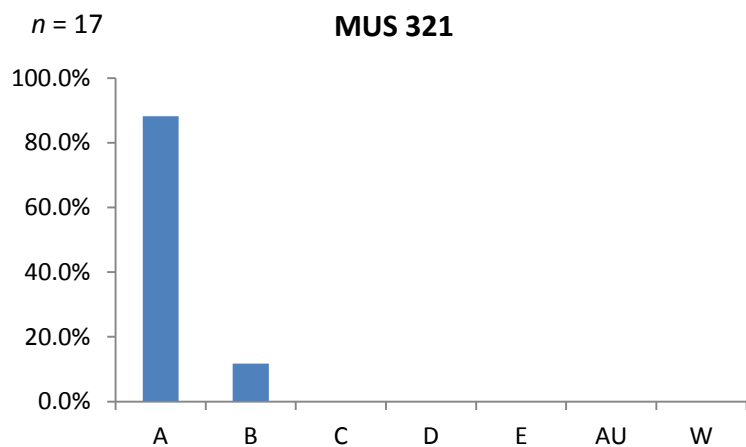
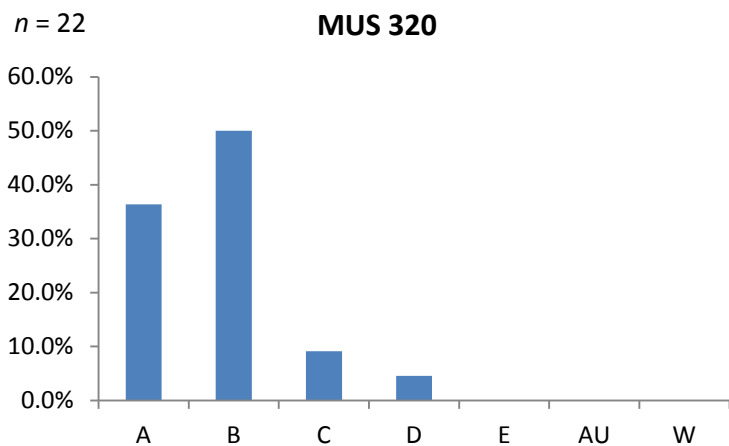
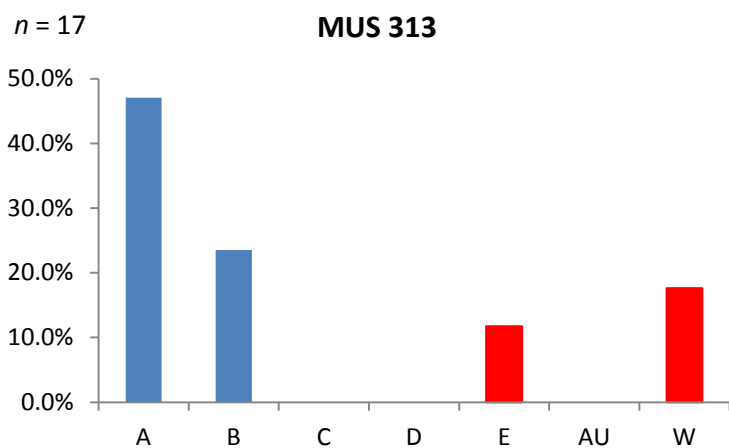
EXPERIENTIAL LEARNING DATA

401

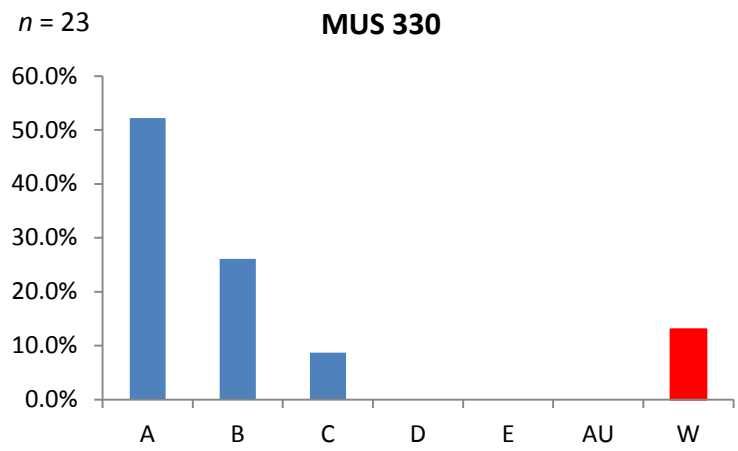
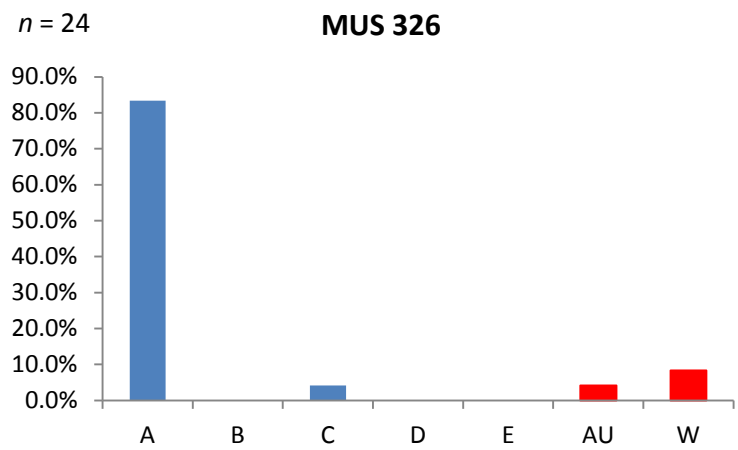
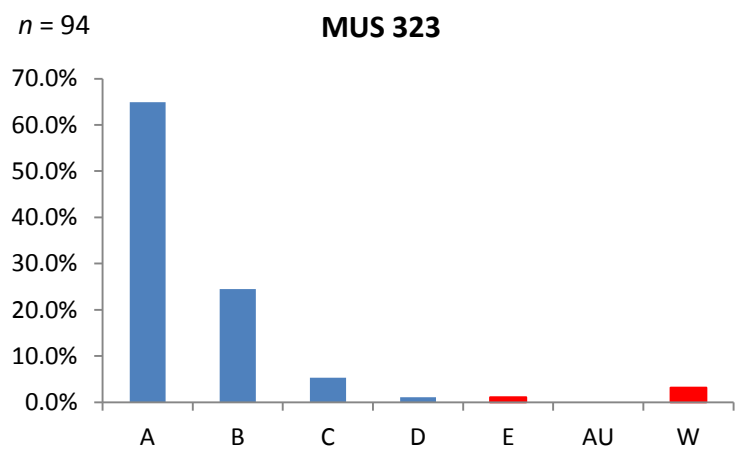


EXPERIENTIAL LEARNING DATA

402

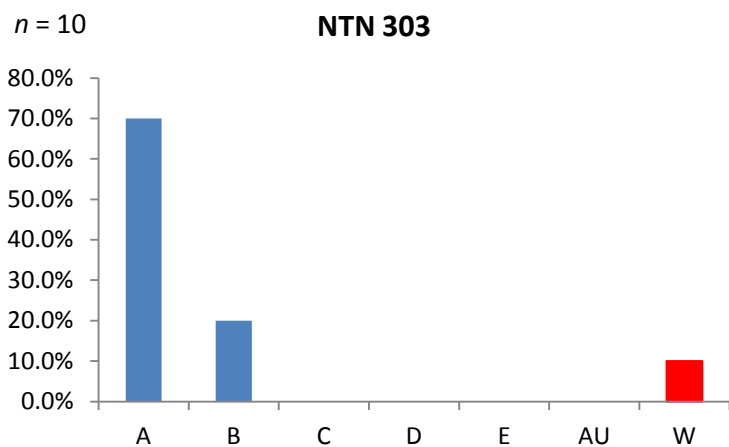
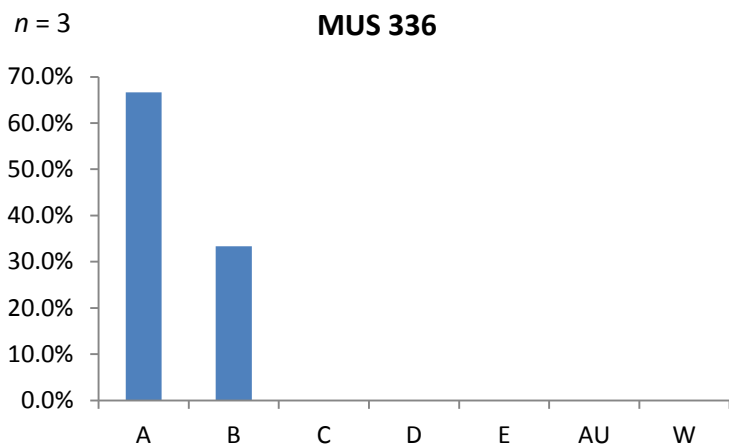
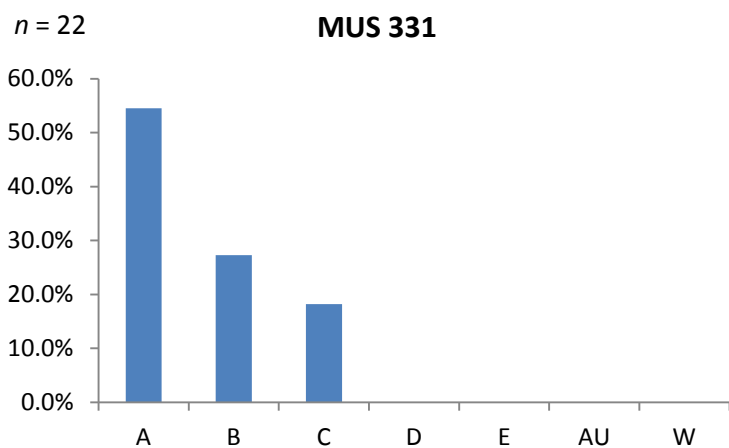


EXPERIENTIAL LEARNING DATA
403

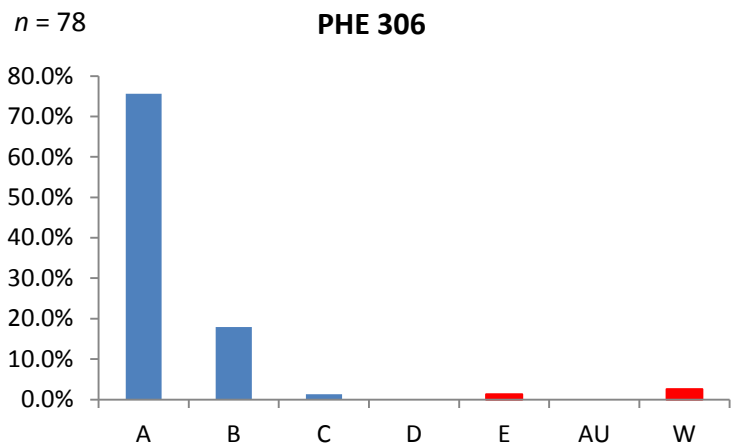
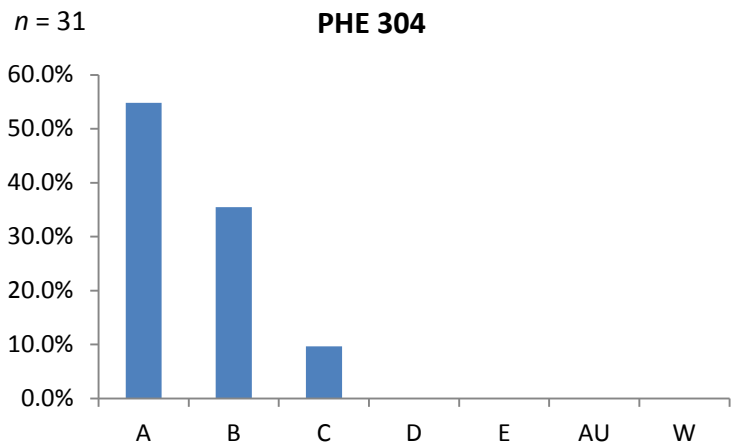
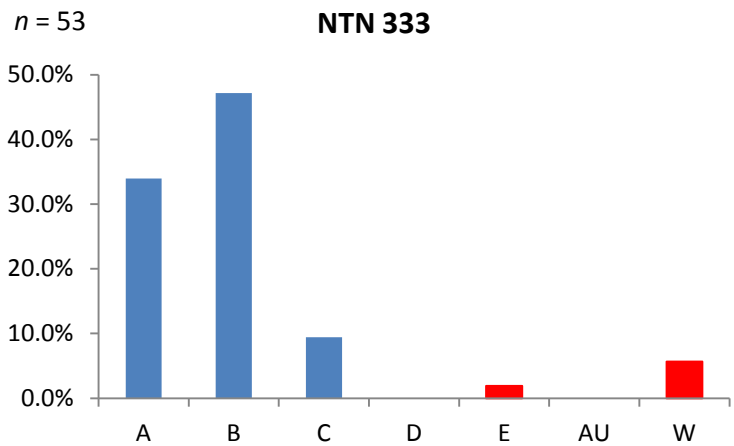


EXPERIENTIAL LEARNING DATA

404

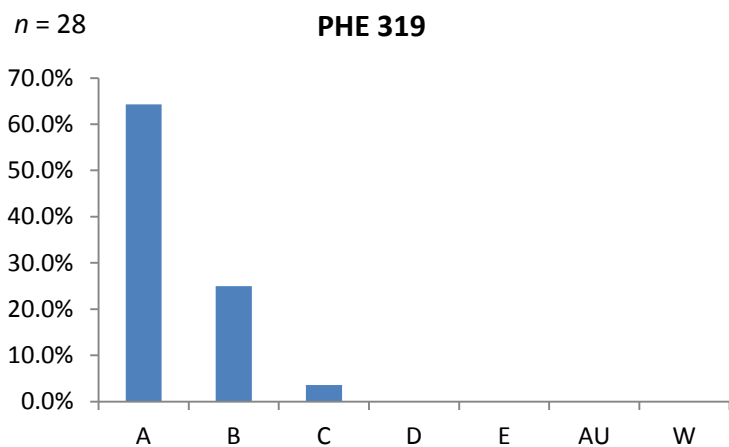
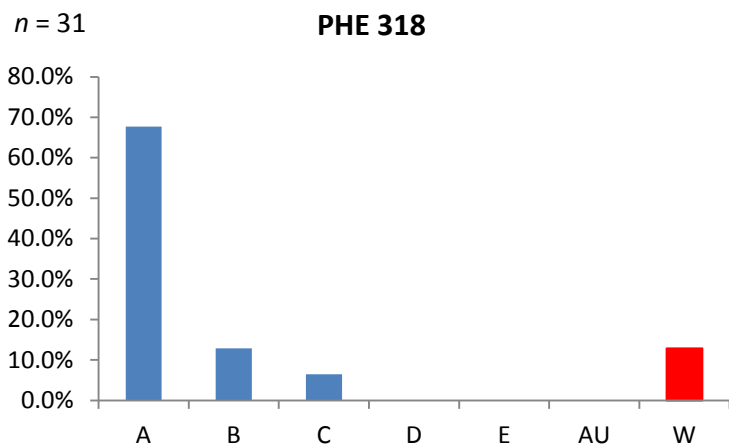
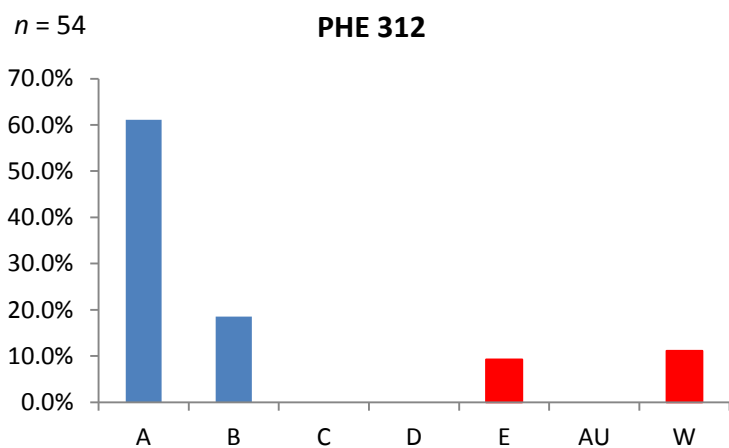


EXPERIENTIAL LEARNING DATA
405



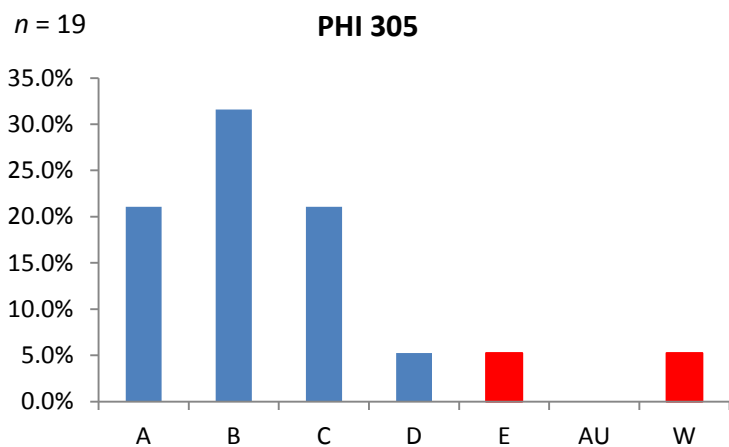
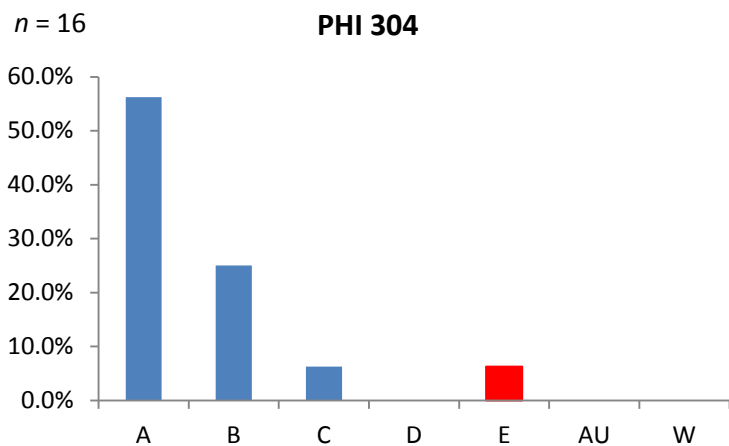
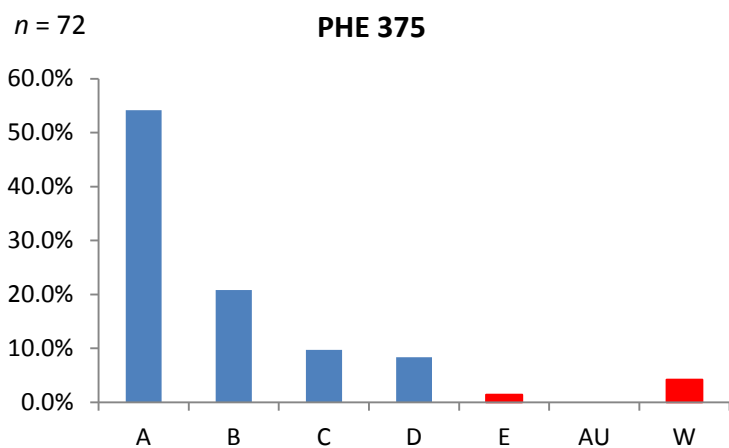
EXPERIENTIAL LEARNING DATA

406

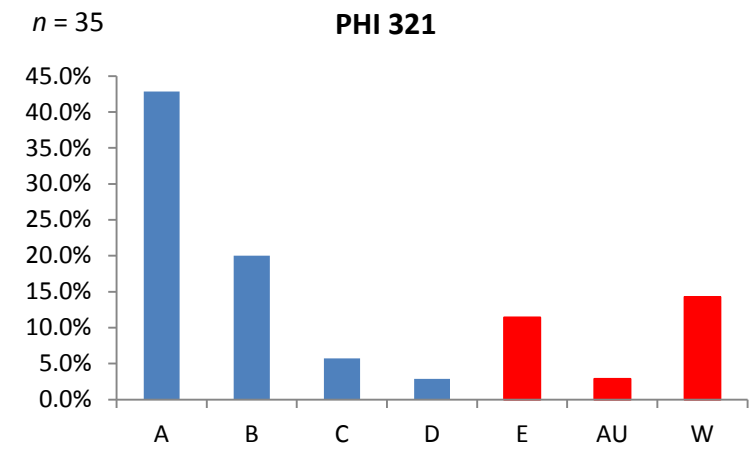
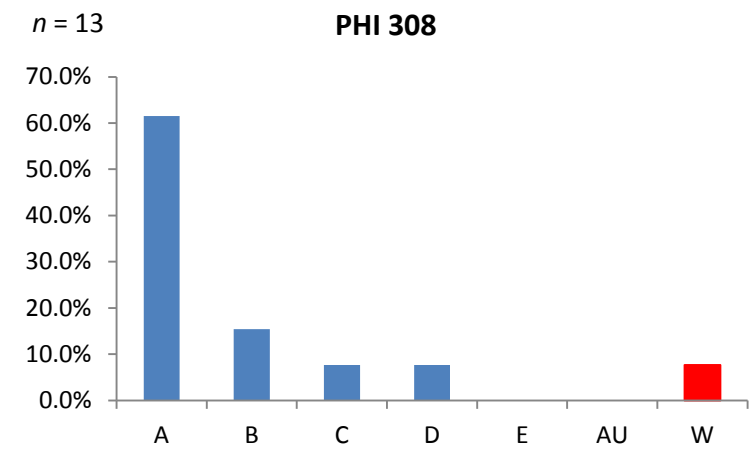
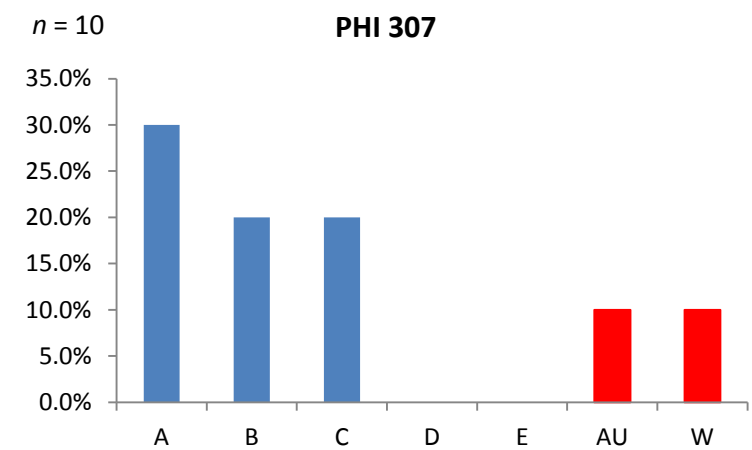


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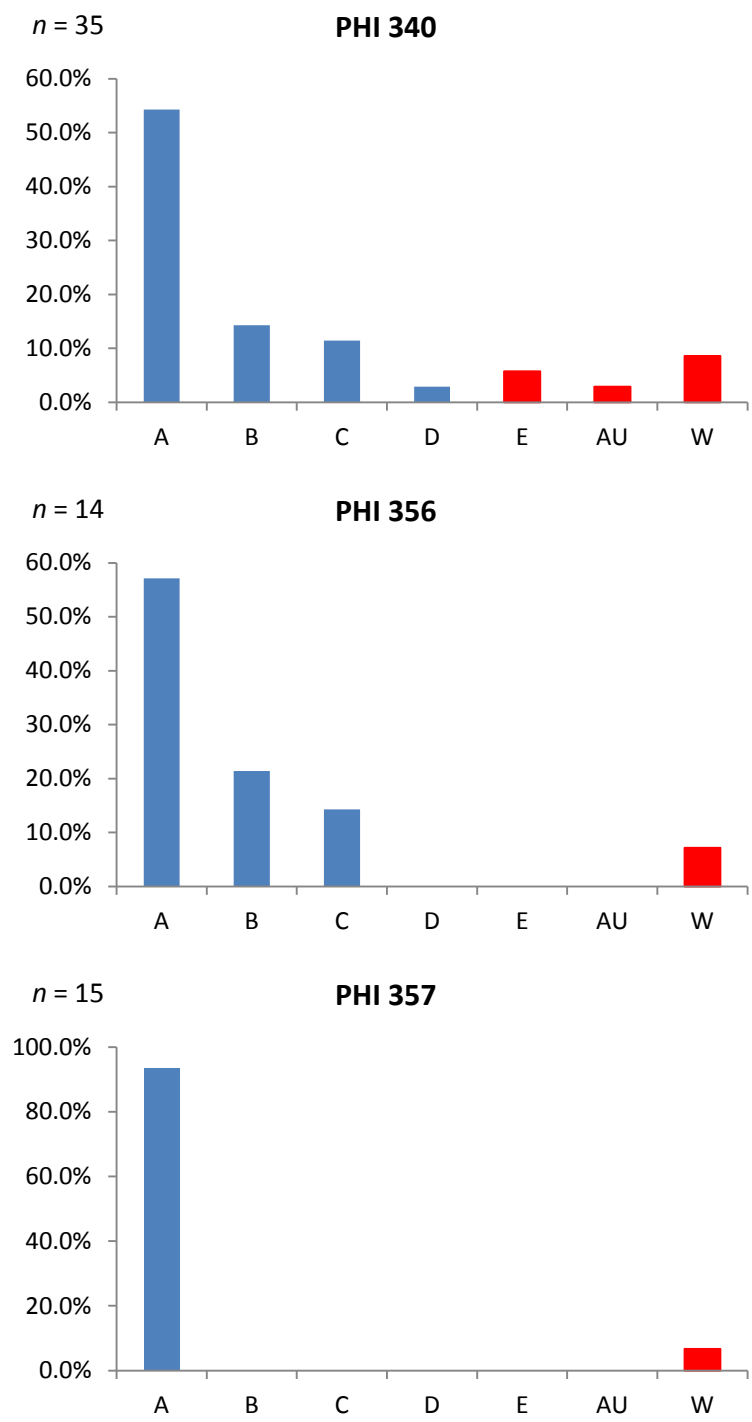
407



EXPERIENTIAL LEARNING DATA
408

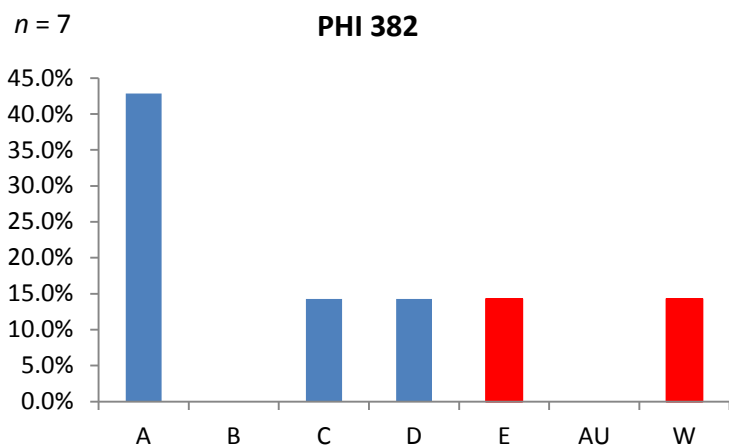
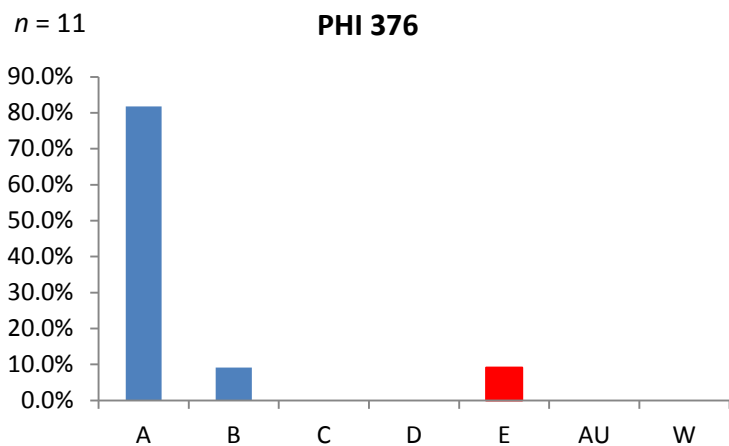
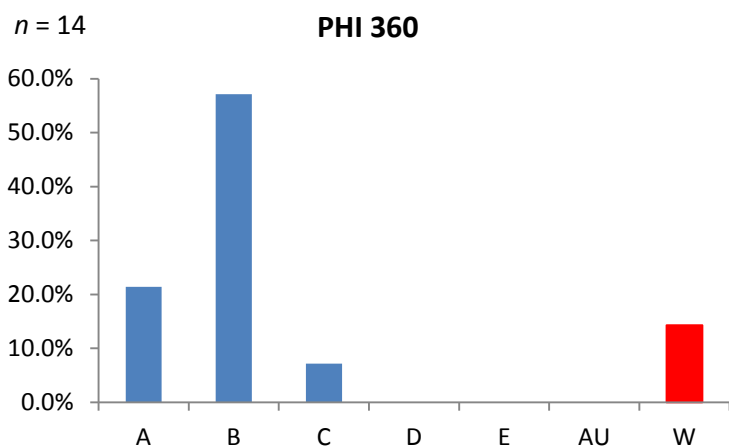


EXPERIENTIAL LEARNING DATA
409



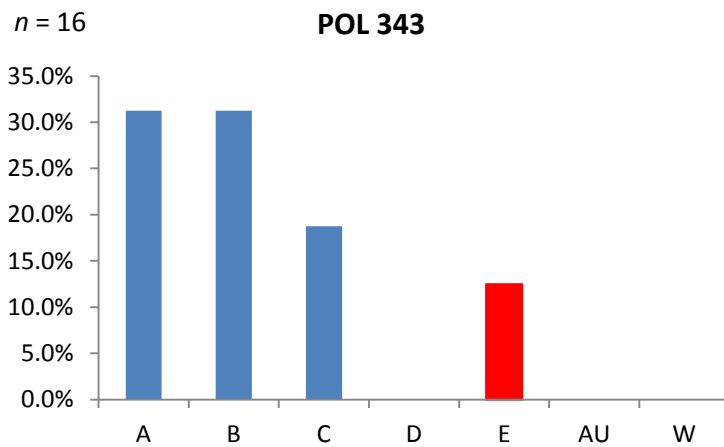
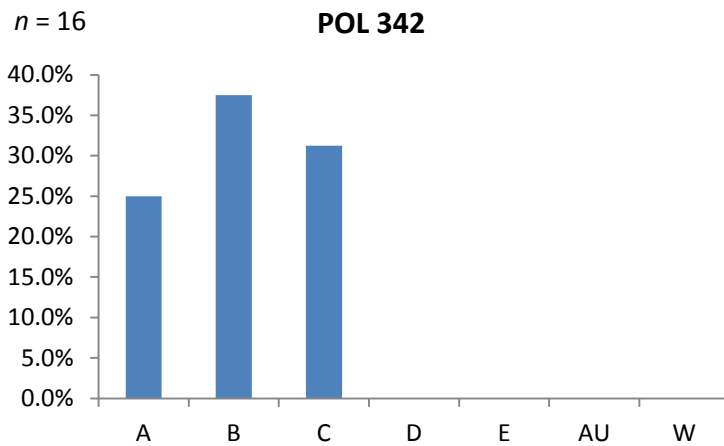
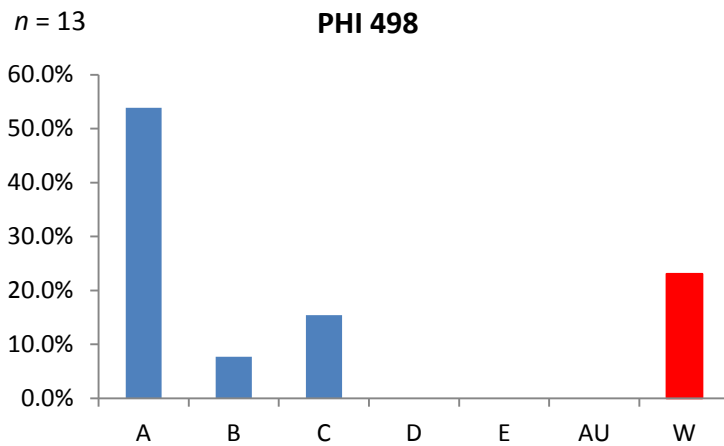
EXPERIENTIAL LEARNING DATA

410



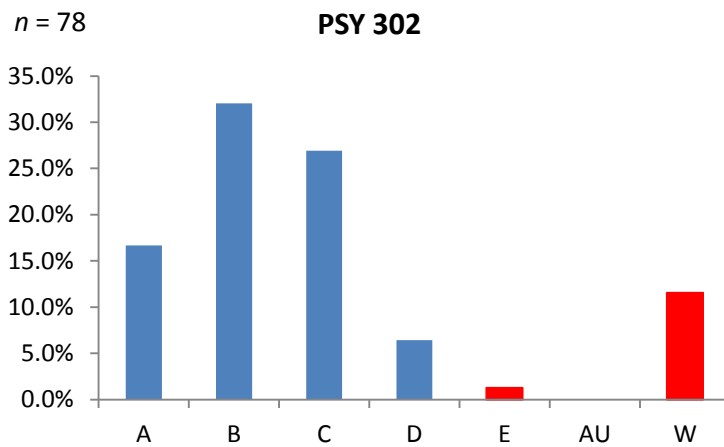
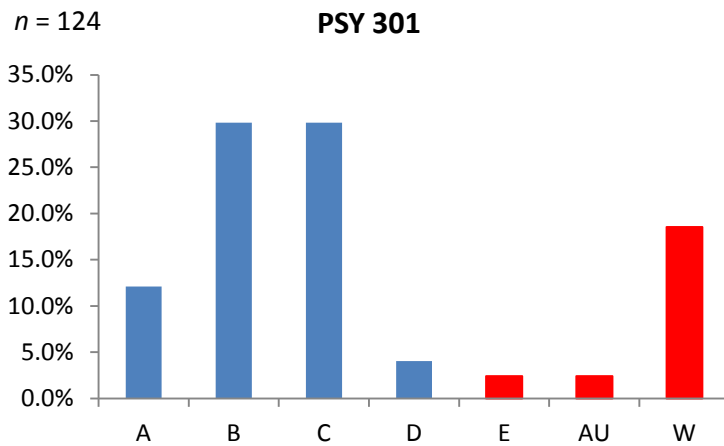
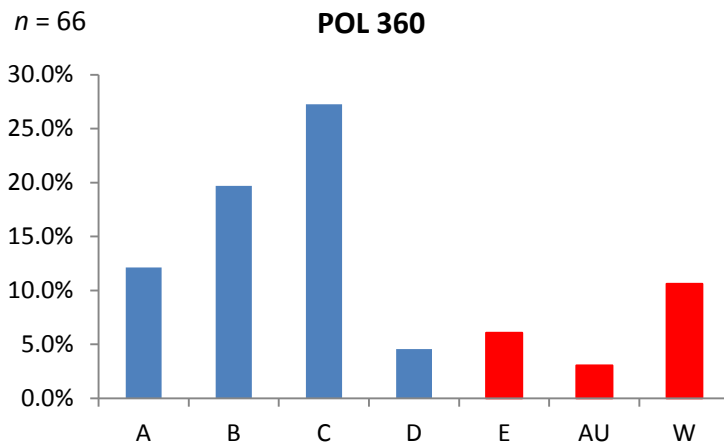
EXPERIENTIAL LEARNING DATA

411



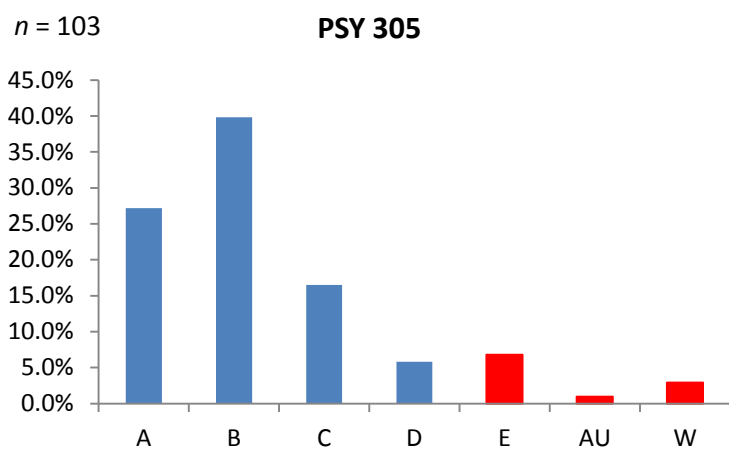
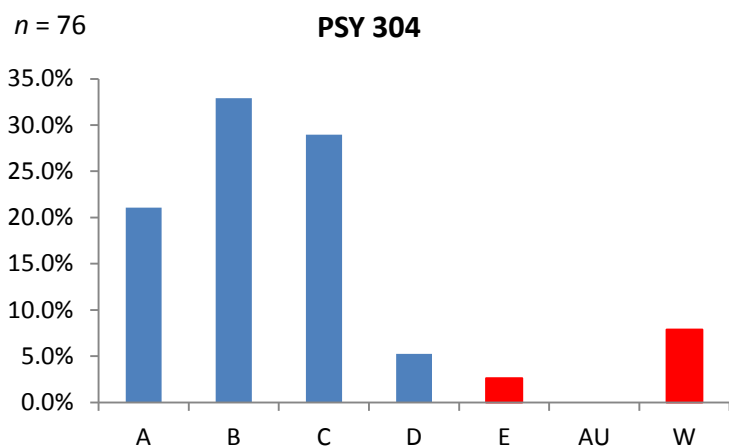
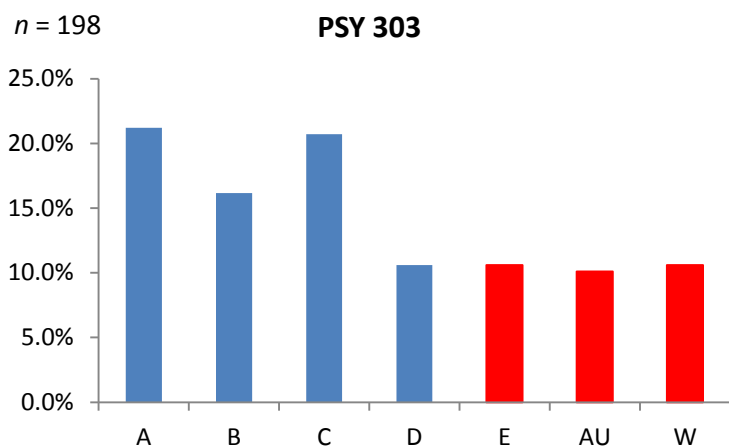
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412



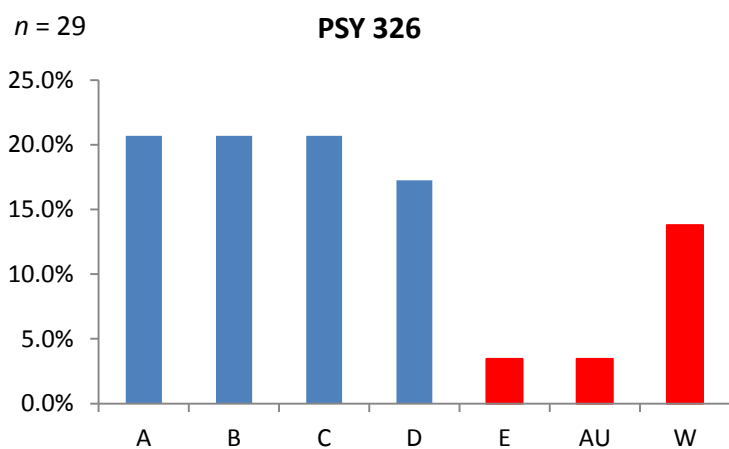
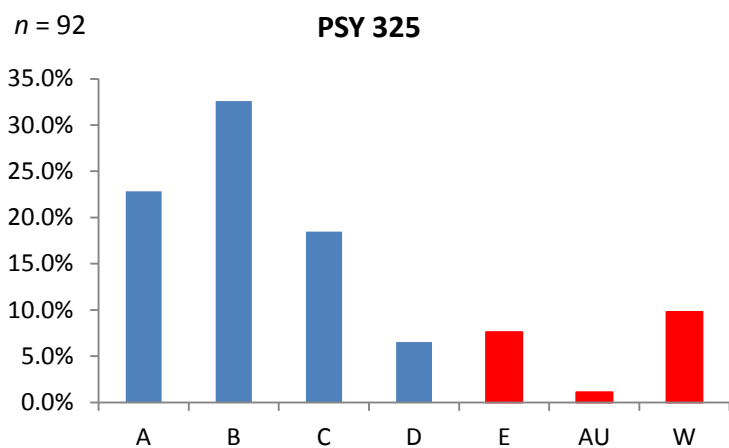
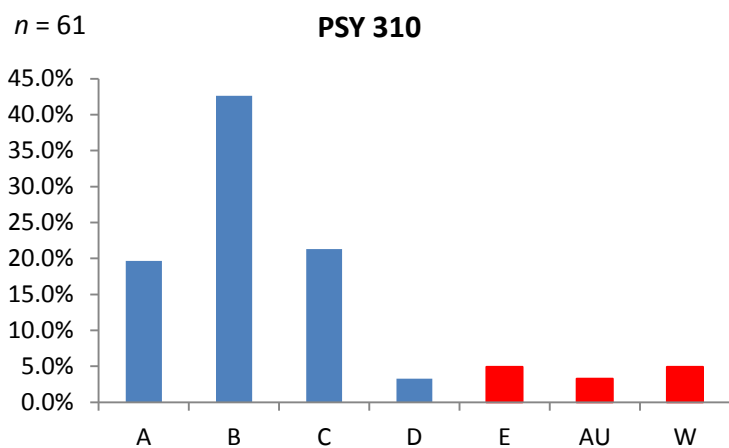
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413



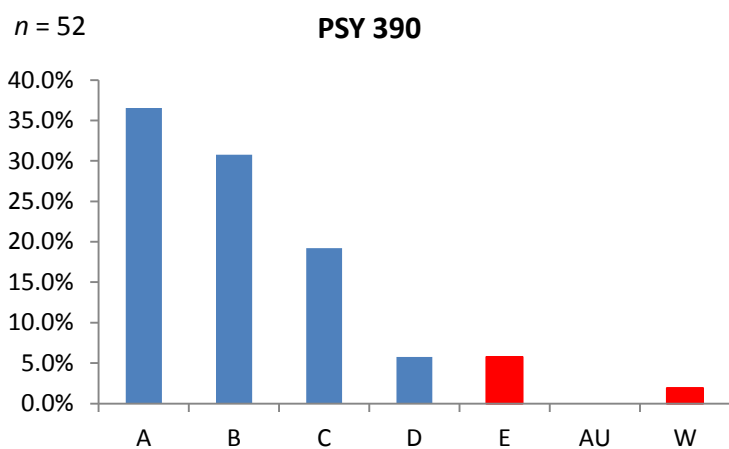
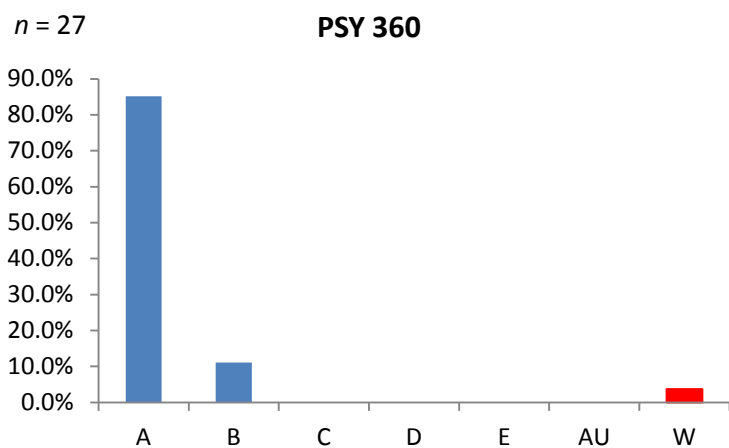
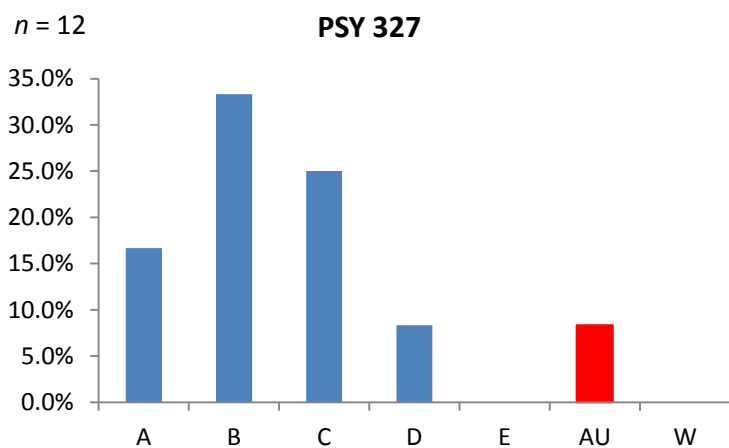
EXPERIENTIAL LEARNING DATA

414



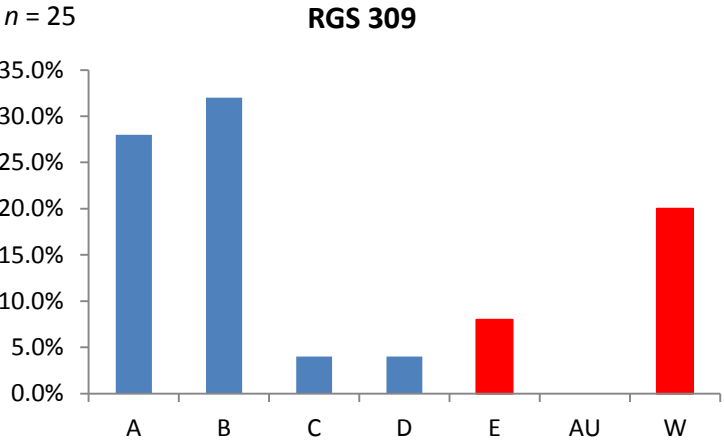
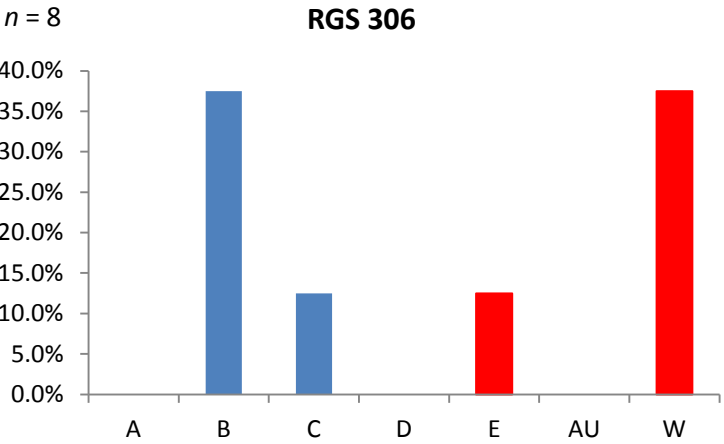
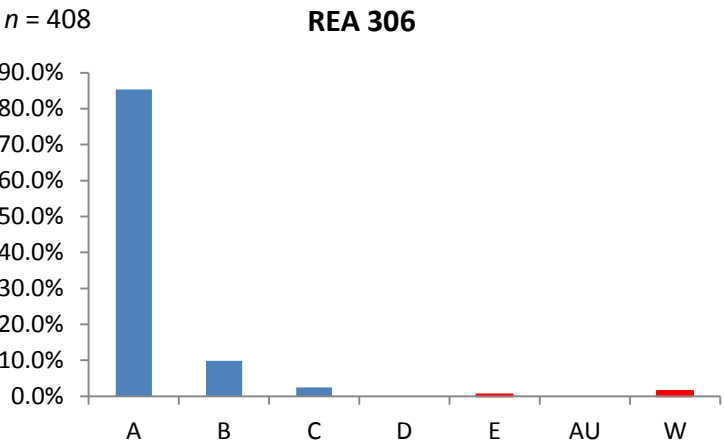
EXPERIENTIAL LEARNING DATA

415

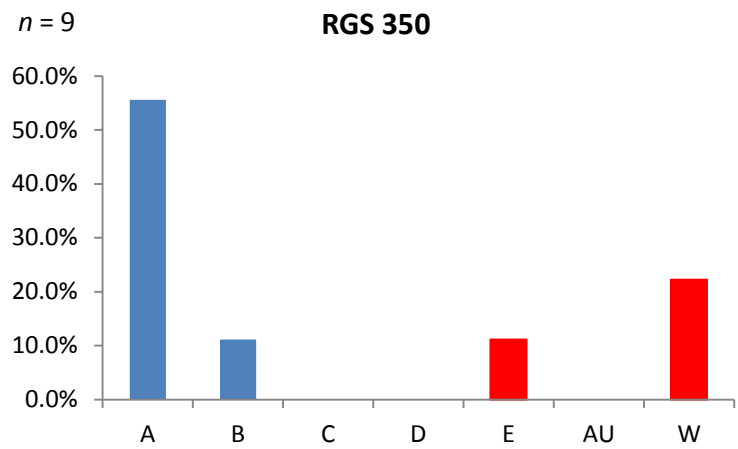
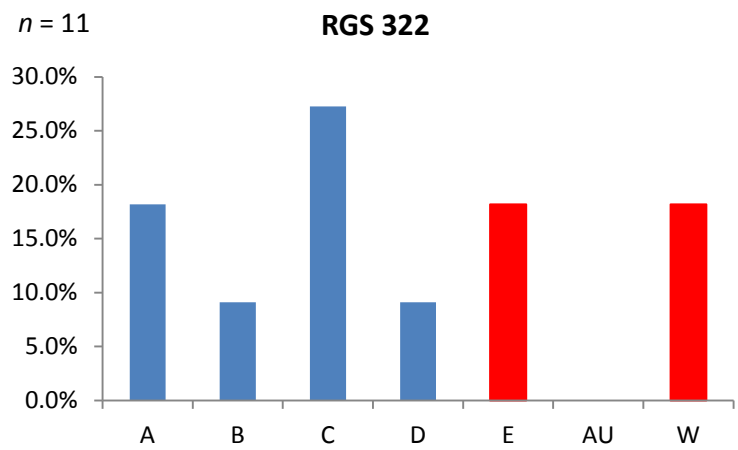
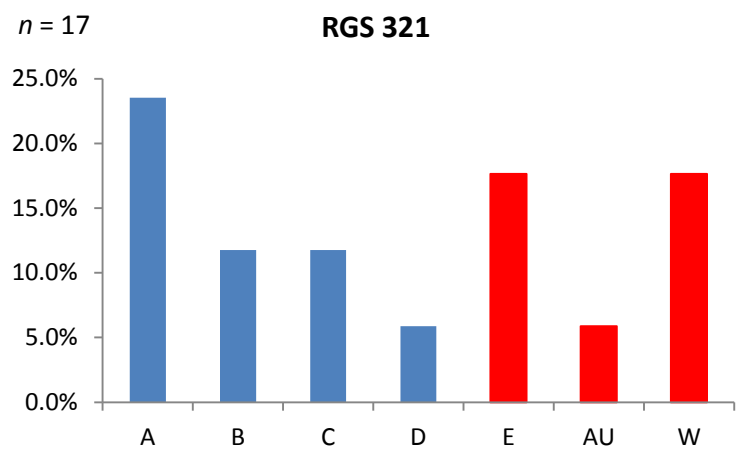


EXPERIENTIAL LEARNING DATA

416

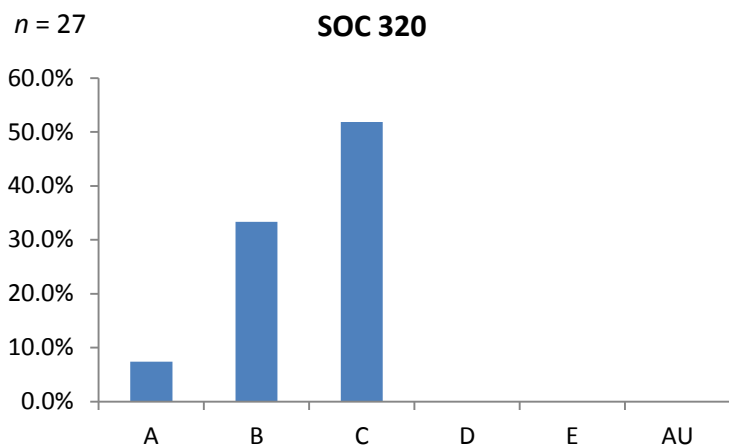
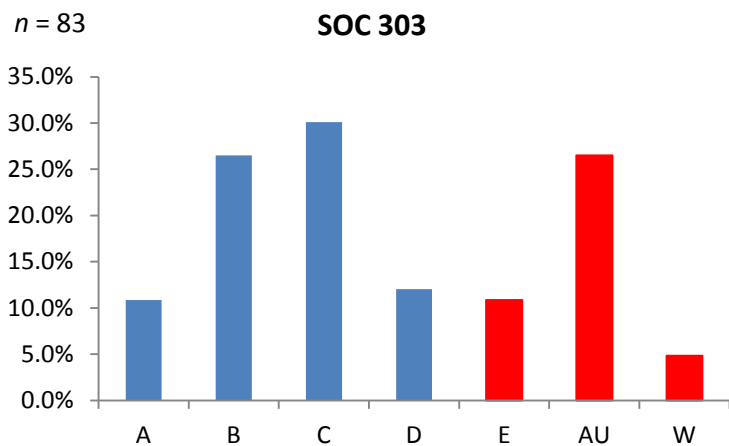
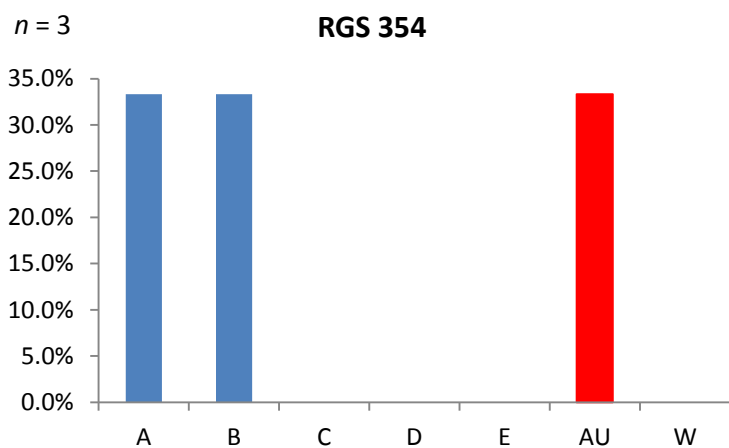


EXPERIENTIAL LEARNING DATA
417



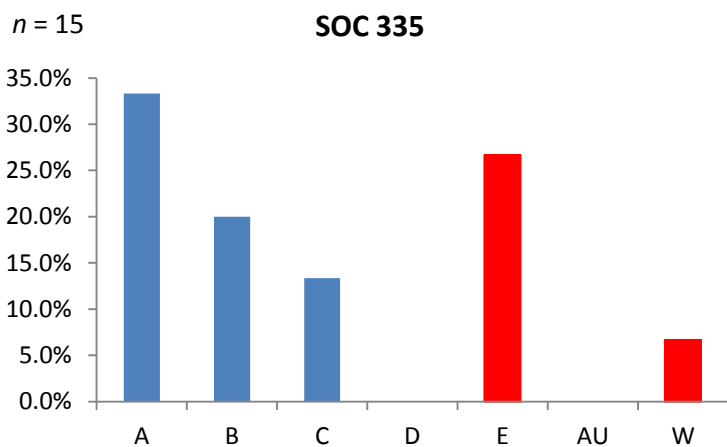
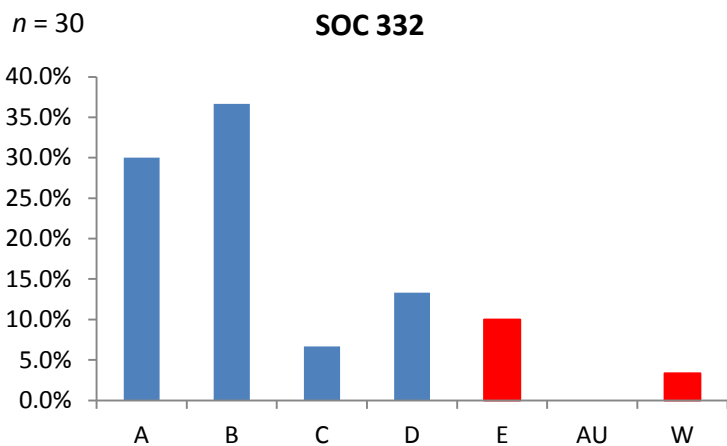
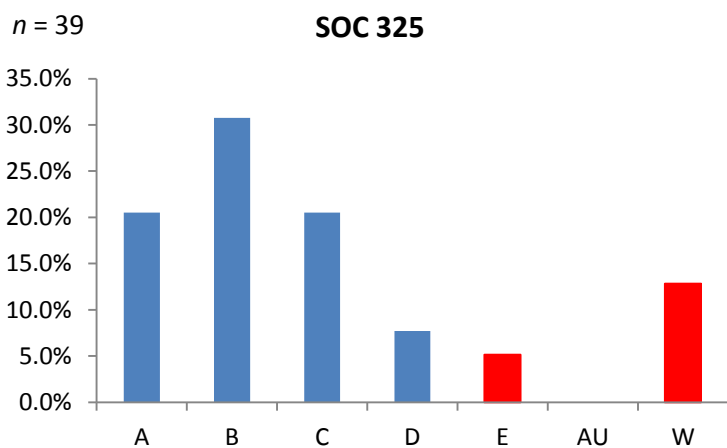
EXPERIENTIAL LEARNING DATA

418



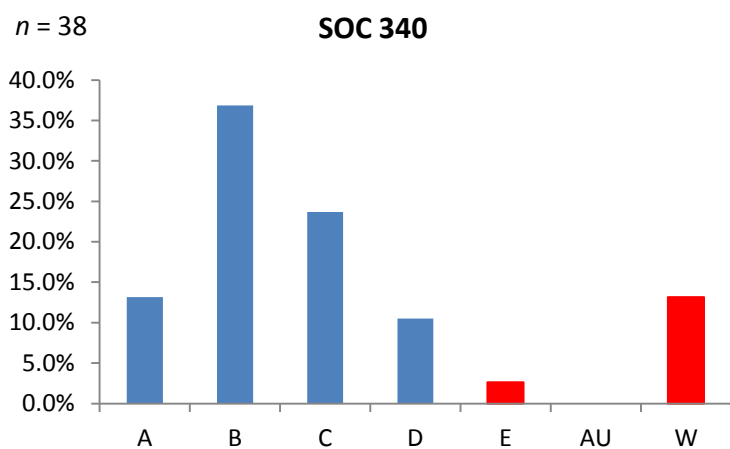
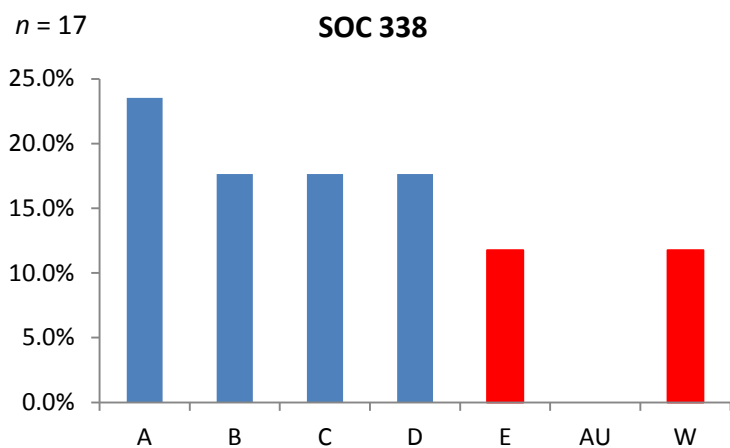
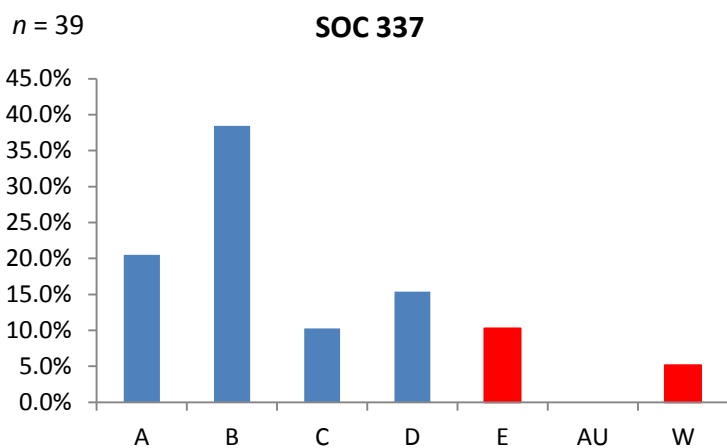
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419



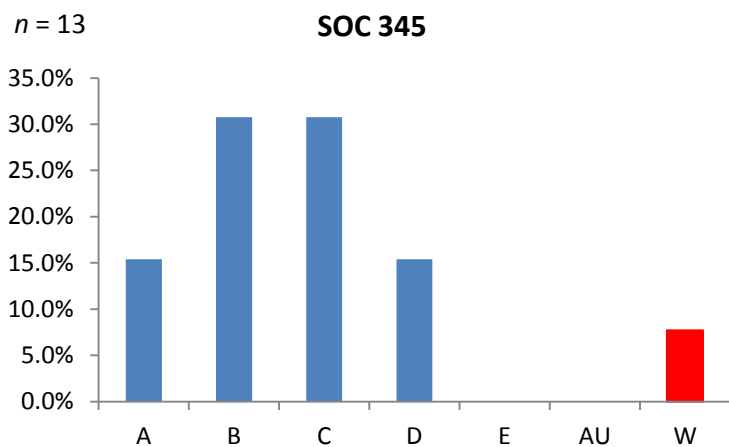
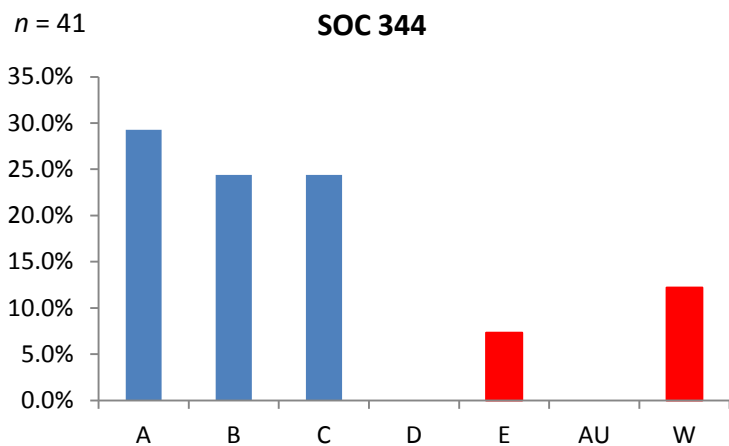
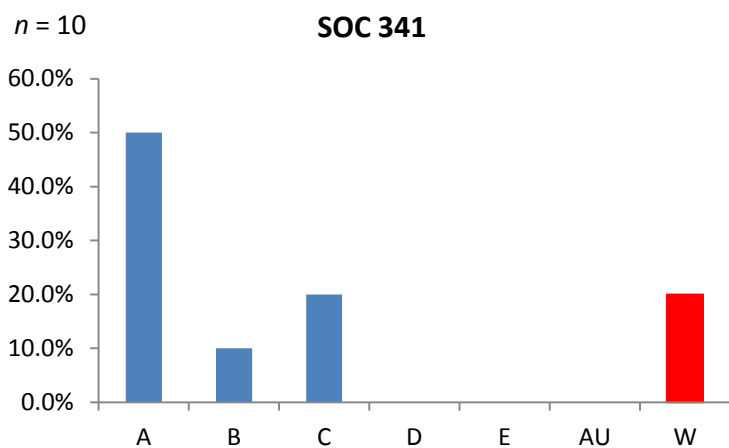
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420



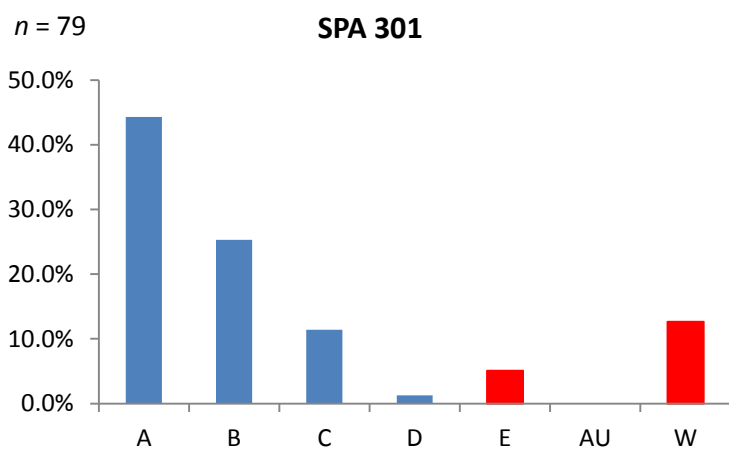
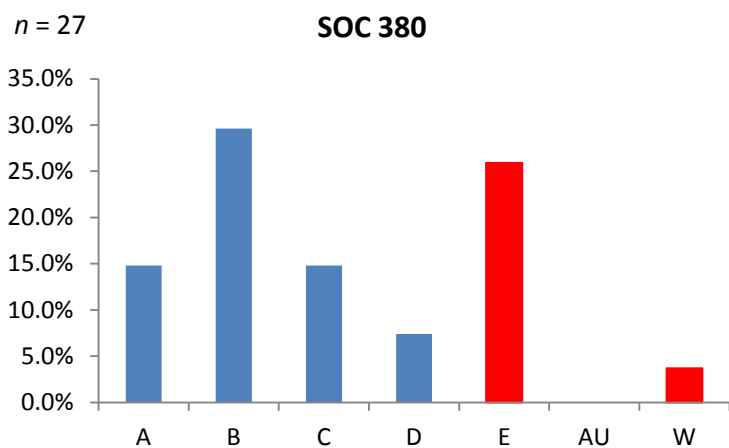
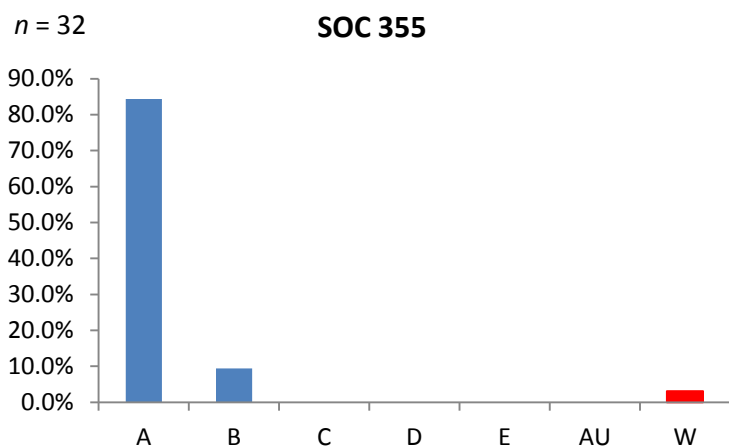
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421



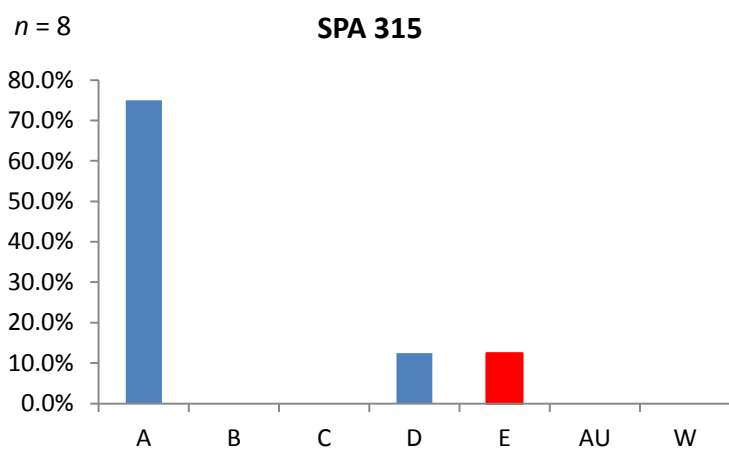
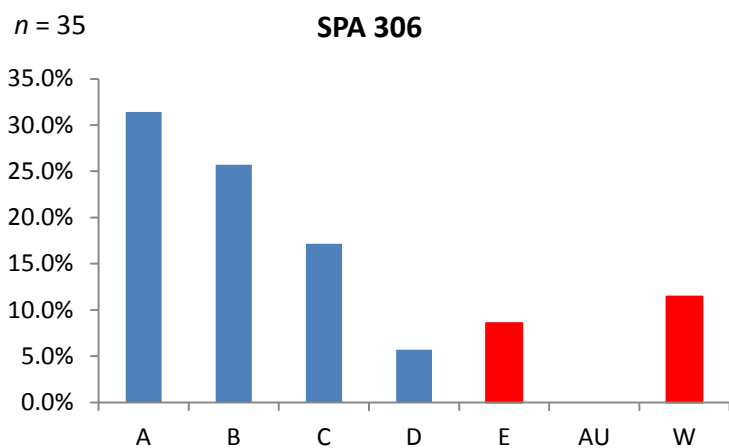
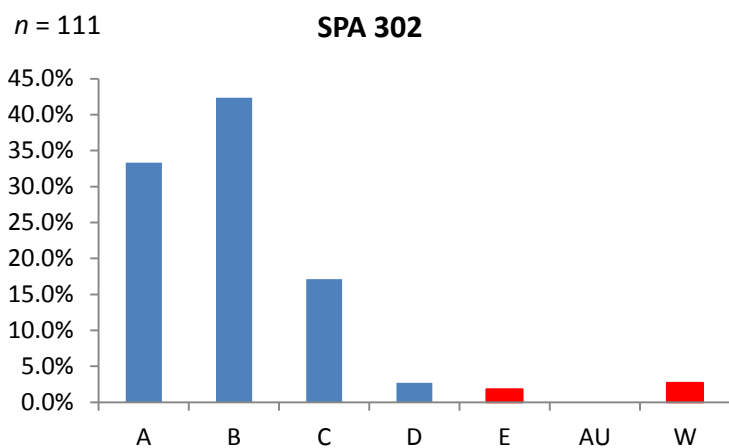
EXPERIENTIAL LEARNING DATA

422



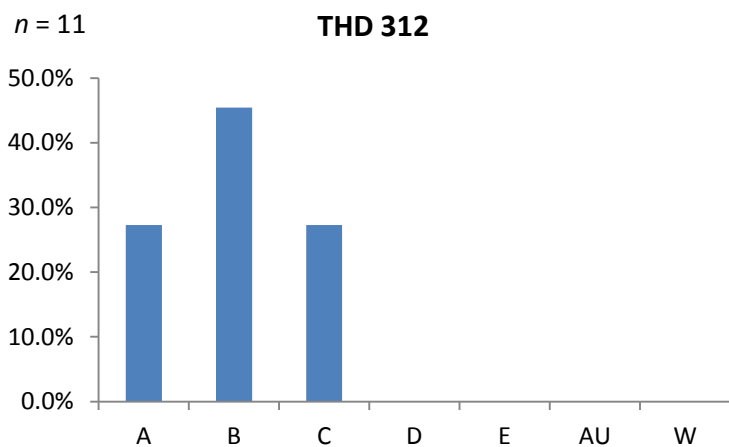
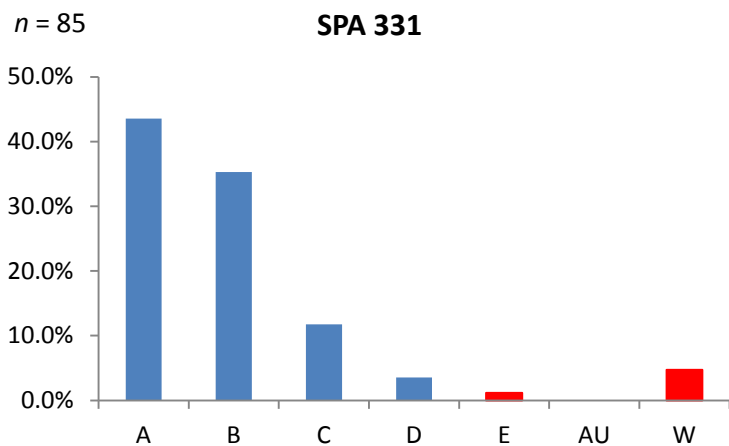
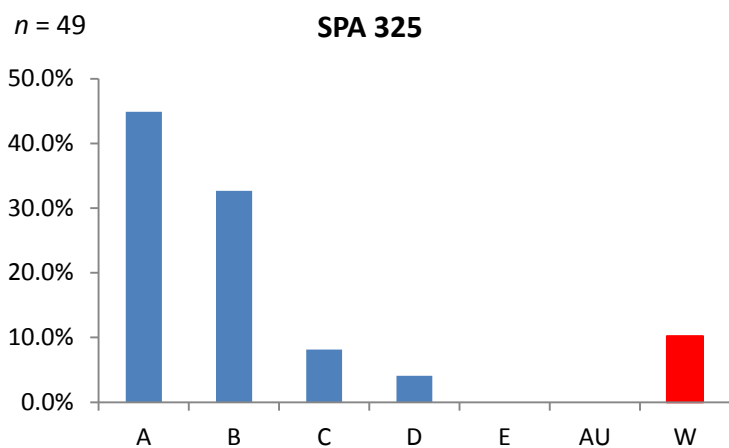
EXPERIENTIAL LEARNING DATA

423



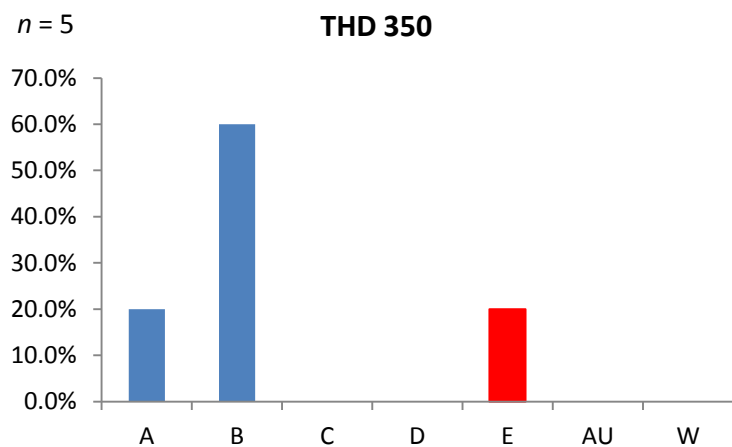
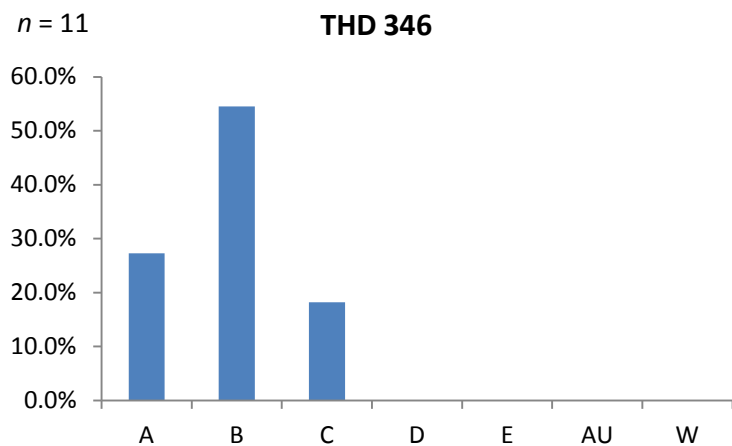
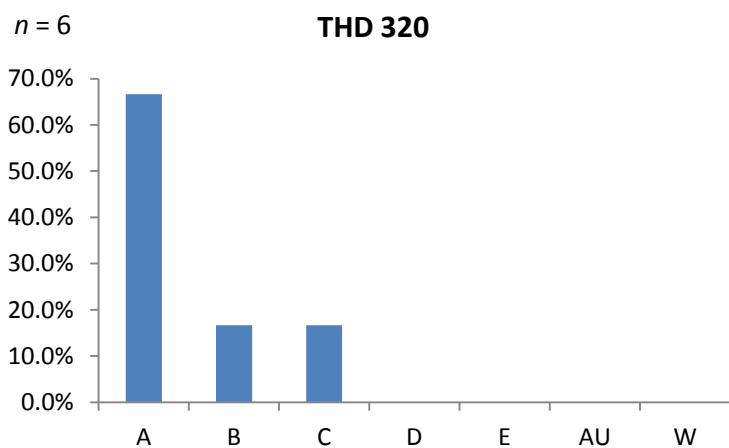
EXPERIENTIAL LEARNING DATA

424



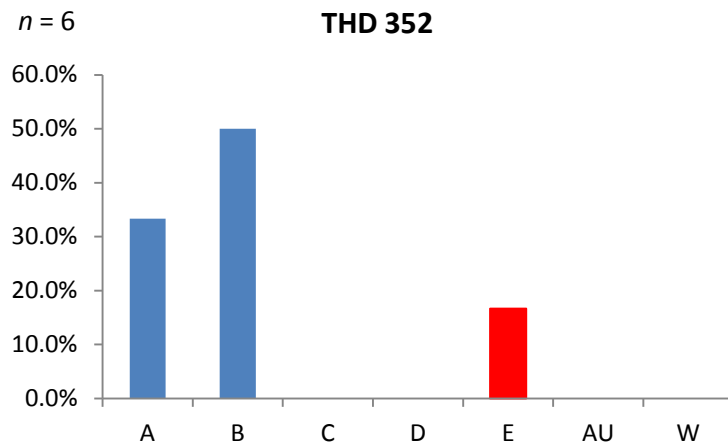
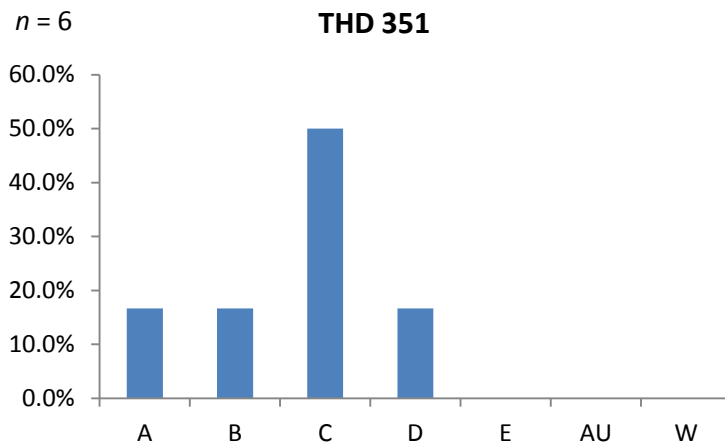
EXPERIENTIAL LEARNING DATA

425

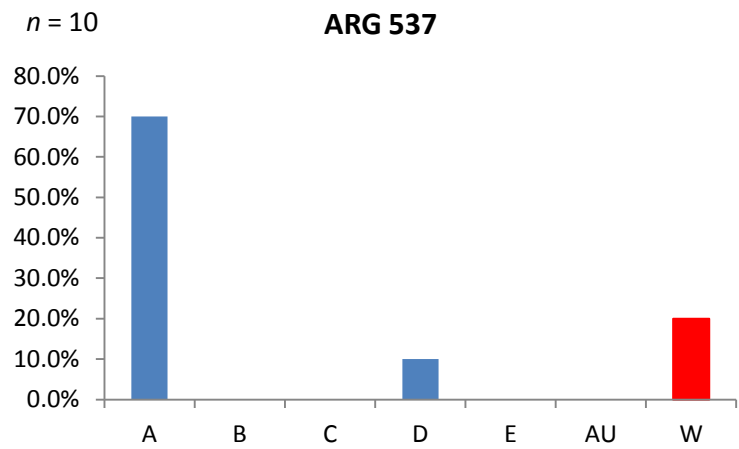
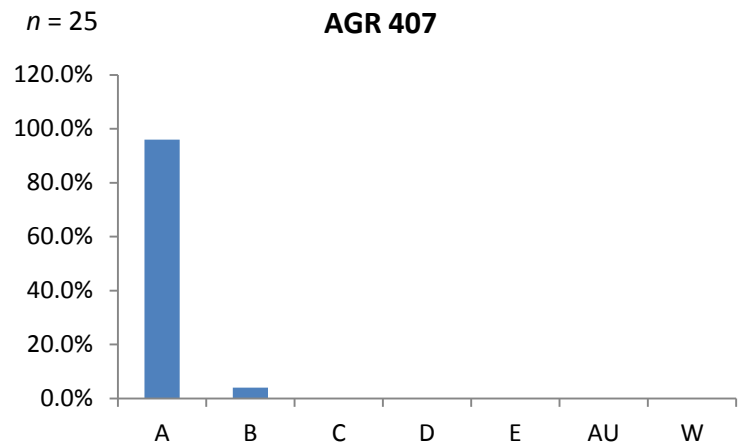
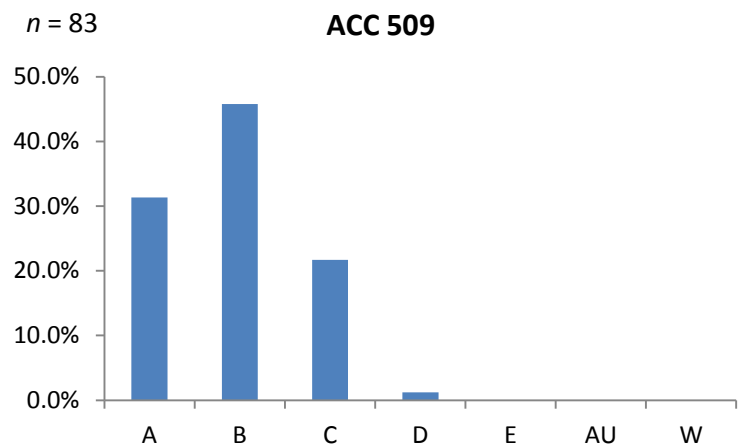


EXPERIENTIAL LEARNING DATA

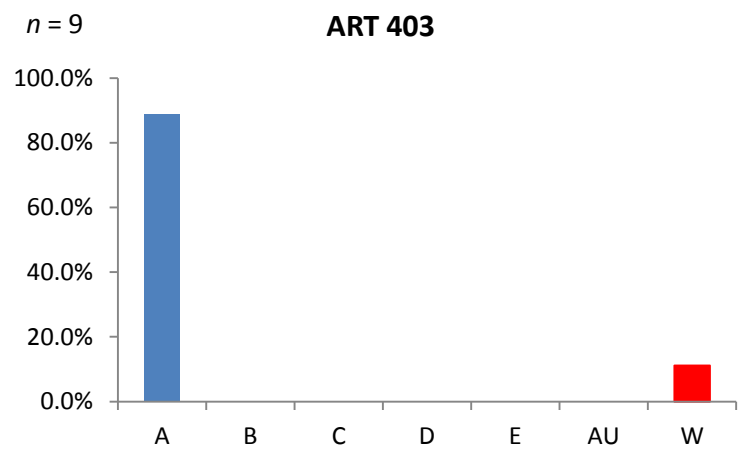
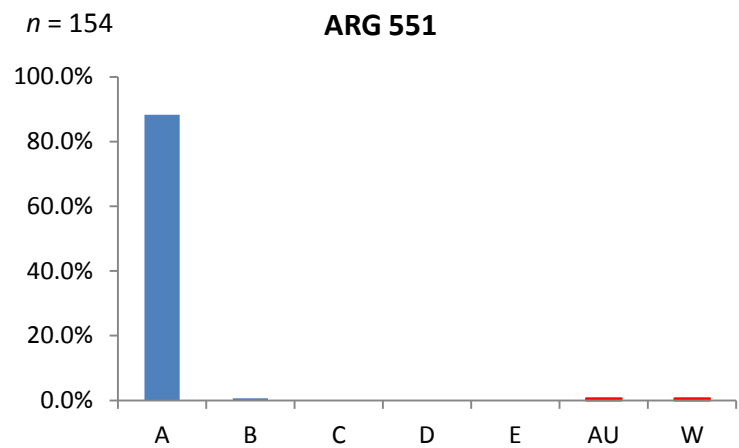
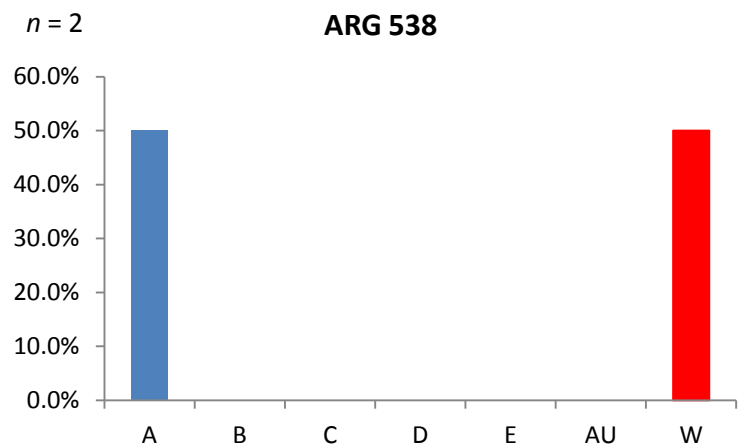
426



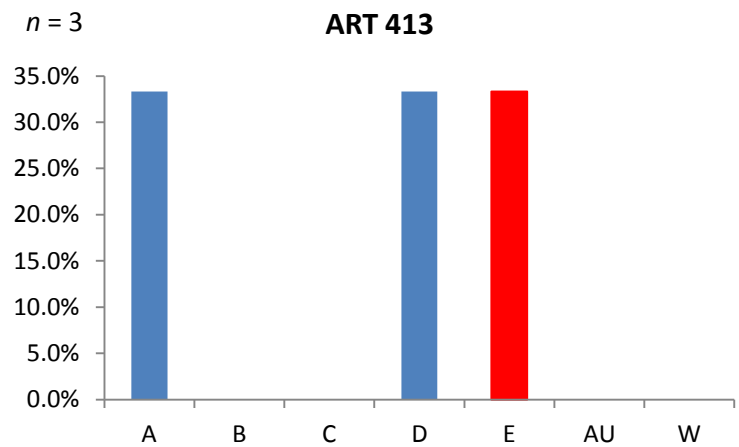
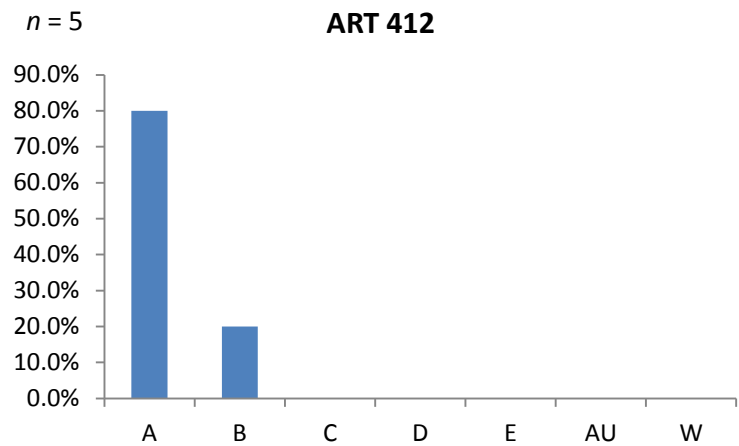
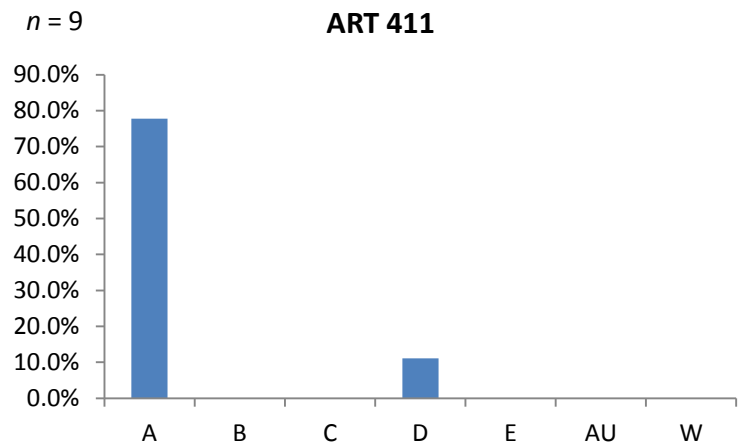
EXPERIENTIAL LEARNING DATA
427



EXPERIENTIAL LEARNING DATA
428



EXPERIENTIAL LEARNING DATA
429

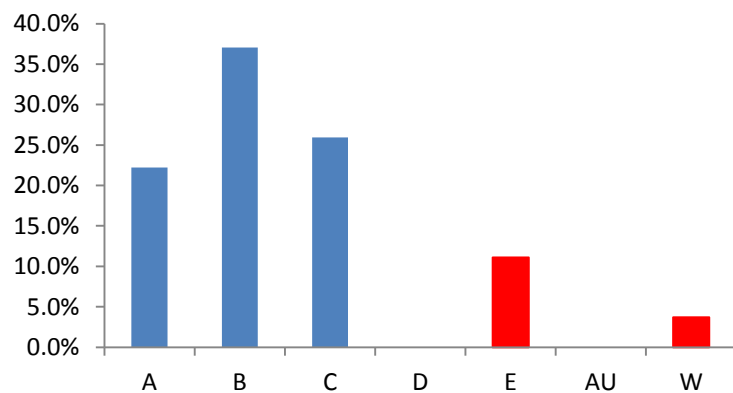


EXPERIENTIAL LEARNING DATA

430

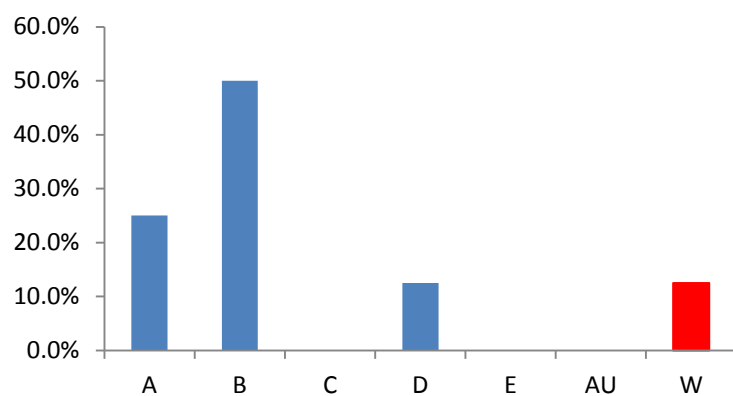
$n = 27$

ART 415



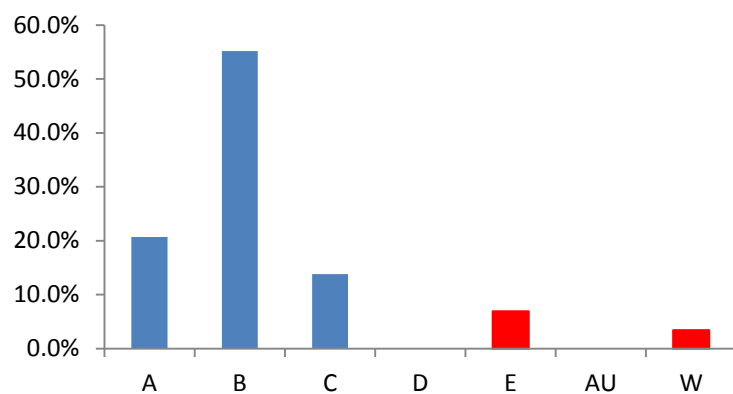
$n = 8$

ART 416



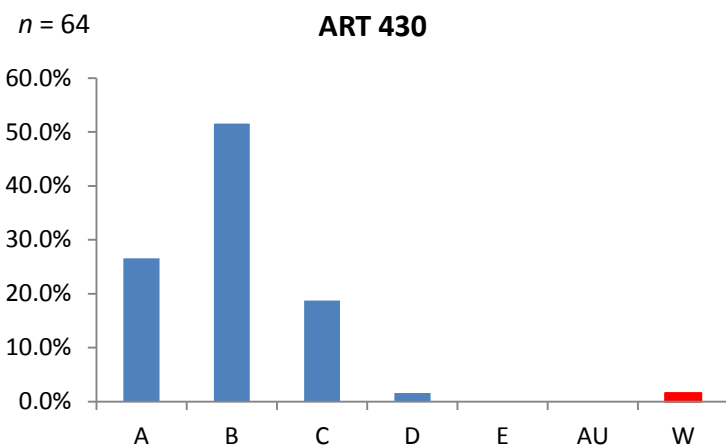
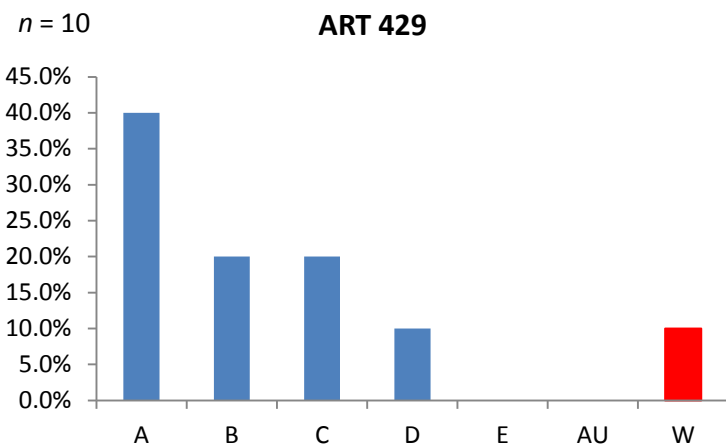
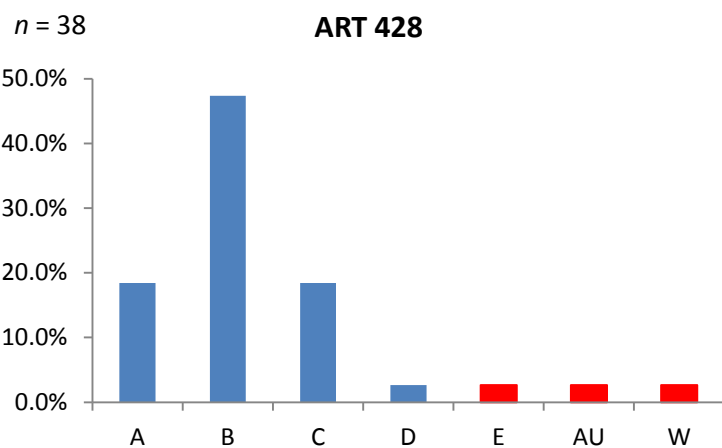
$n = 29$

ART 419



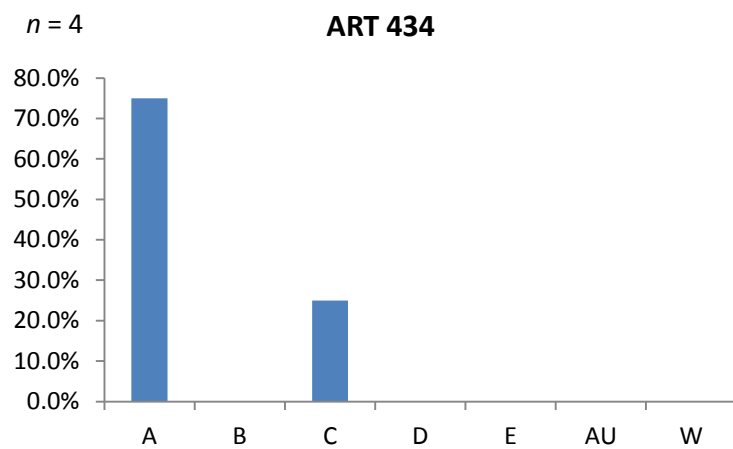
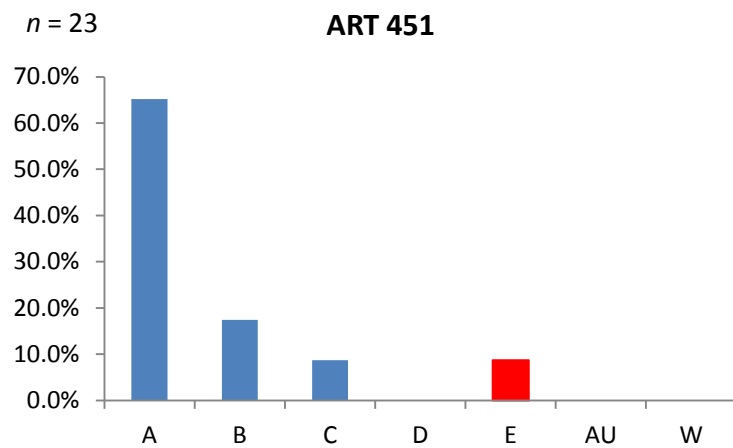
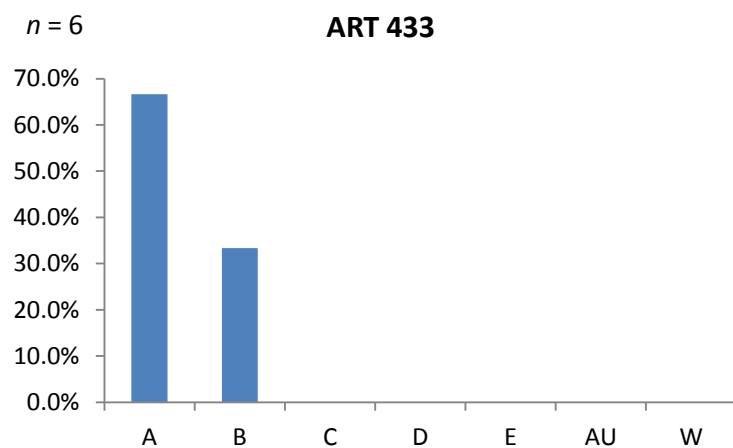
EXPERIENTIAL LEARNING DATA

431



EXPERIENTIAL LEARNING DATA

432

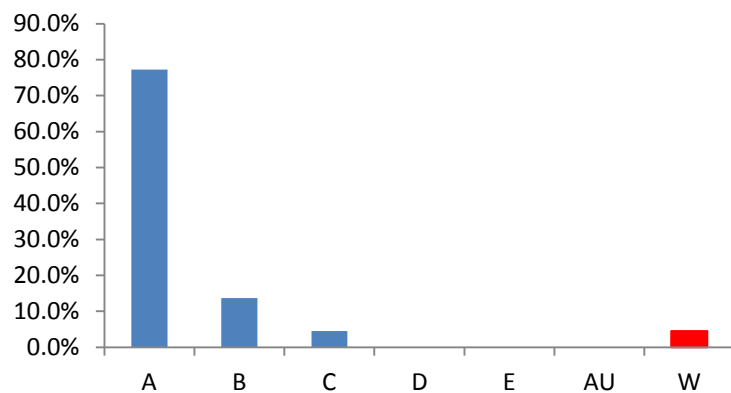


EXPERIENTIAL LEARNING DATA

433

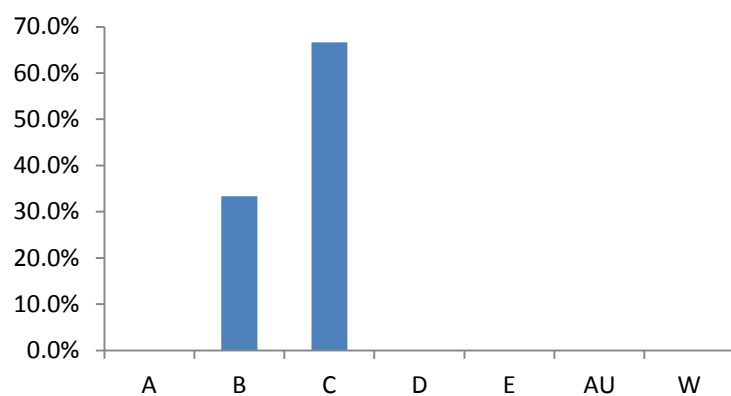
$n = 22$

ART 452



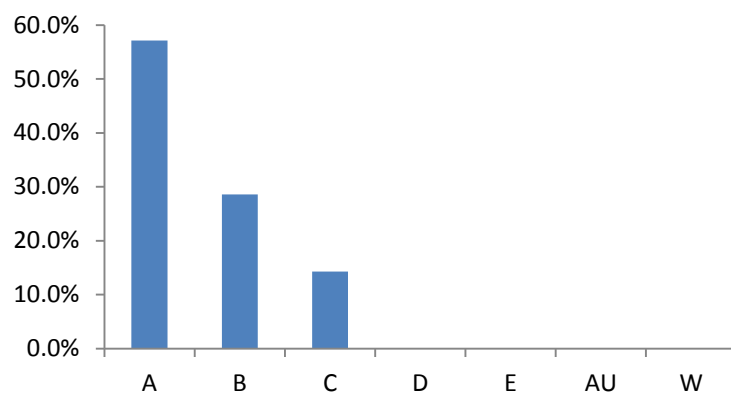
$n = 3$

ART 461



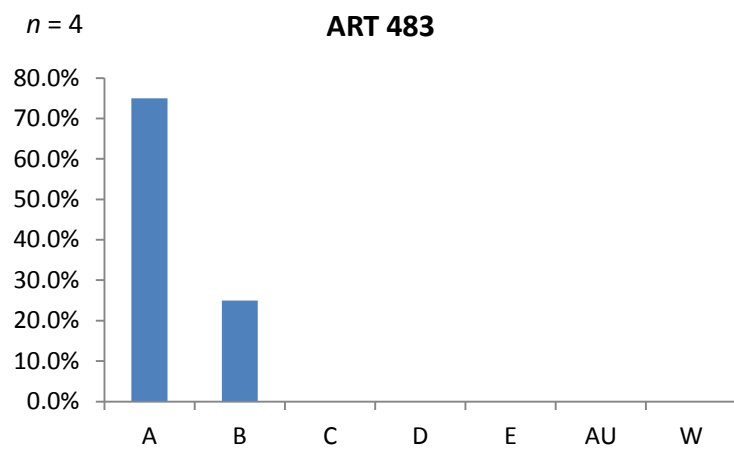
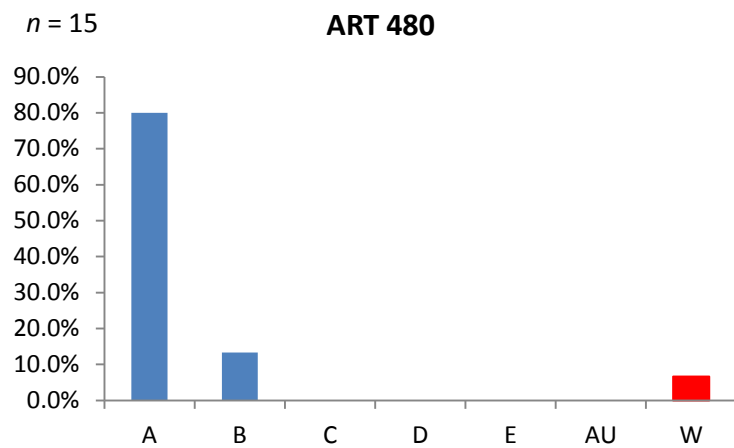
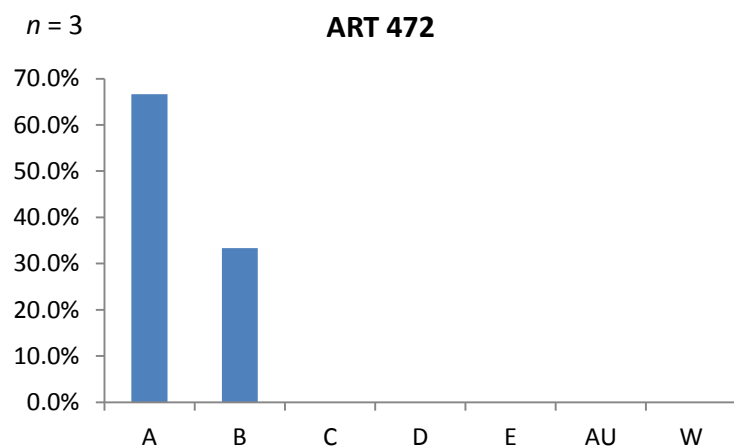
$n = 7$

ART 471



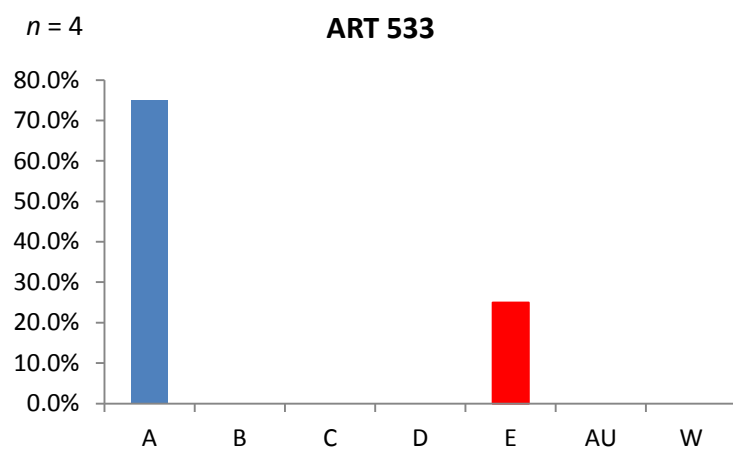
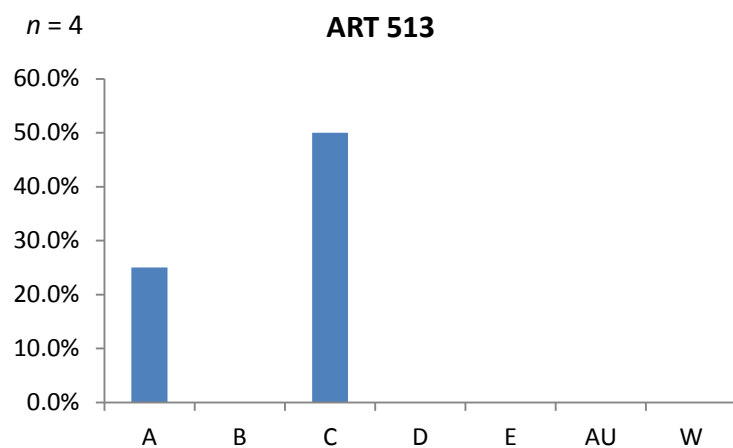
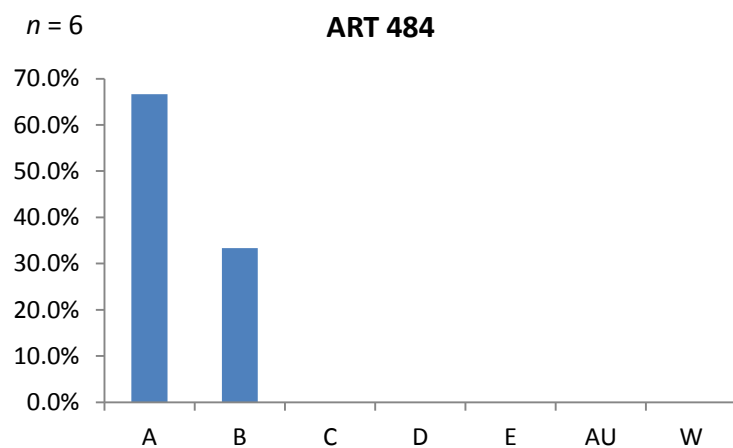
EXPERIENTIAL LEARNING DATA

434

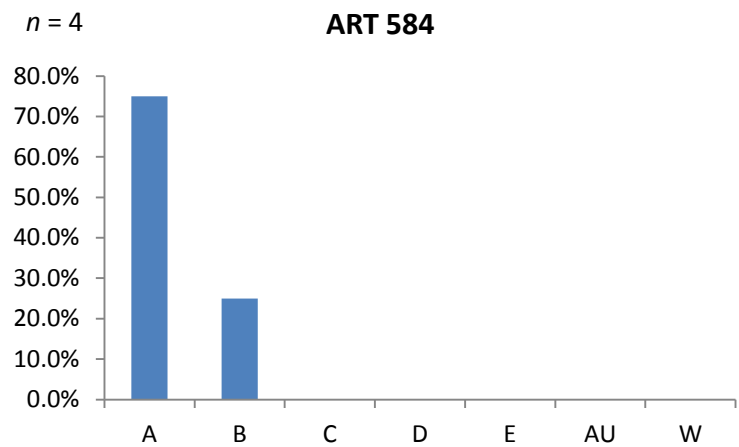
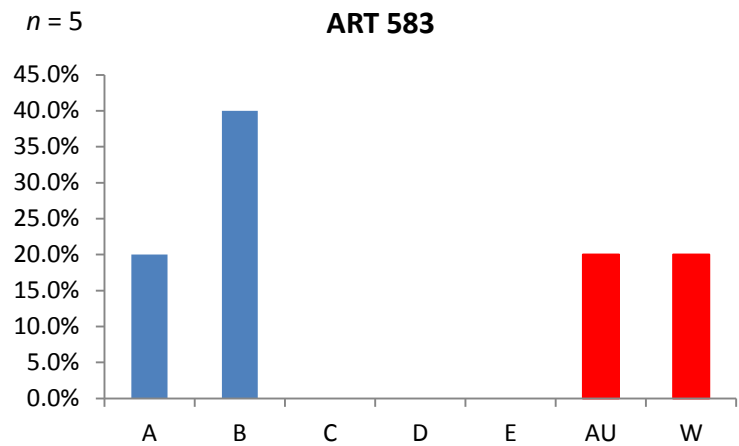
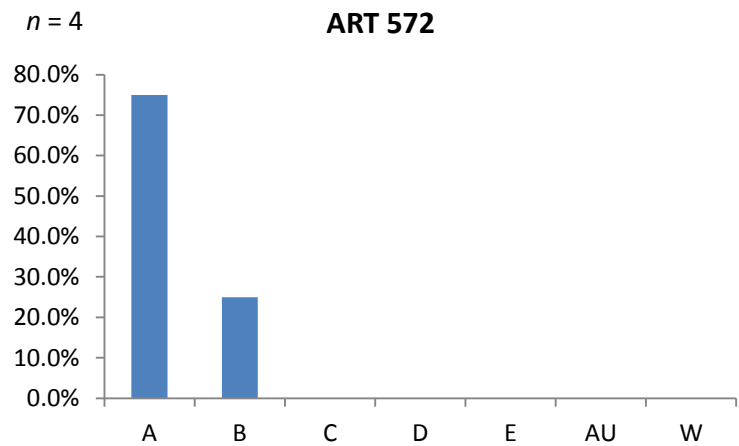


EXPERIENTIAL LEARNING DATA

435



EXPERIENTIAL LEARNING DATA
436

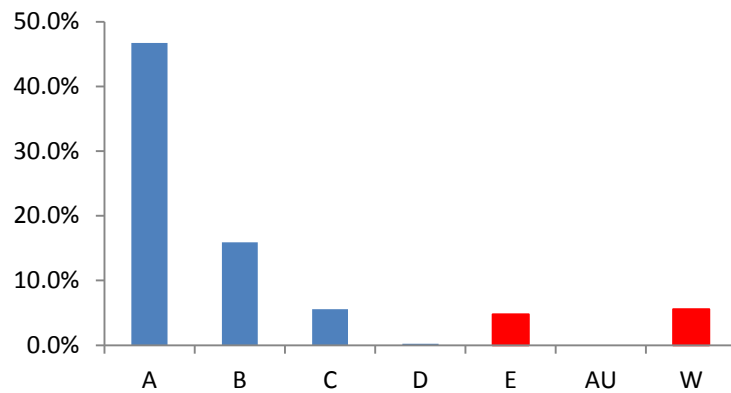


EXPERIENTIAL LEARNING DATA

437

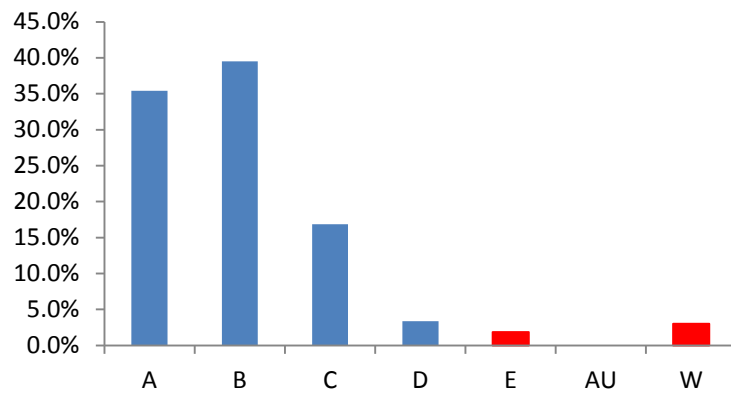
$n = 396$

BIS 437



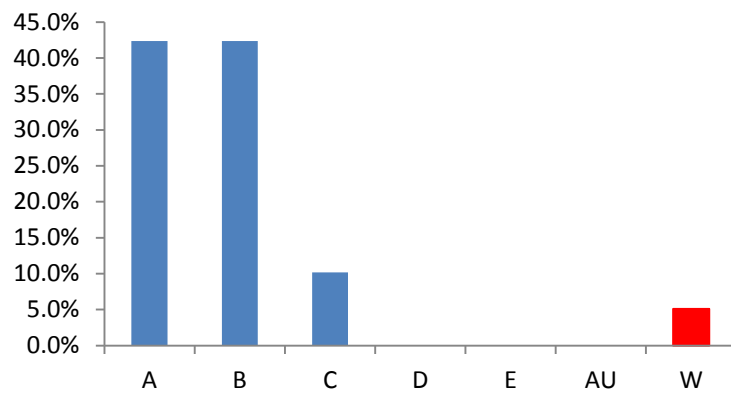
$n = 534$

BPA 442

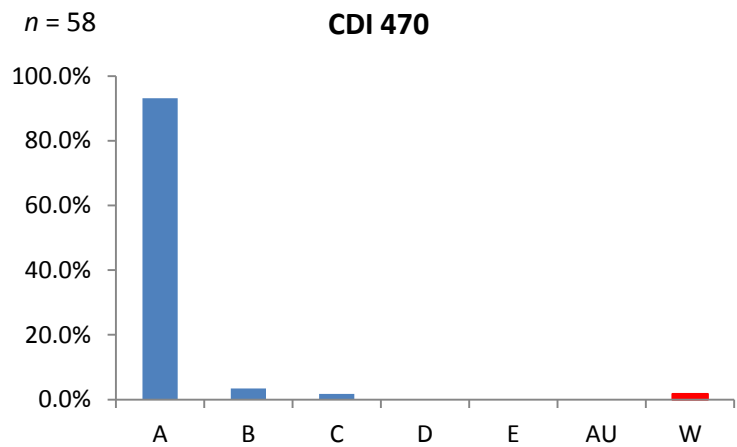
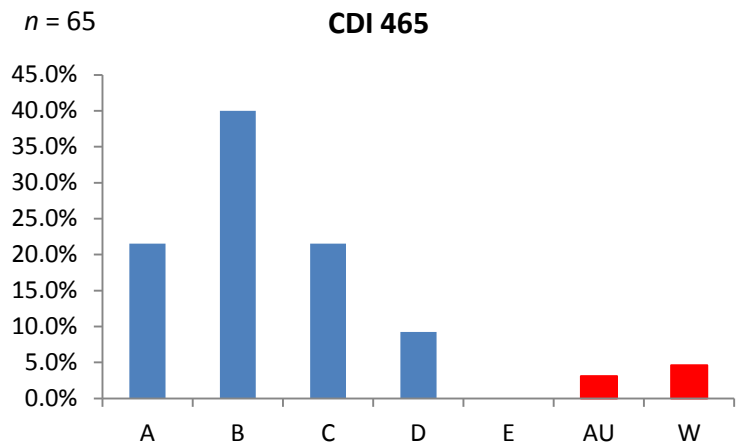
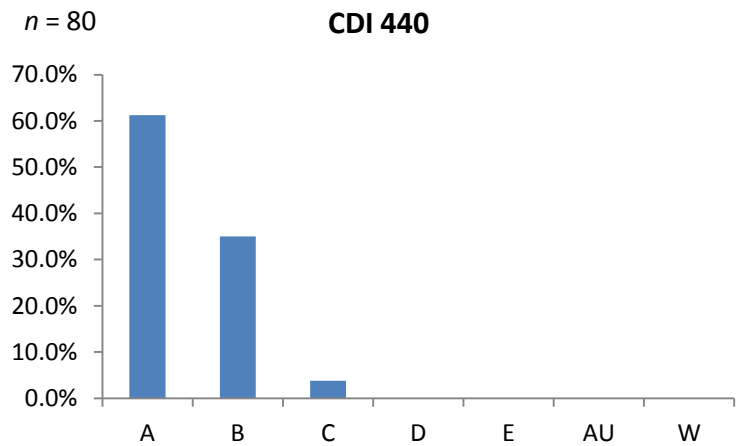


$n = 59$

CDI 405

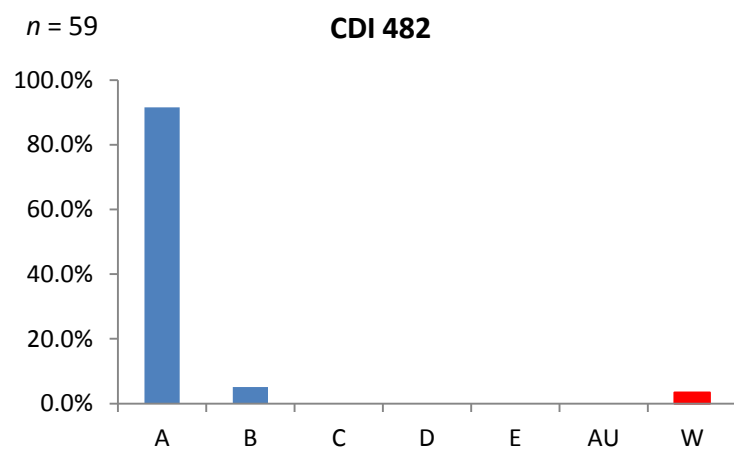
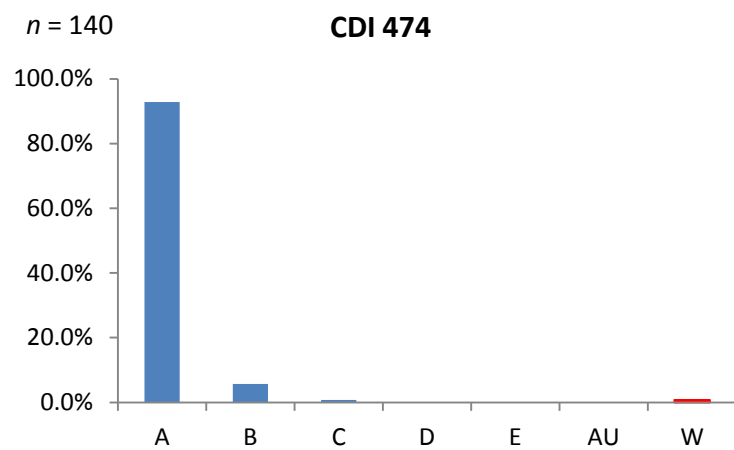
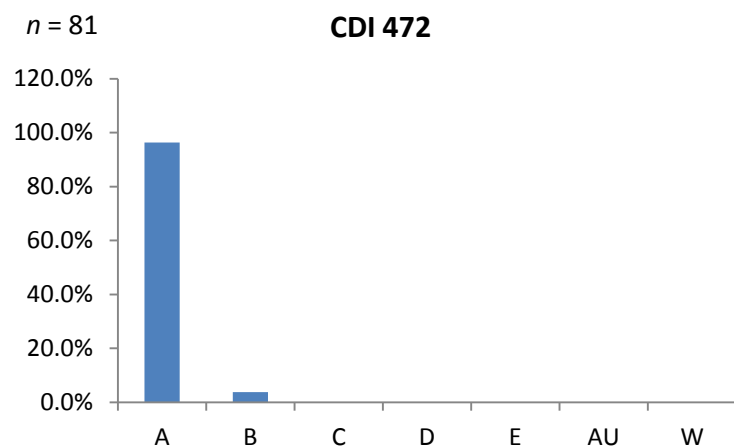


EXPERIENTIAL LEARNING DATA
438



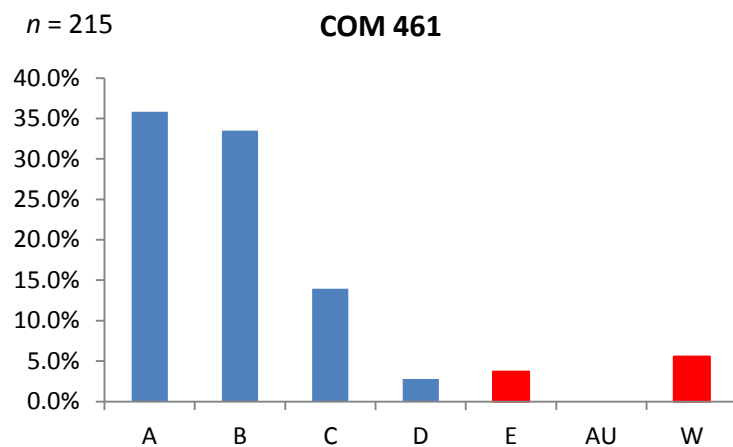
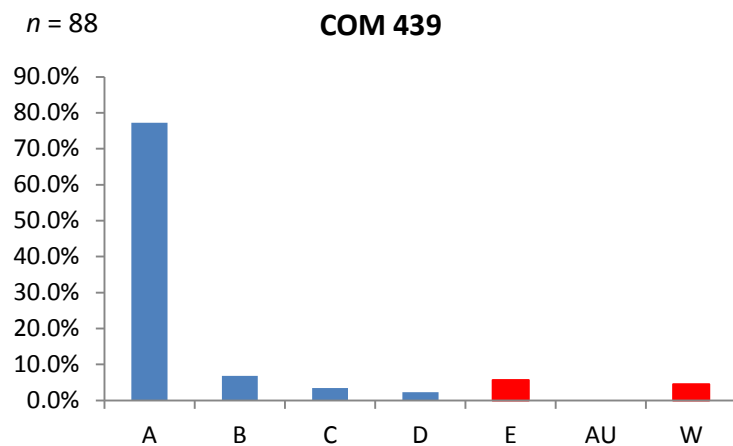
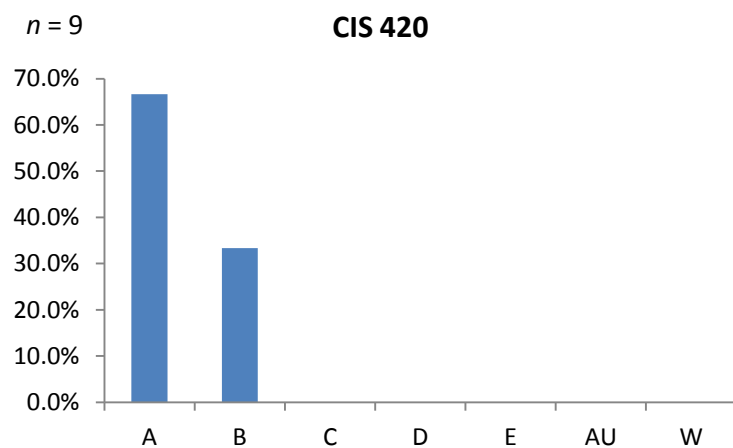
EXPERIENTIAL LEARNING DATA

439



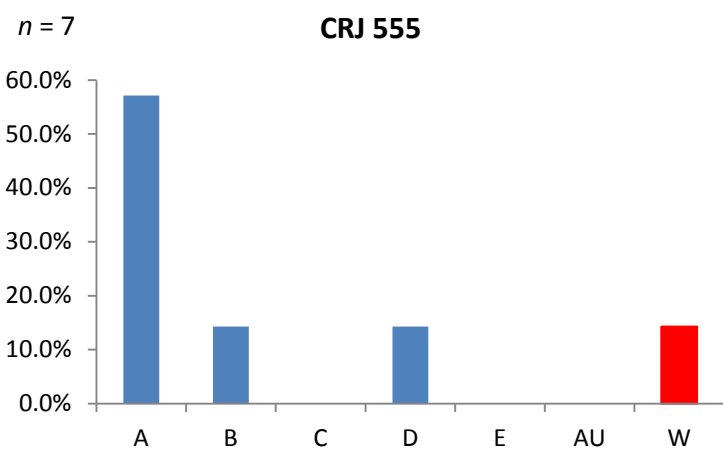
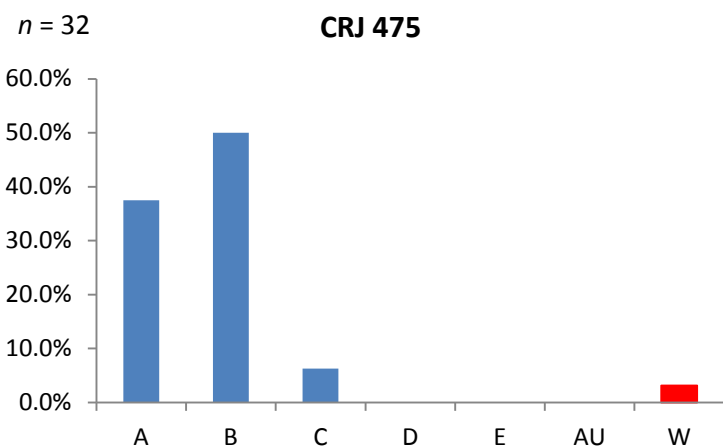
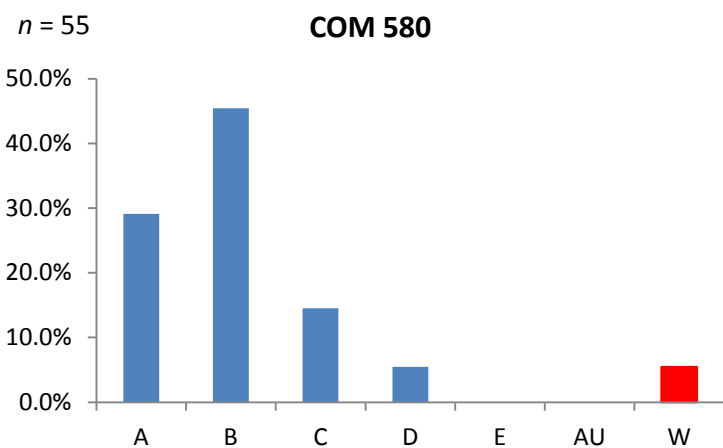
EXPERIENTIAL LEARNING DATA

440



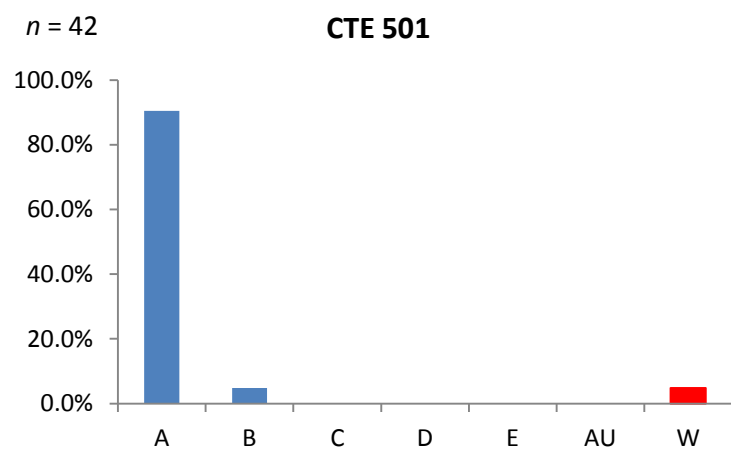
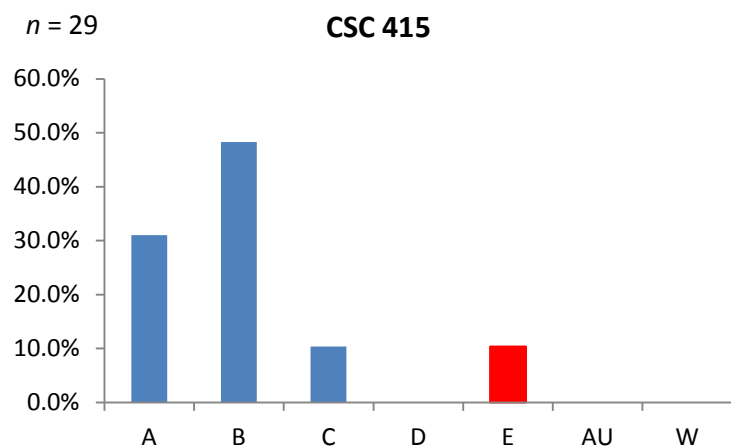
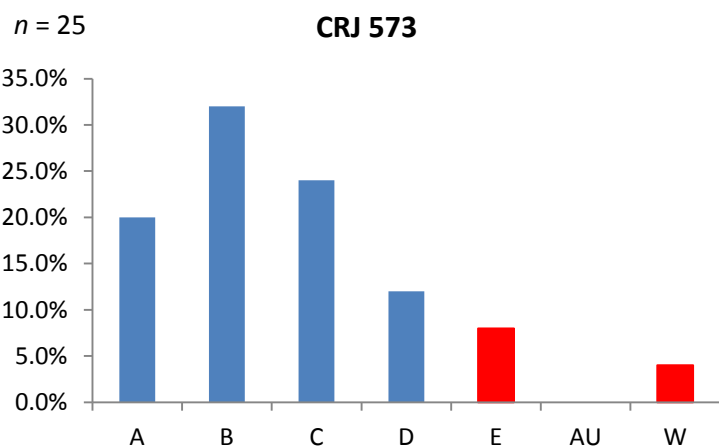
EXPERIENTIAL LEARNING DATA

441



EXPERIENTIAL LEARNING DATA

442

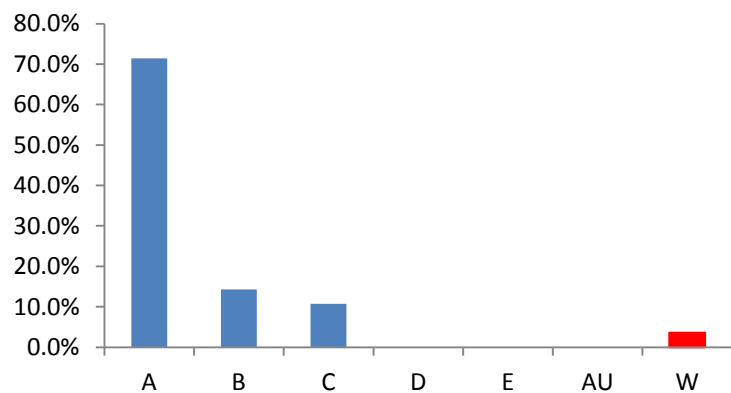


EXPERIENTIAL LEARNING DATA

443

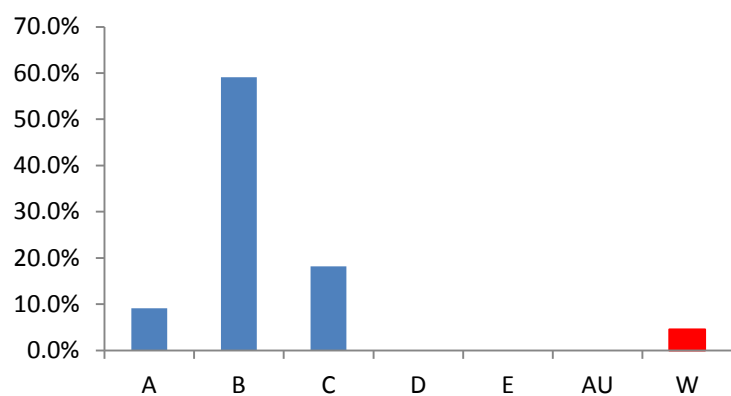
$n = 28$

CTE 502



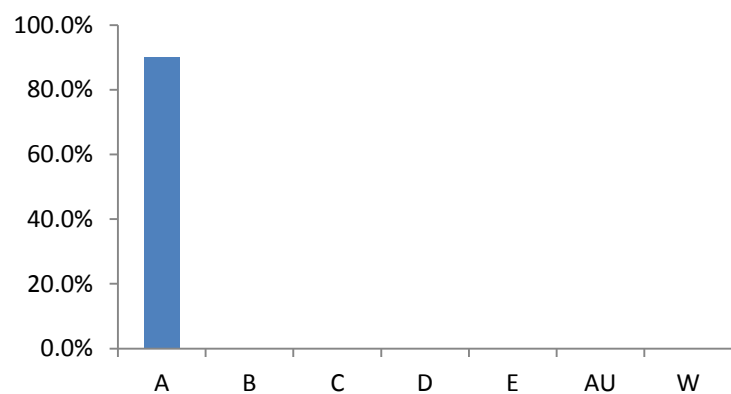
$n = 22$

ECO 450



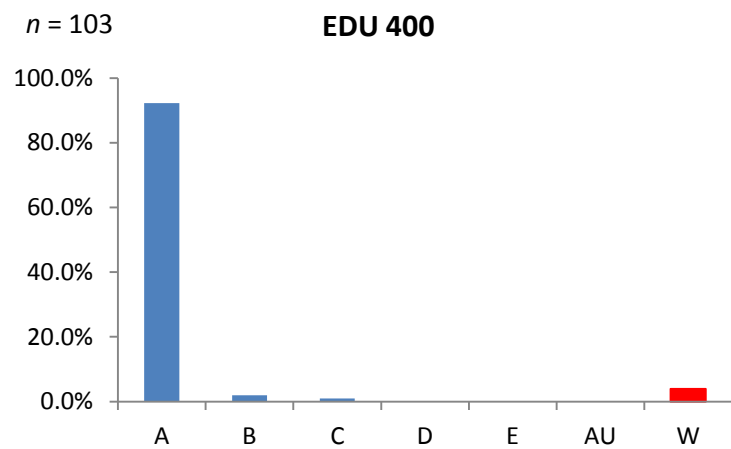
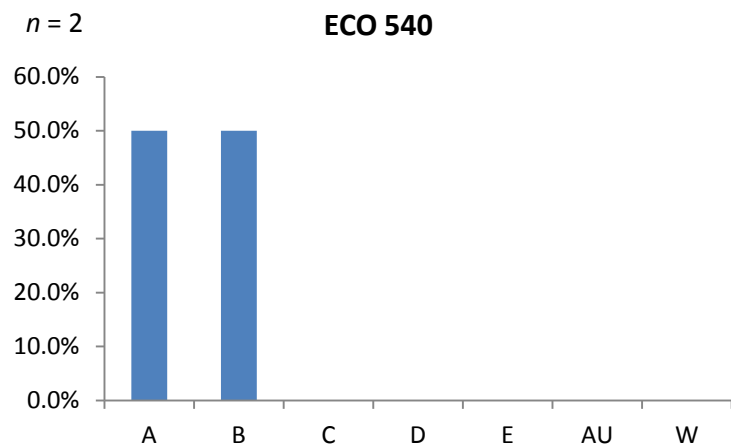
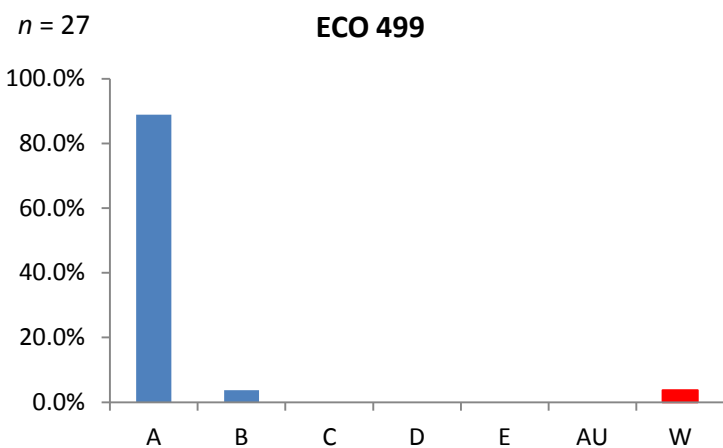
$n = 10$

ECO 498

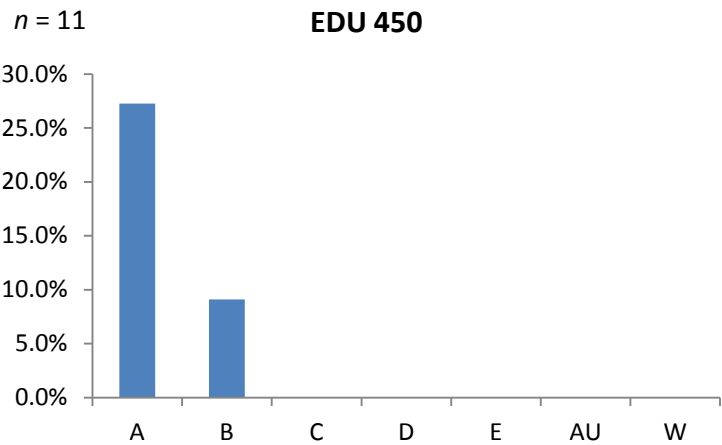
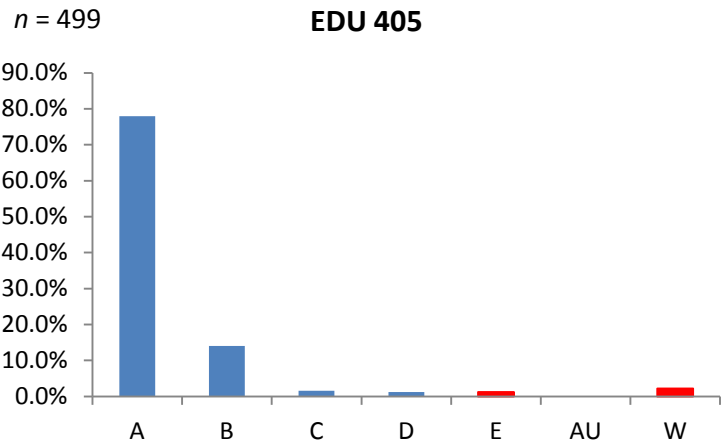
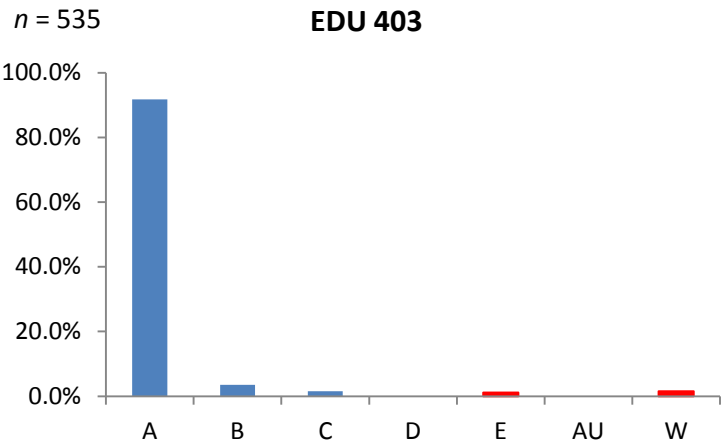


EXPERIENTIAL LEARNING DATA

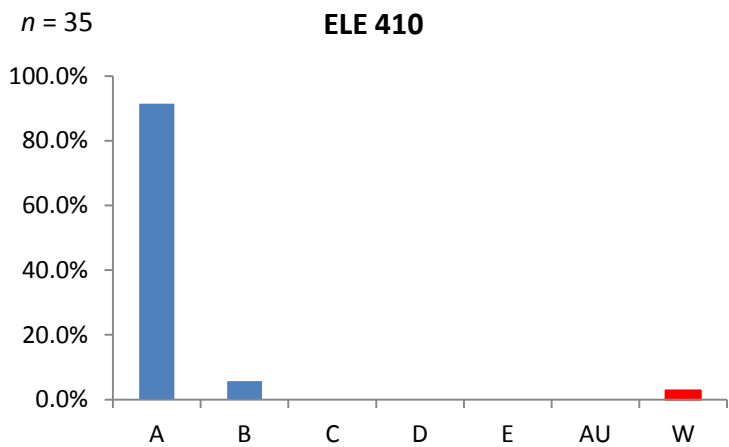
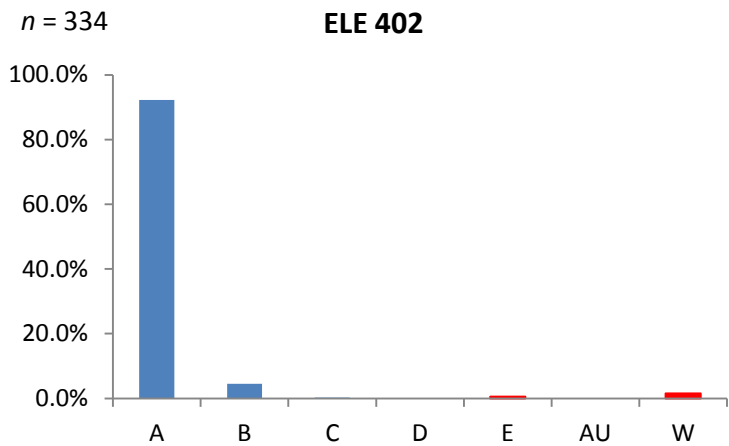
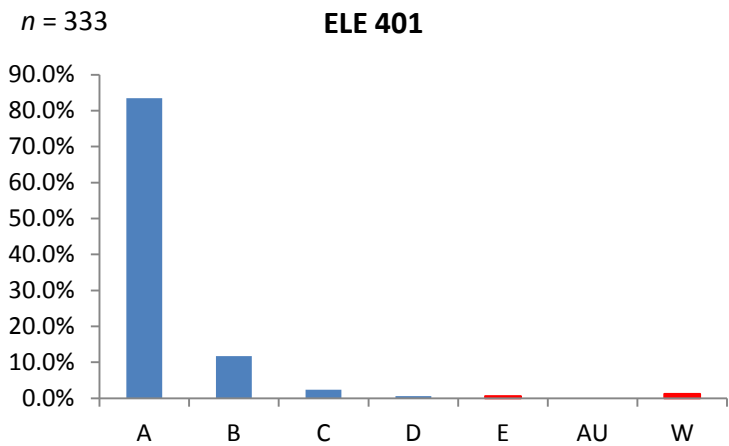
444



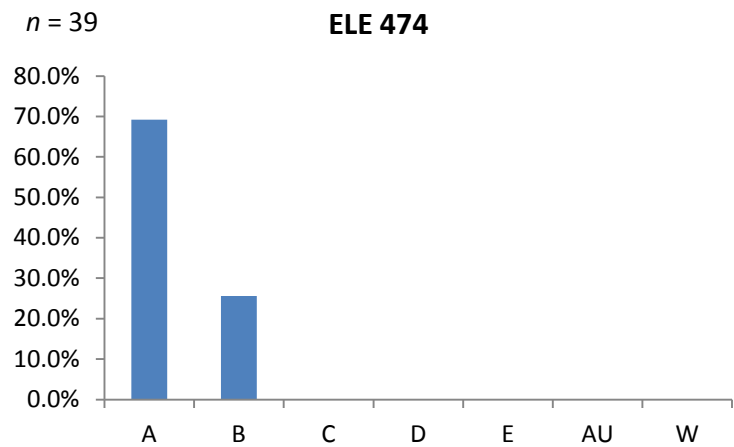
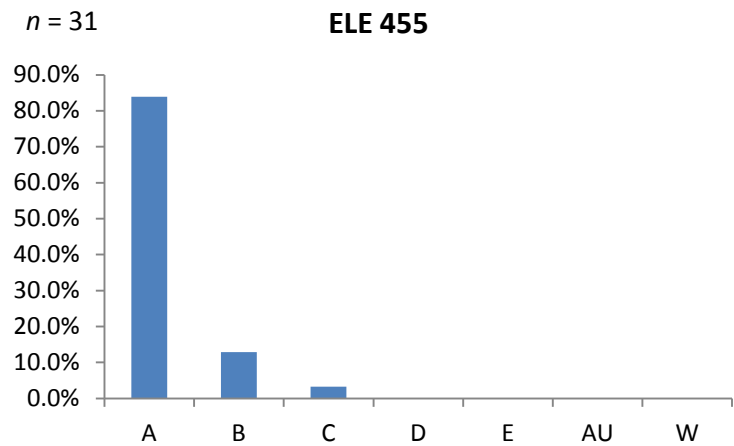
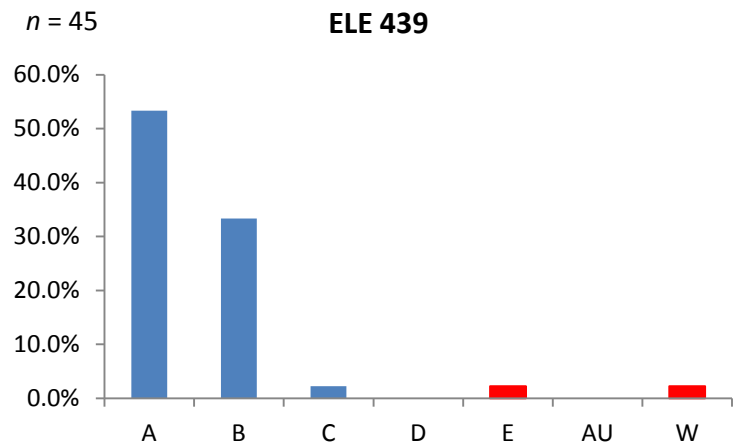
EXPERIENTIAL LEARNING DATA
445



EXPERIENTIAL LEARNING DATA
446

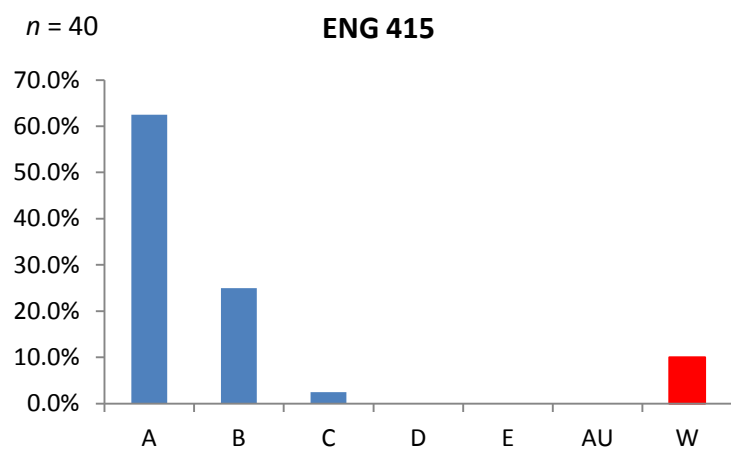
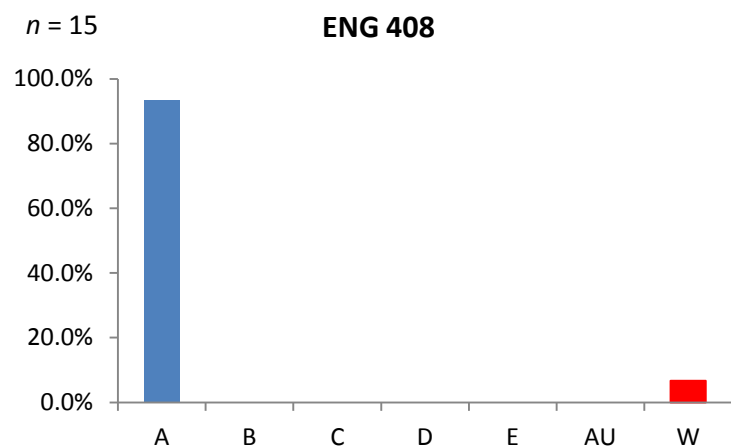
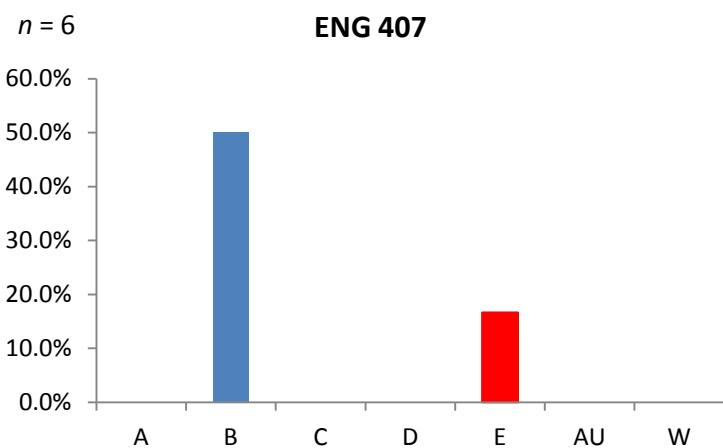


EXPERIENTIAL LEARNING DATA
447



EXPERIENTIAL LEARNING DATA

448

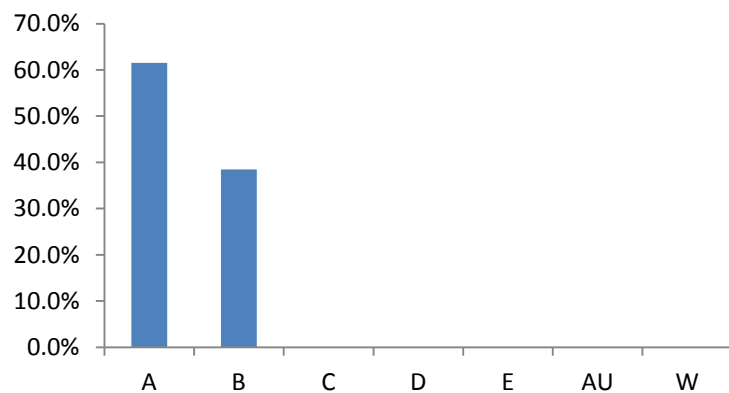


EXPERIENTIAL LEARNING DATA

449

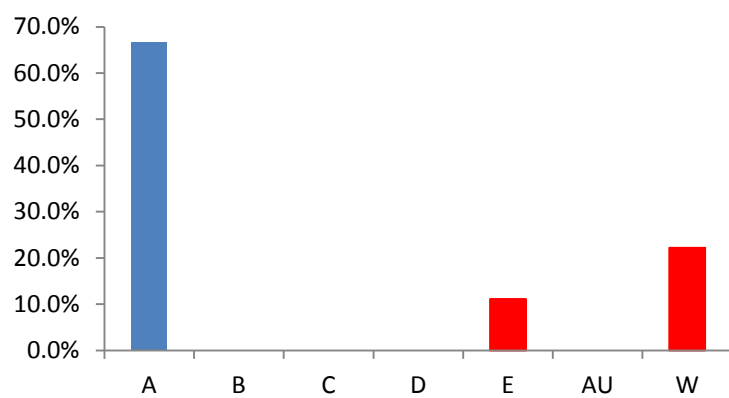
$n = 13$

ENG 416



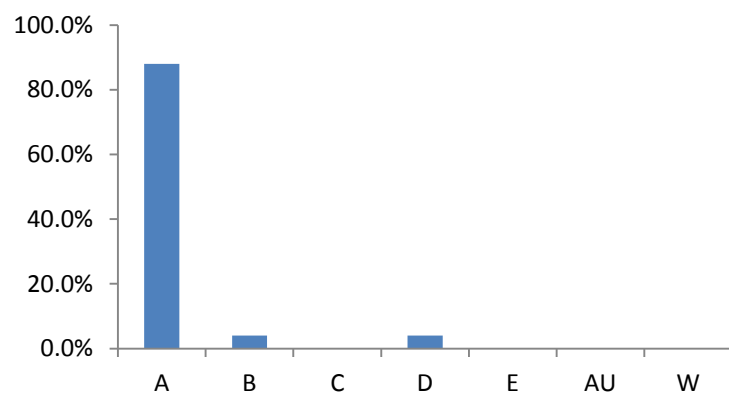
$n = 9$

ENG 424

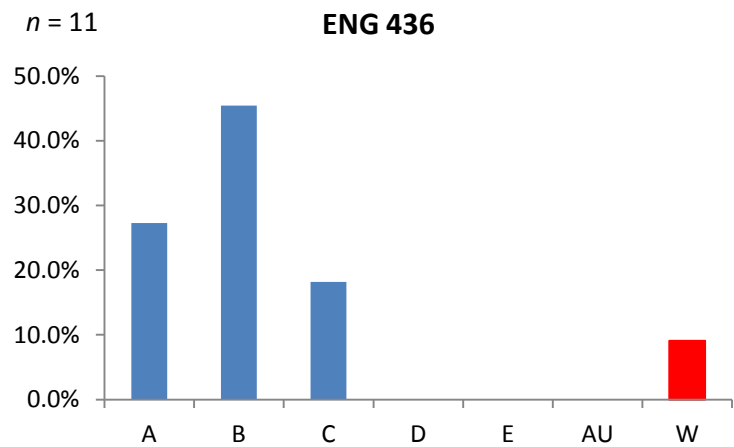
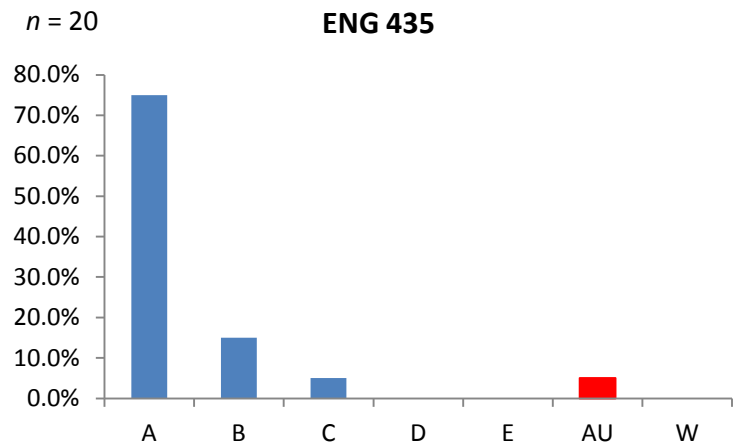
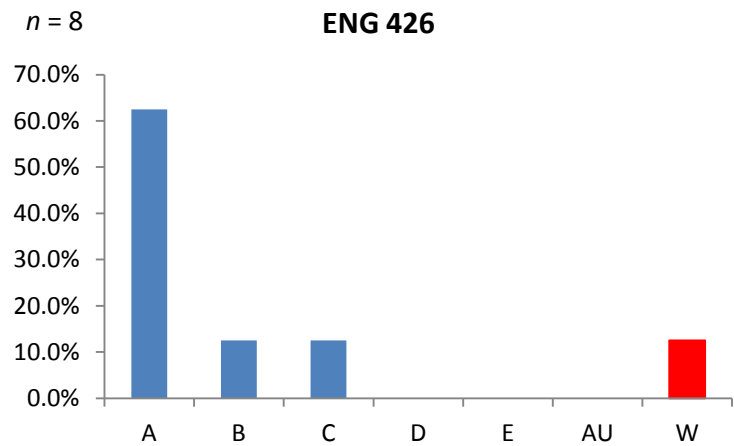


$n = 25$

ENG 425

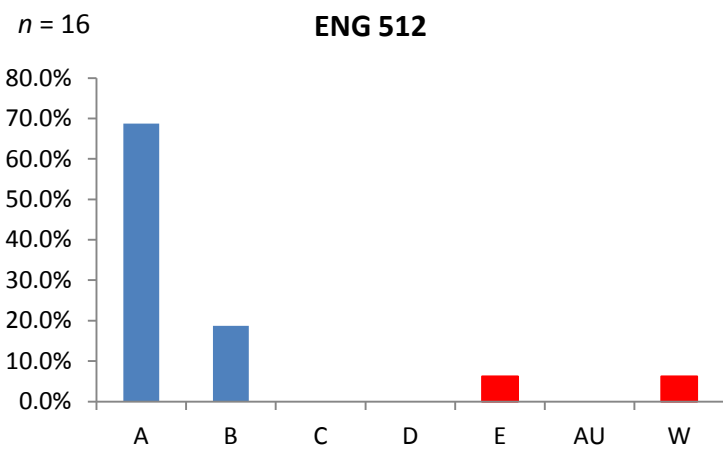
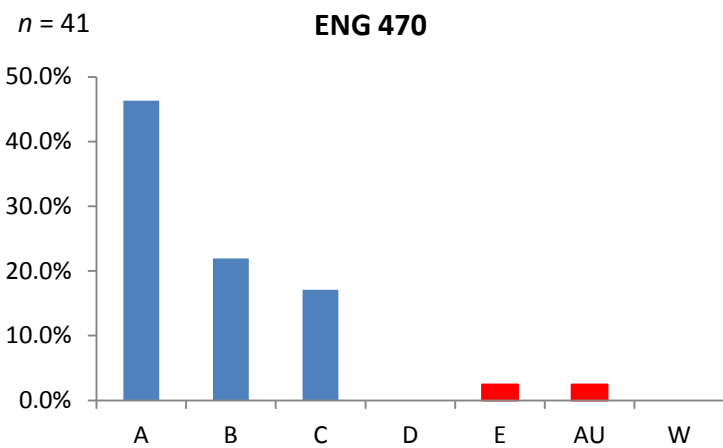
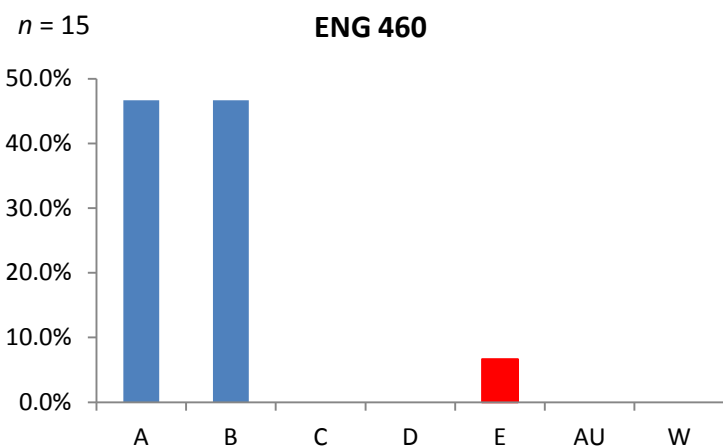


EXPERIENTIAL LEARNING DATA
450



EXPERIENTIAL LEARNING DATA

451

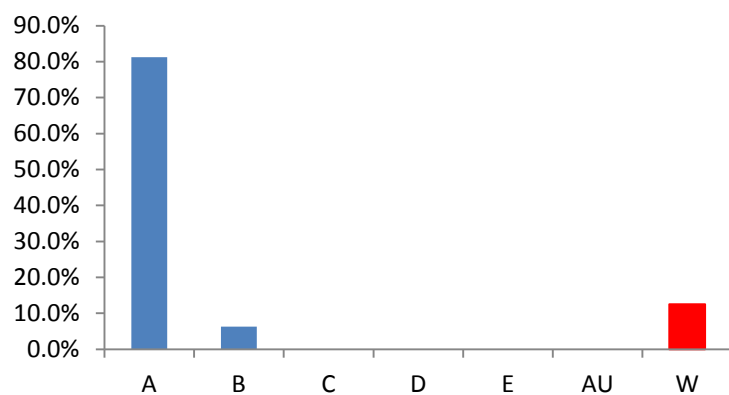


EXPERIENTIAL LEARNING DATA

452

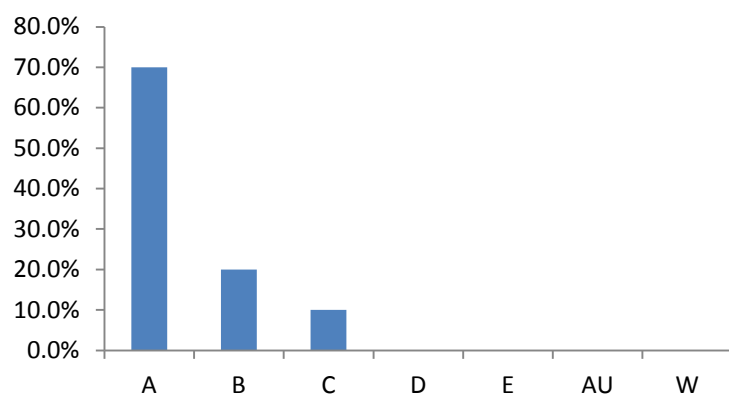
$n = 16$

ENG 560



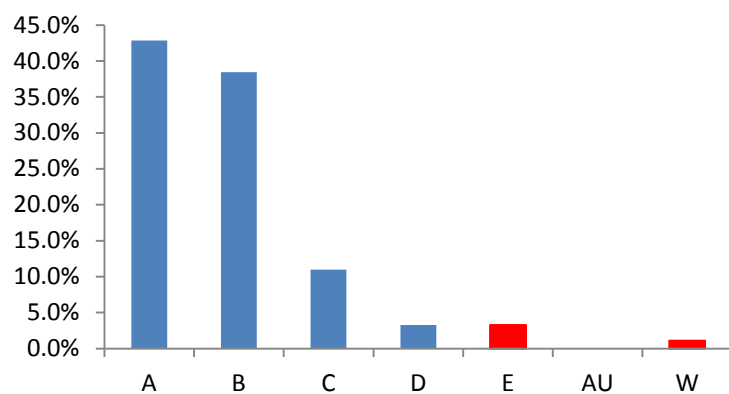
$n = 10$

ENG 561



$n = 91$

ENT 419

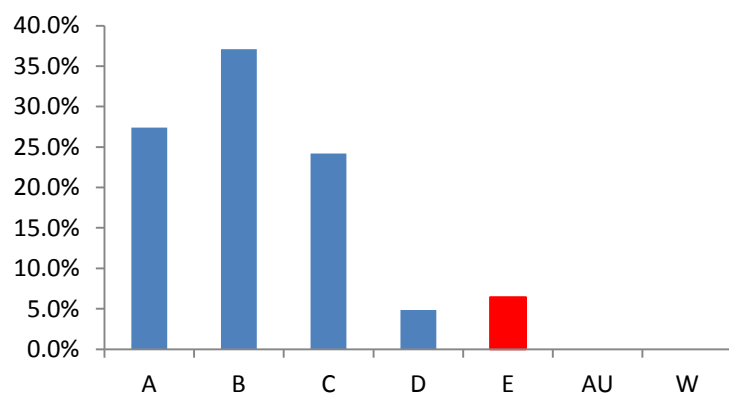


EXPERIENTIAL LEARNING DATA

453

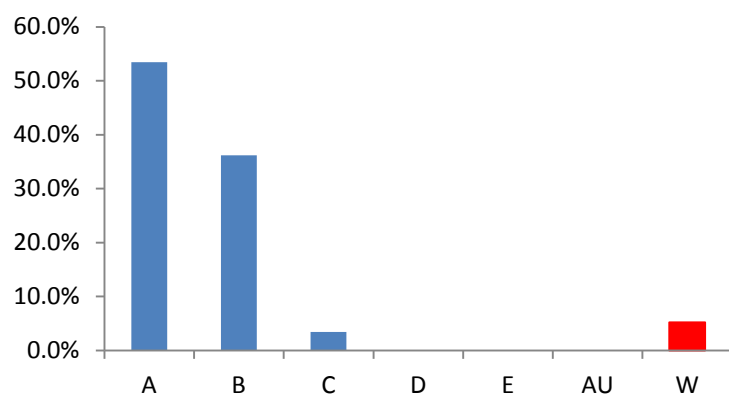
$n = 62$

ENT 458



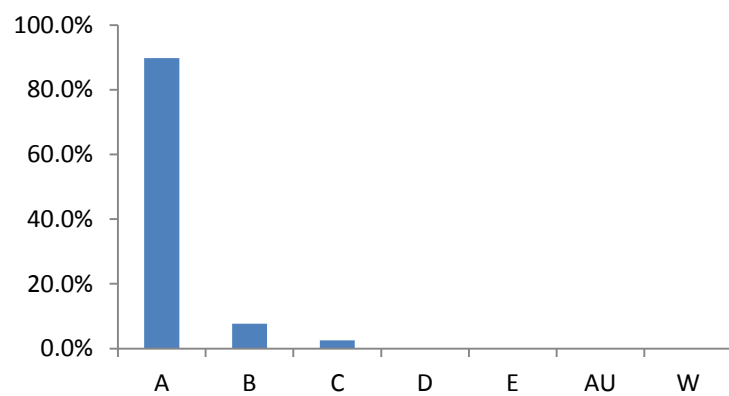
$n = 58$

EXS 400



$n = 39$

EXS 403

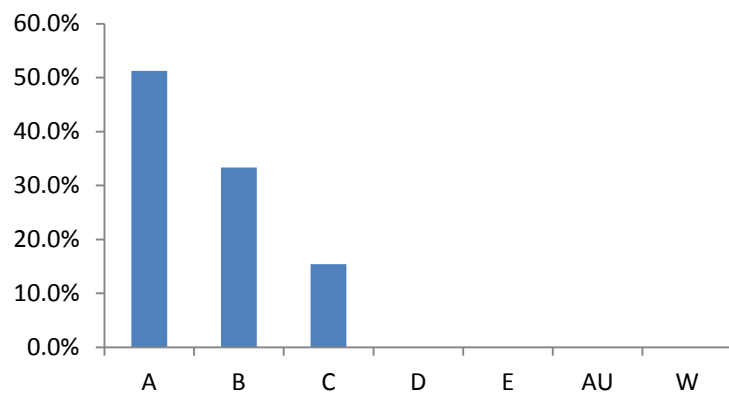


EXPERIENTIAL LEARNING DATA

454

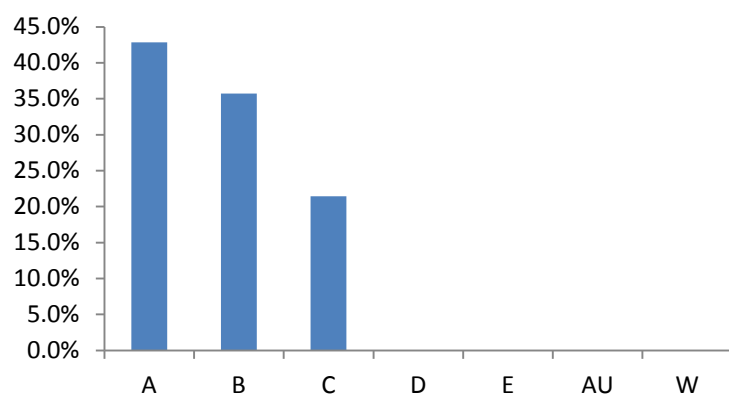
$n = 39$

EXS 420



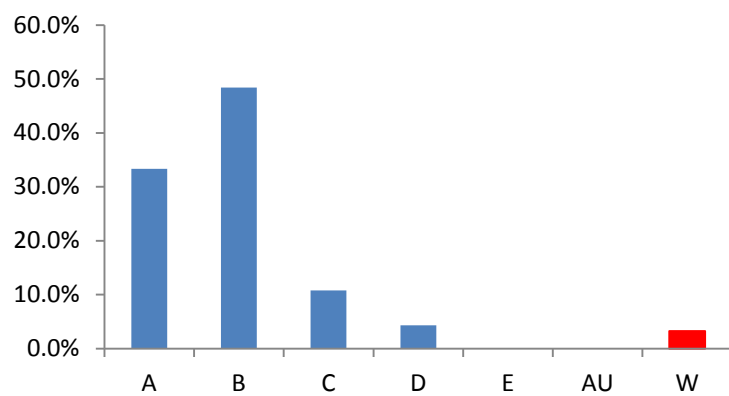
$n = 14$

EXS 421



$n = 93$

FIN 480

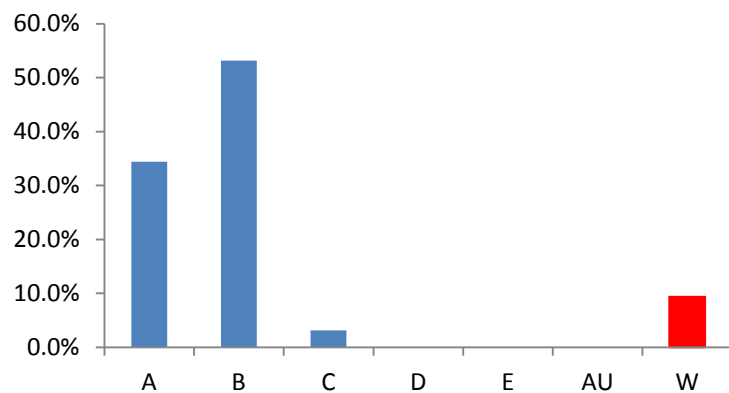


EXPERIENTIAL LEARNING DATA

455

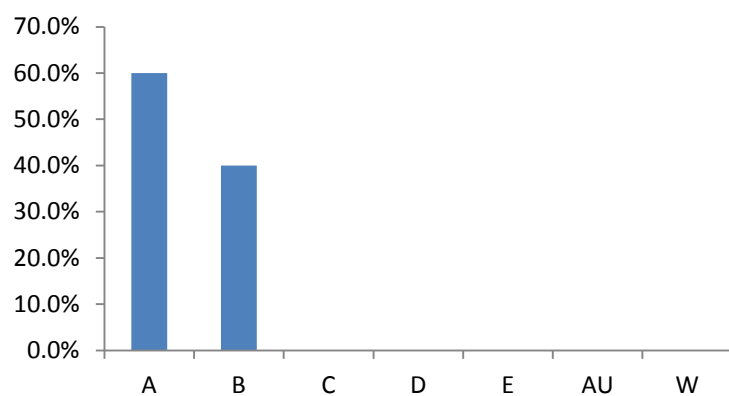
$n = 32$

FIN 522



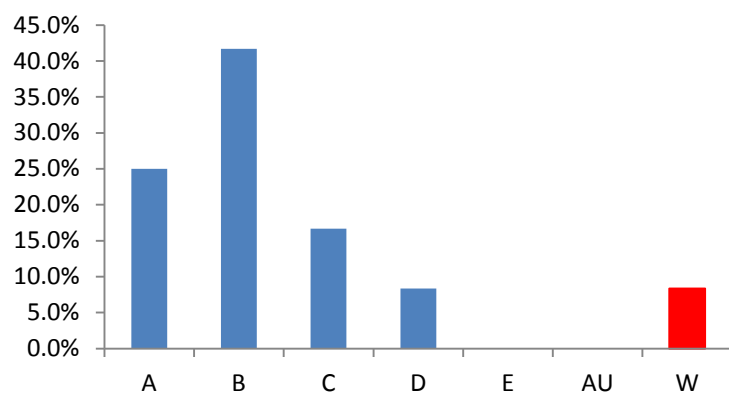
$n = 5$

FRE 419



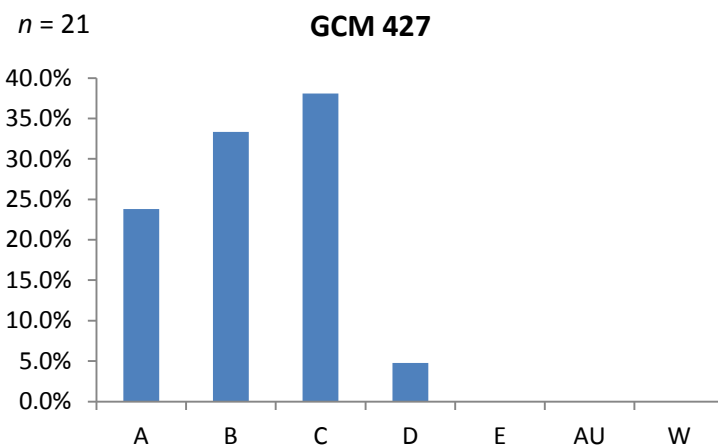
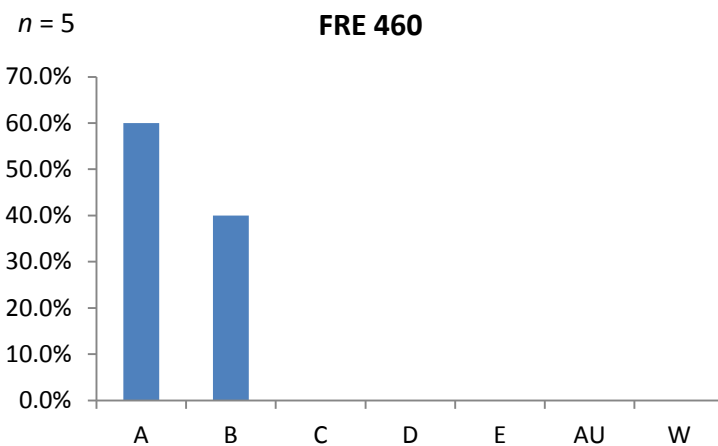
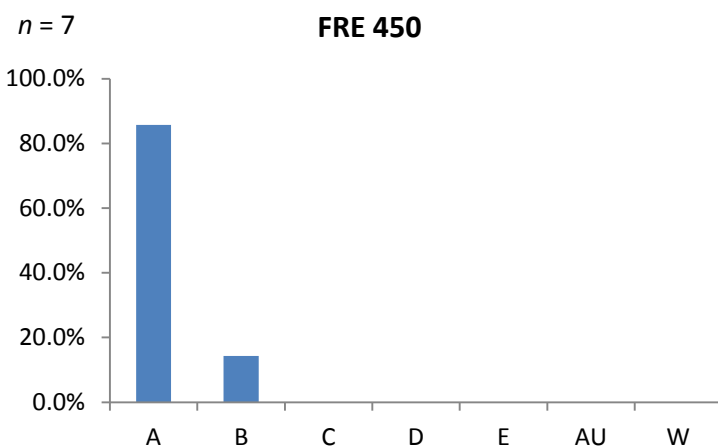
$n = 12$

FRE 421



EXPERIENTIAL LEARNING DATA

456

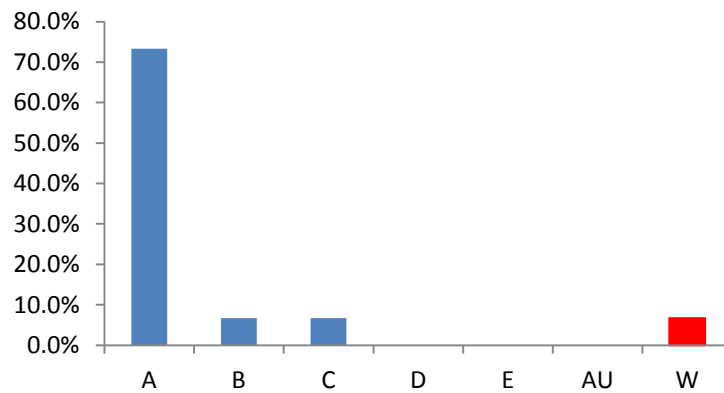


EXPERIENTIAL LEARNING DATA

457

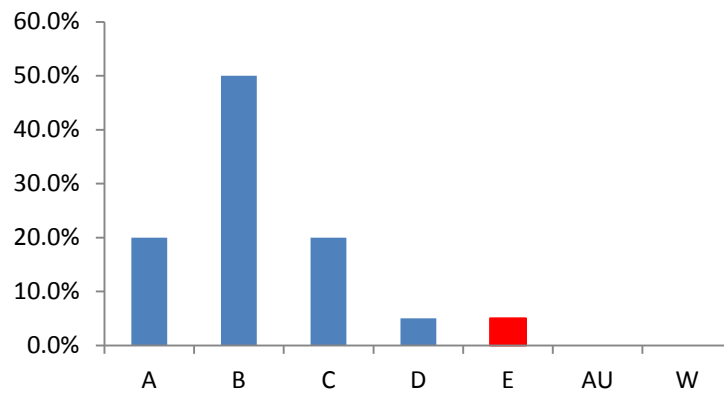
$n = 15$

GCM 440



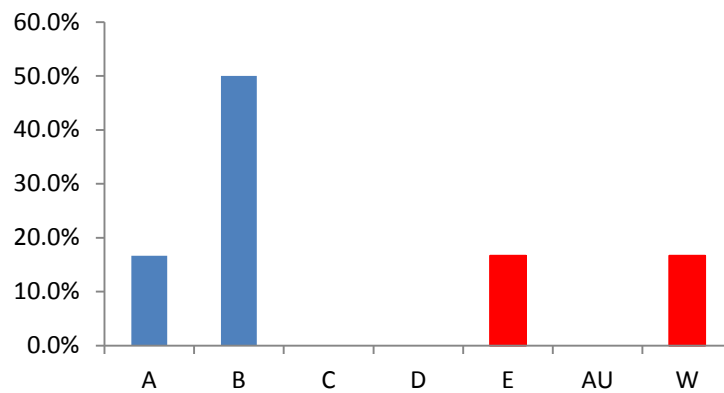
$n = 40$

GCM 454



$n = 6$

GER 441

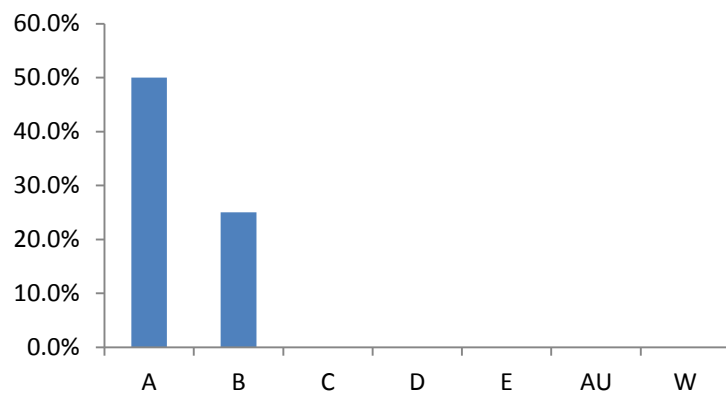


EXPERIENTIAL LEARNING DATA

458

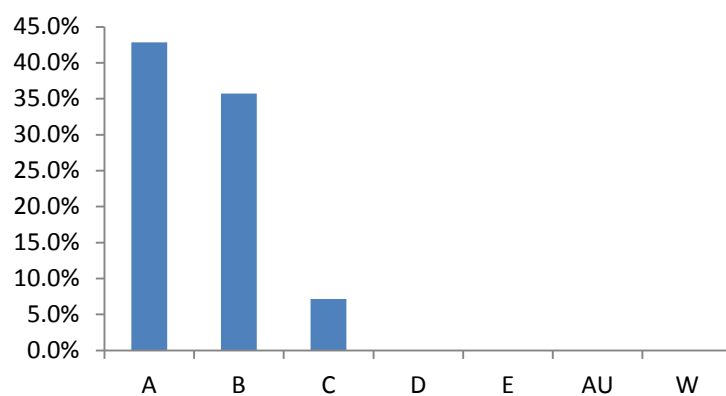
$n = 4$

GER 450



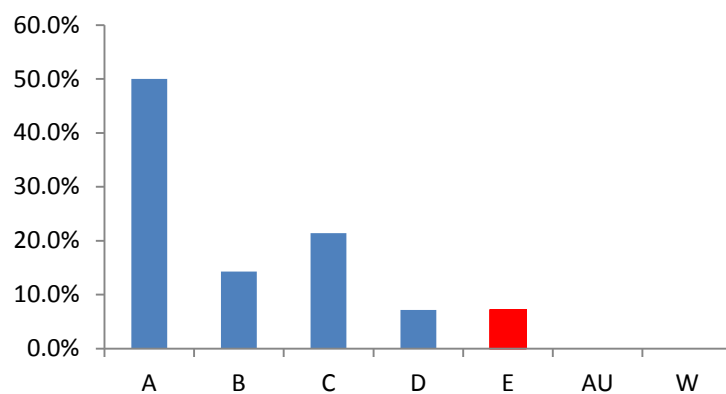
$n = 14$

GER 460



$n = 14$

GSC 507

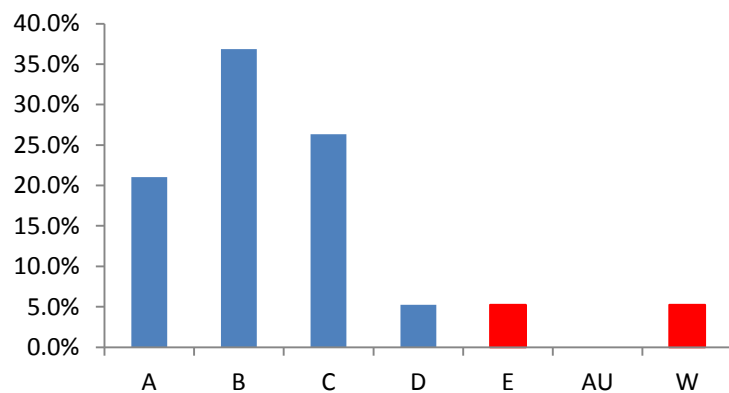


EXPERIENTIAL LEARNING DATA

459

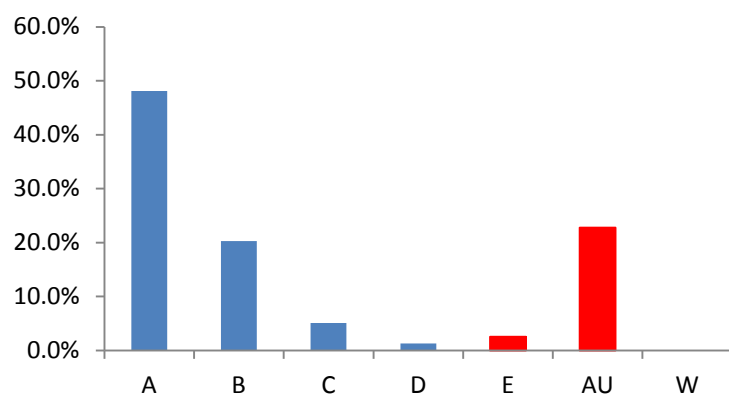
$n = 19$

GSC 512



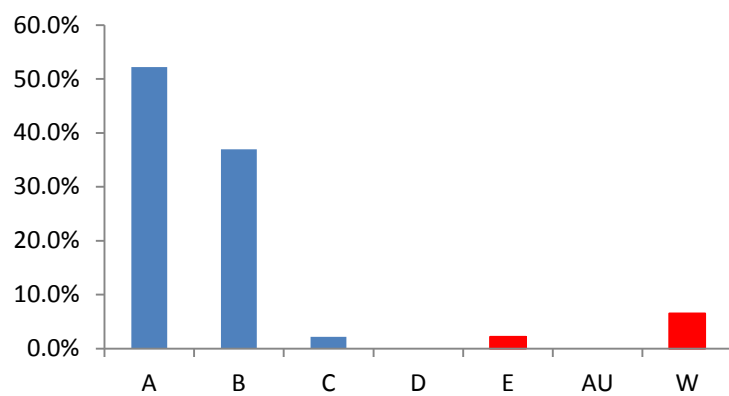
$n = 79$

GUI 450



$n = 46$

HCA 405

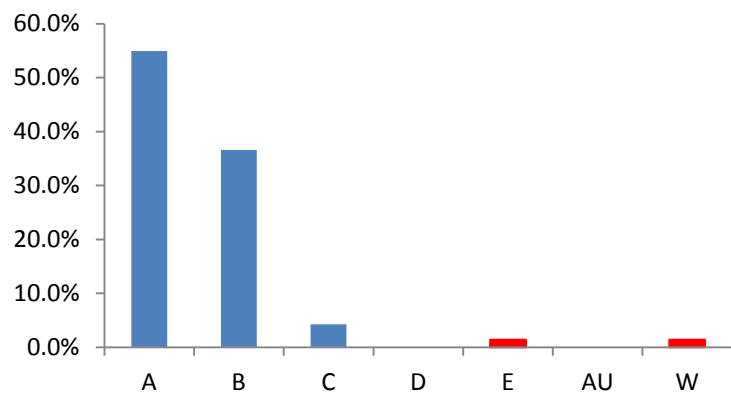


EXPERIENTIAL LEARNING DATA

460

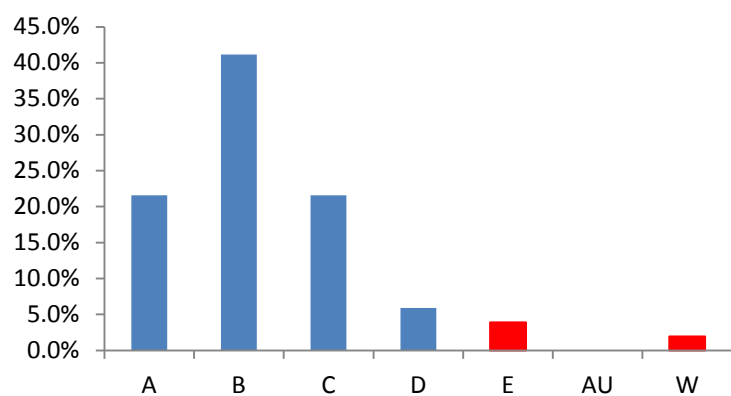
$n = 71$

HCA 410



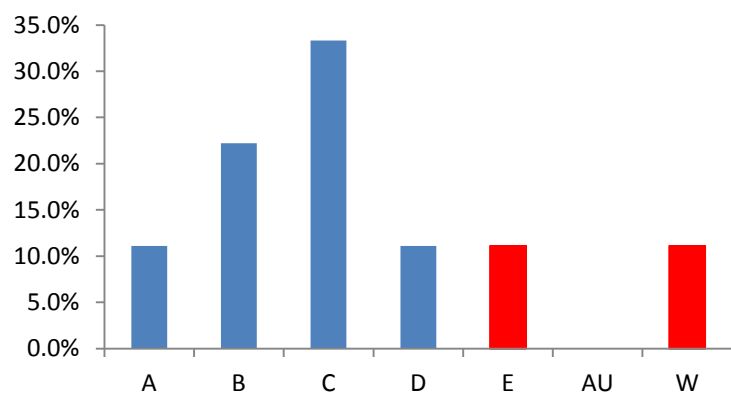
$n = 51$

HIS 400



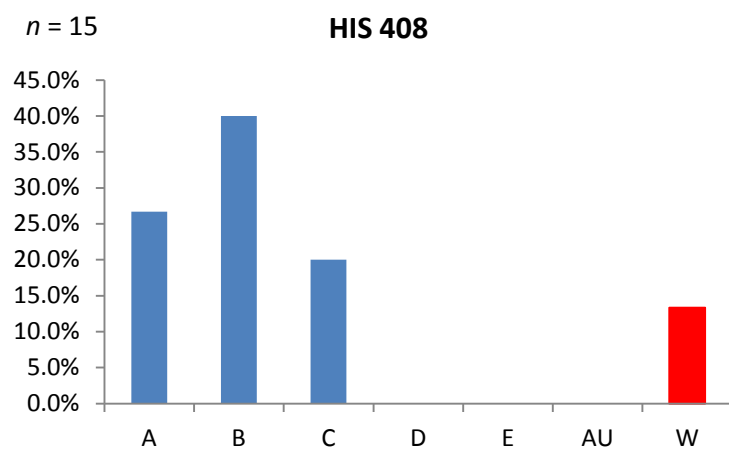
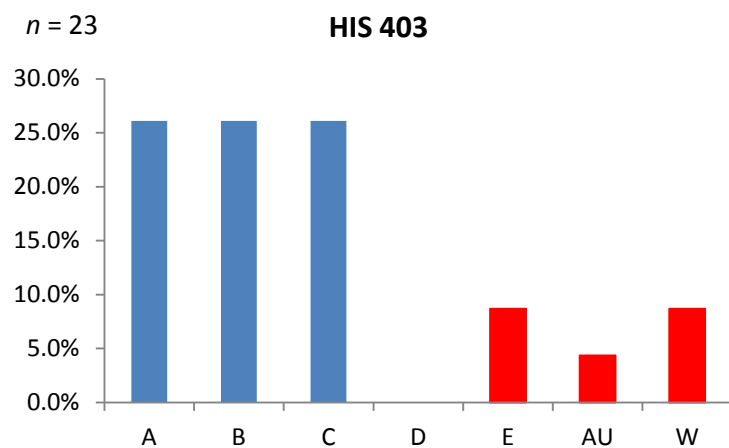
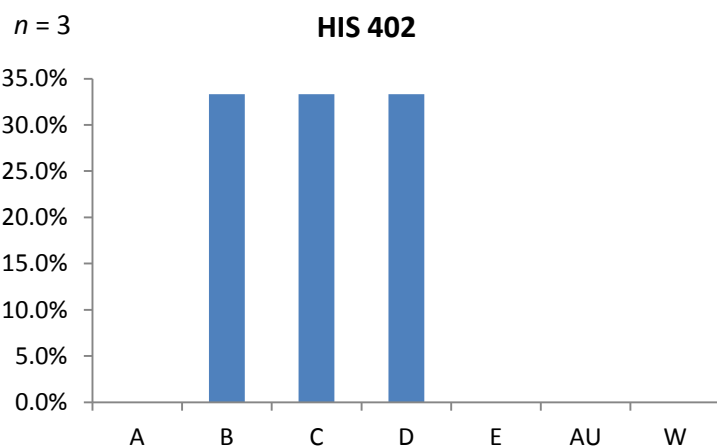
$n = 9$

HIS 401



EXPERIENTIAL LEARNING DATA

461

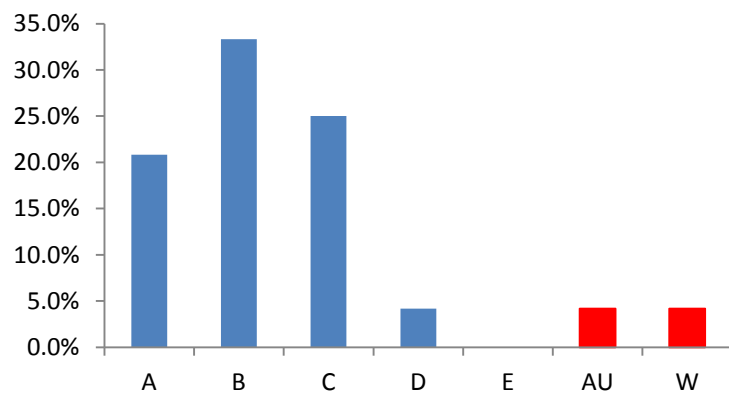


EXPERIENTIAL LEARNING DATA

462

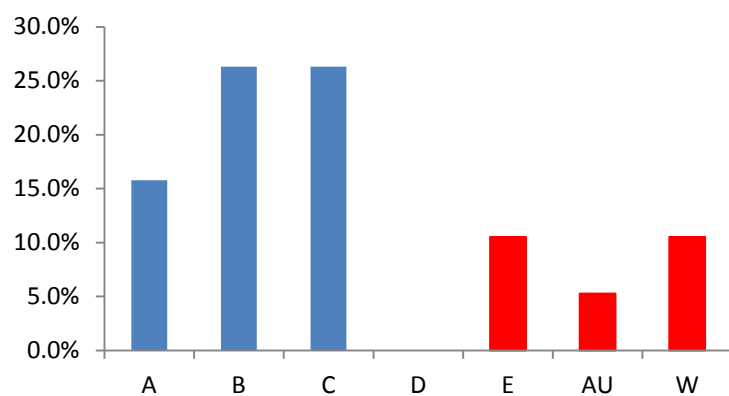
$n = 24$

HIS 409



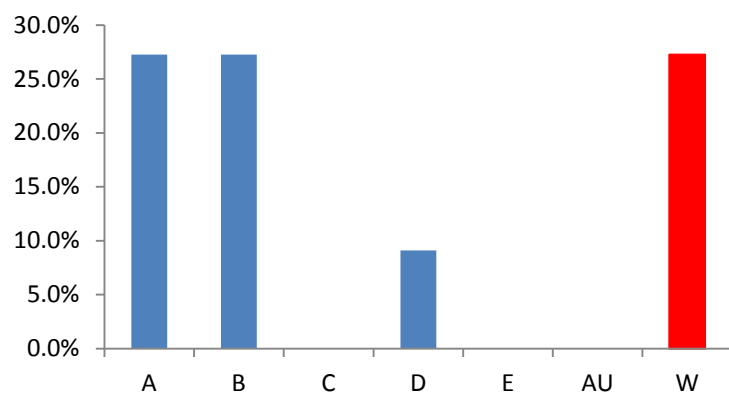
$n = 19$

HIS 410



$n = 11$

HIS 412

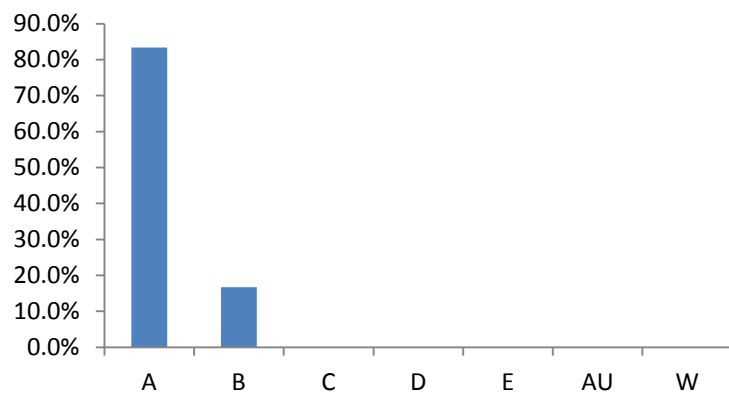


EXPERIENTIAL LEARNING DATA

463

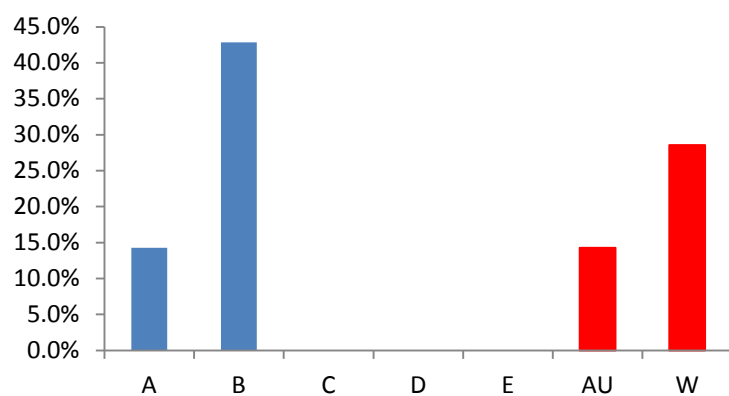
$n = 6$

HIS 414



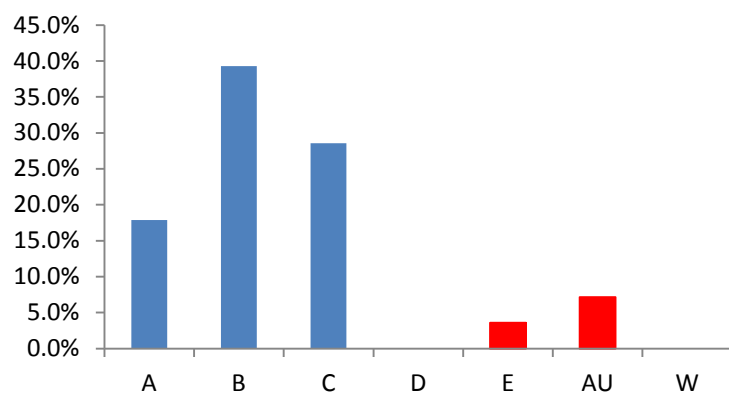
$n = 7$

HIS 415



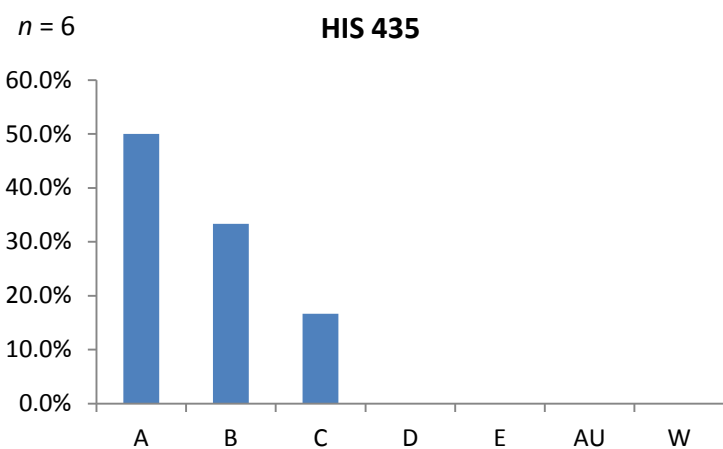
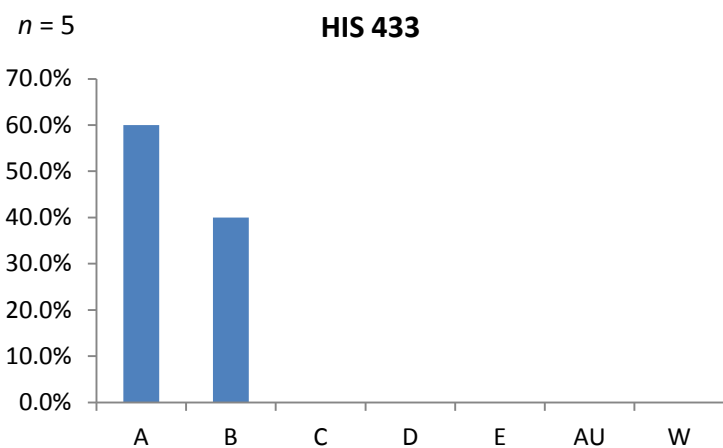
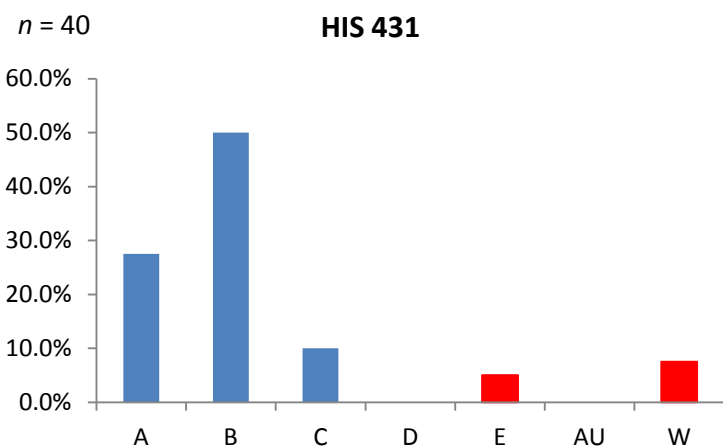
$n = 28$

HIS 419



EXPERIENTIAL LEARNING DATA

464

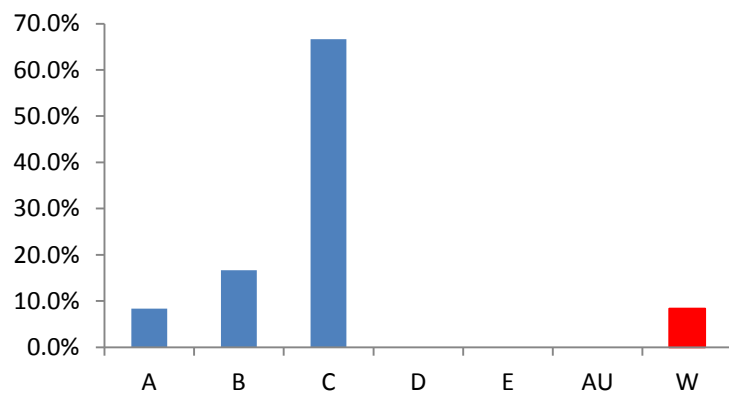


EXPERIENTIAL LEARNING DATA

465

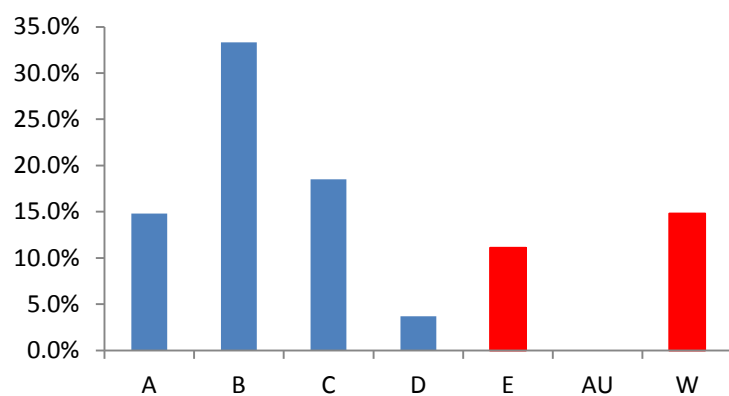
$n = 12$

HIS 436



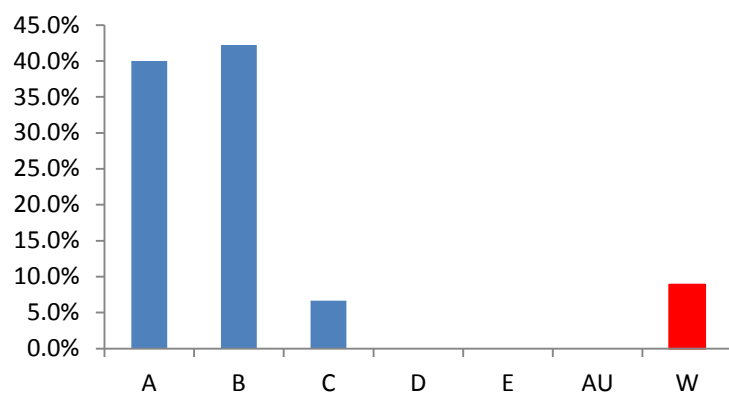
$n = 27$

HIS 441



$n = 45$

HIS 446

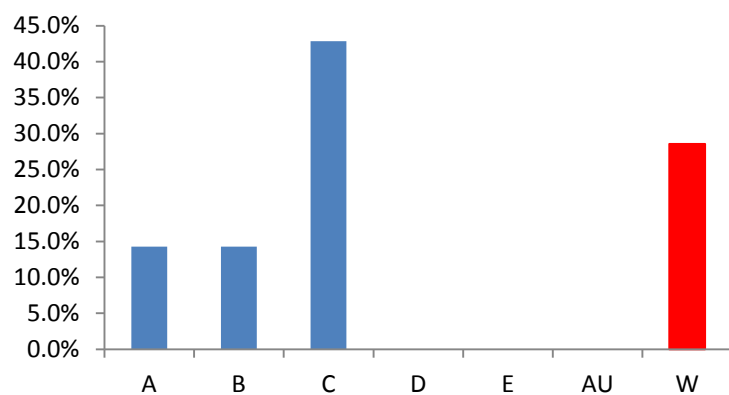


EXPERIENTIAL LEARNING DATA

466

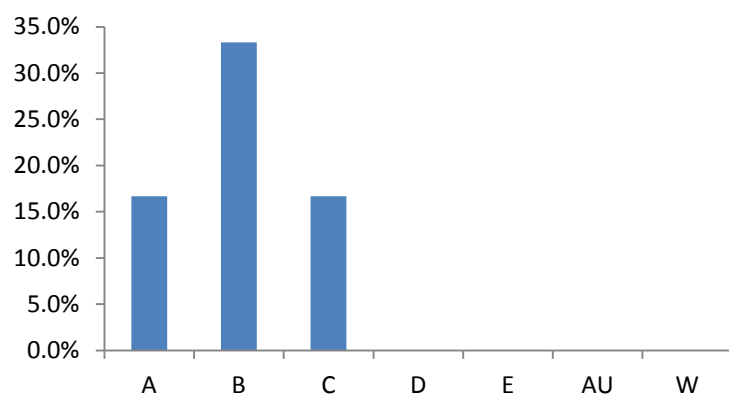
$n = 7$

HIS 451



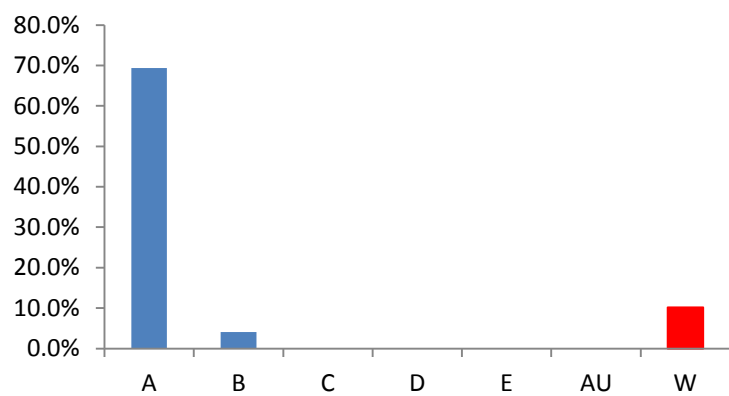
$n = 6$

HIS 499



$n = 49$

HON 437

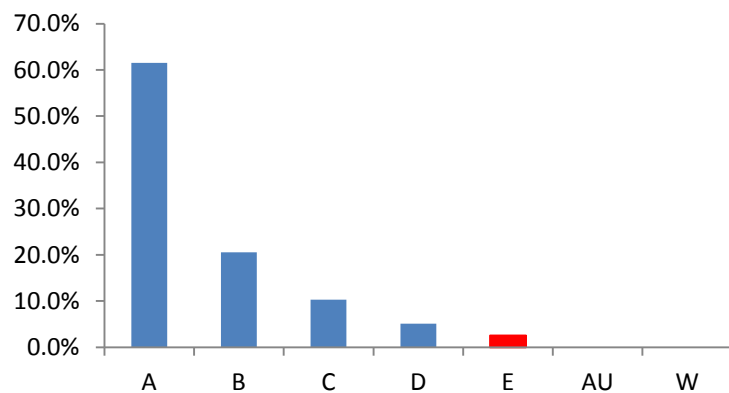


EXPERIENTIAL LEARNING DATA

467

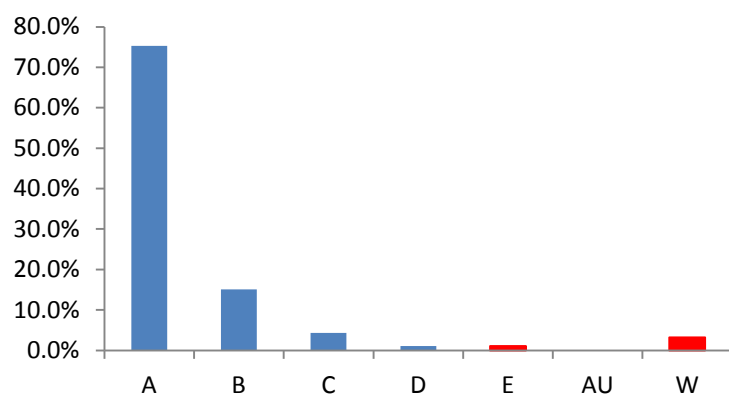
$n = 39$

HPE 409



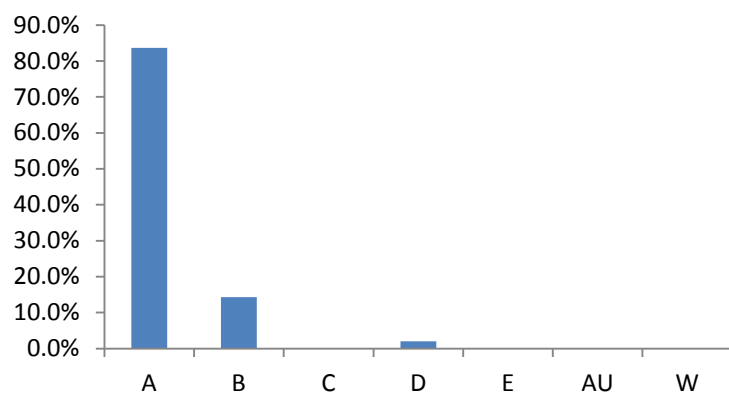
$n = 93$

HPE 460

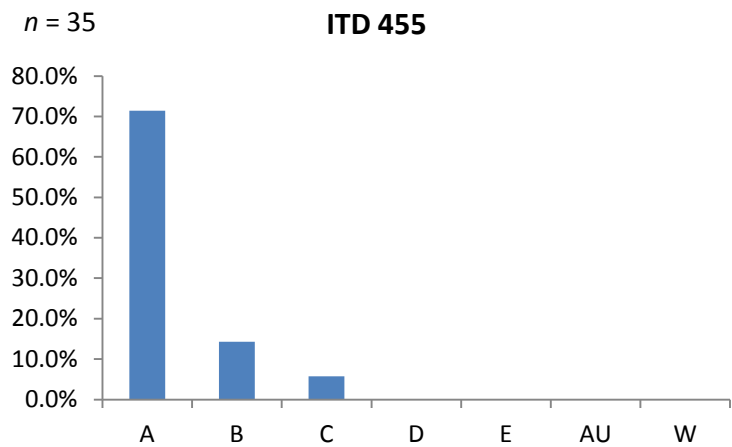
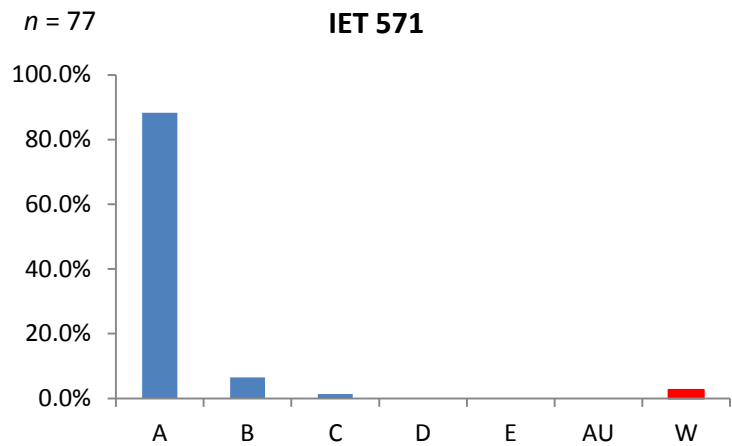
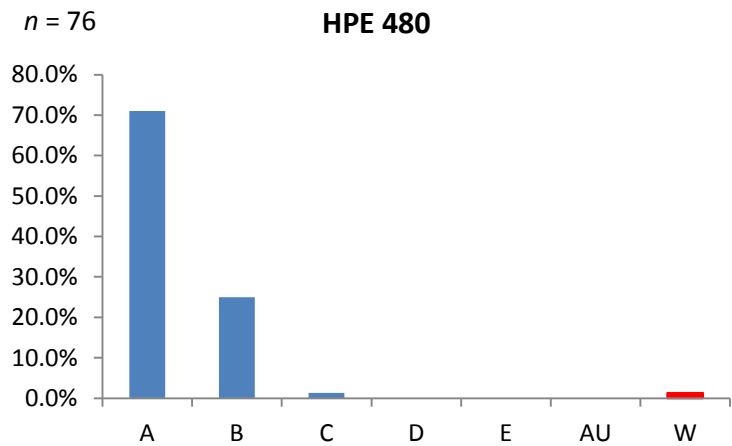


$n = 49$

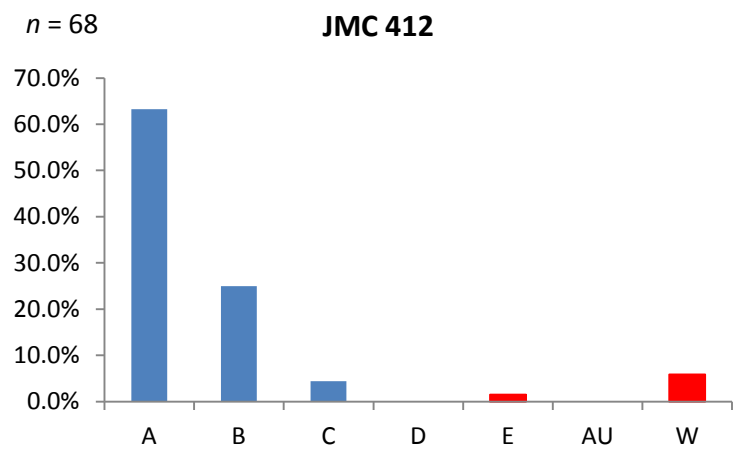
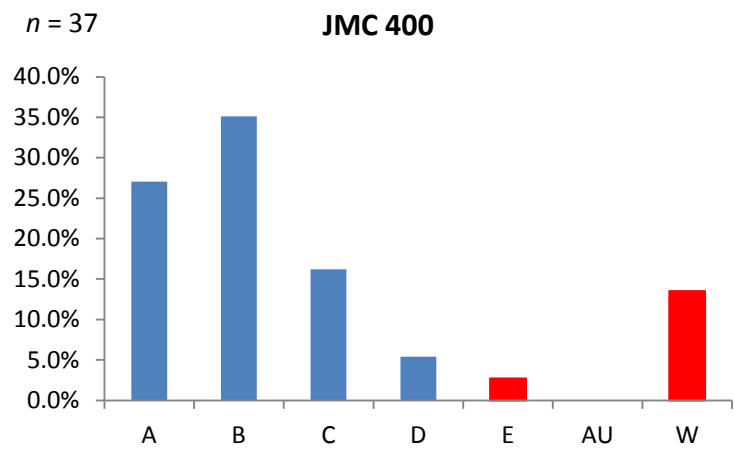
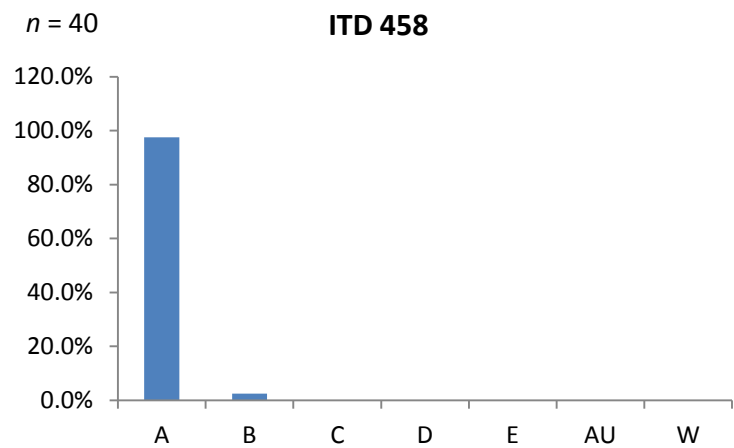
HPE 470



EXPERIENTIAL LEARNING DATA
468



EXPERIENTIAL LEARNING DATA
469

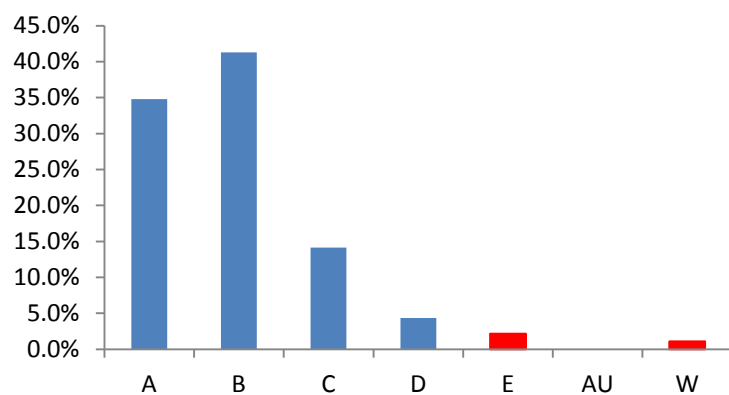


EXPERIENTIAL LEARNING DATA

470

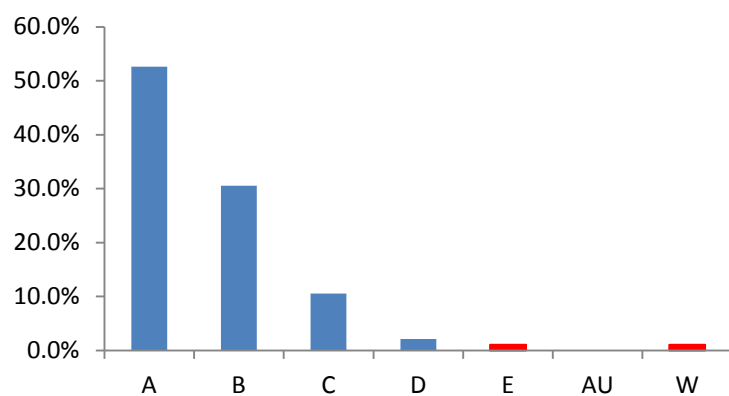
$n = 92$

JMC 417



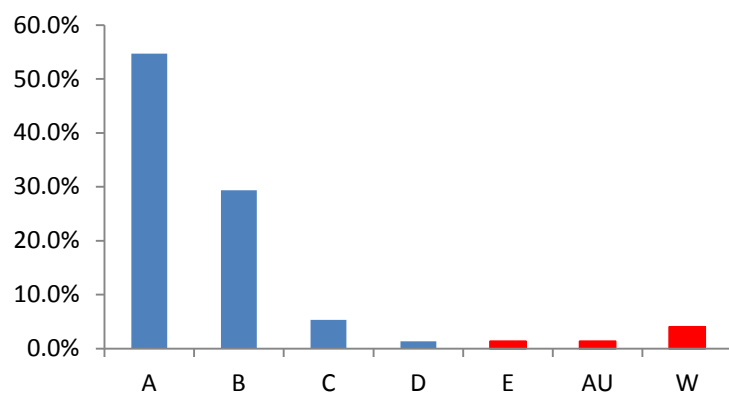
$n = 95$

JMC 439



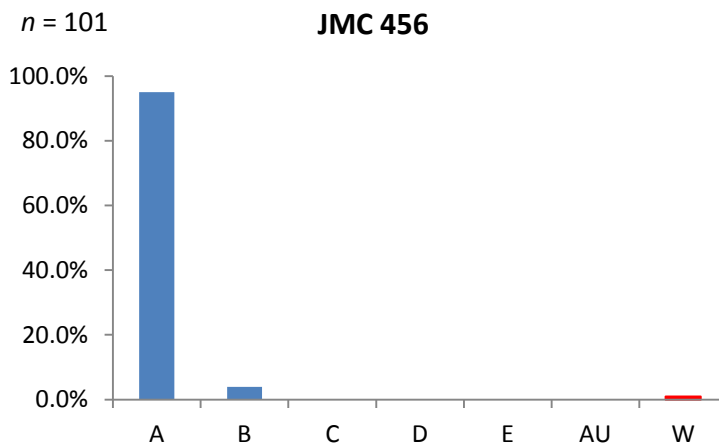
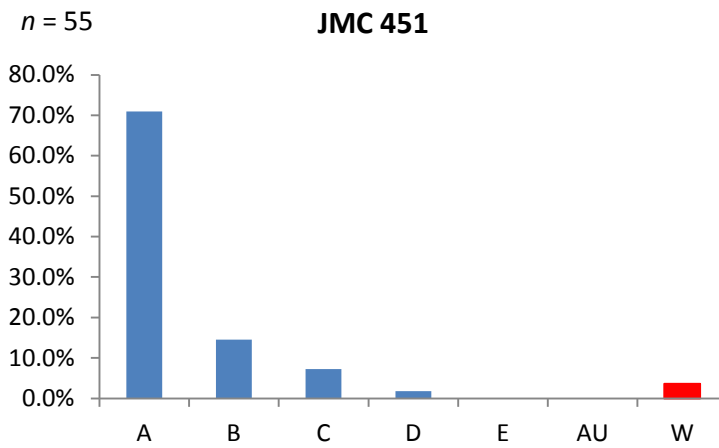
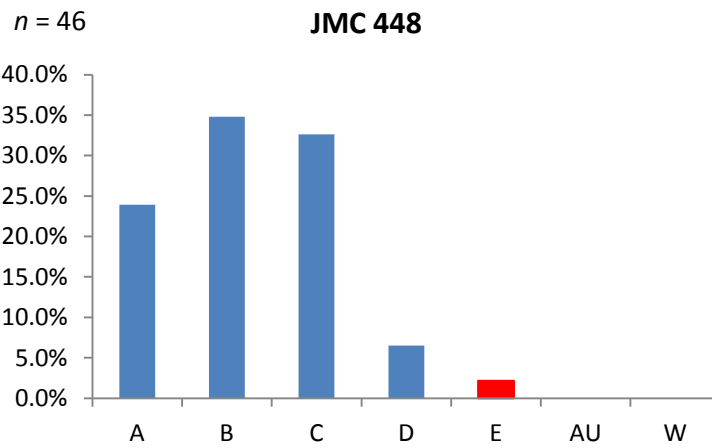
$n = 75$

JMC 440



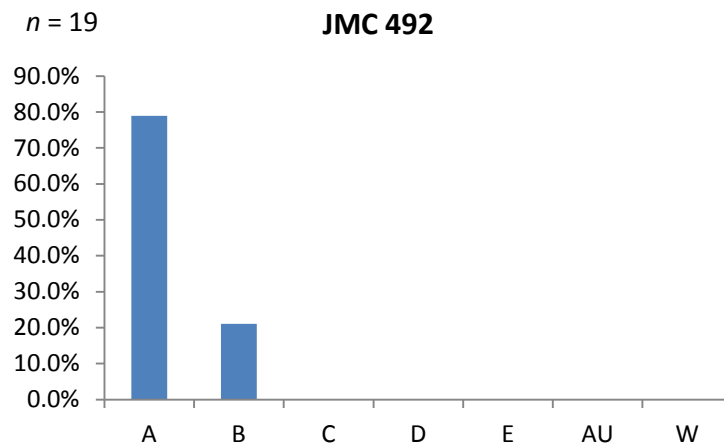
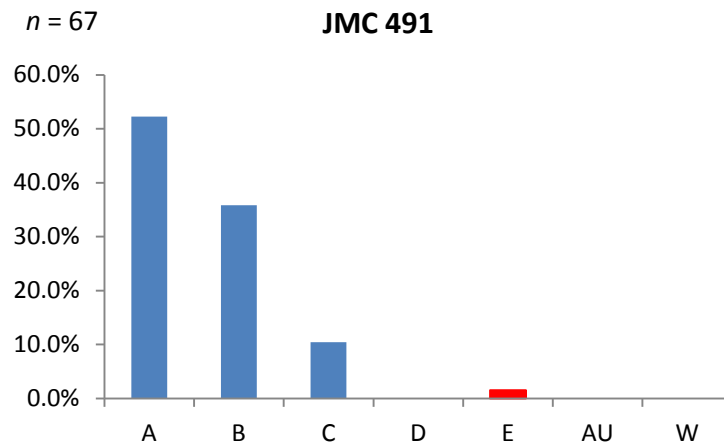
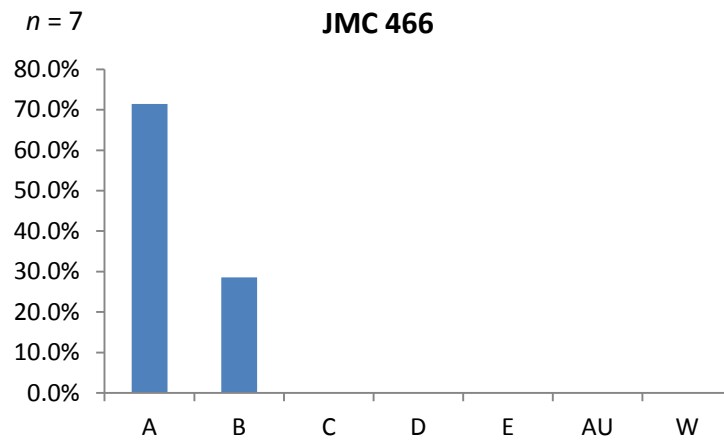
EXPERIENTIAL LEARNING DATA

471



EXPERIENTIAL LEARNING DATA

472

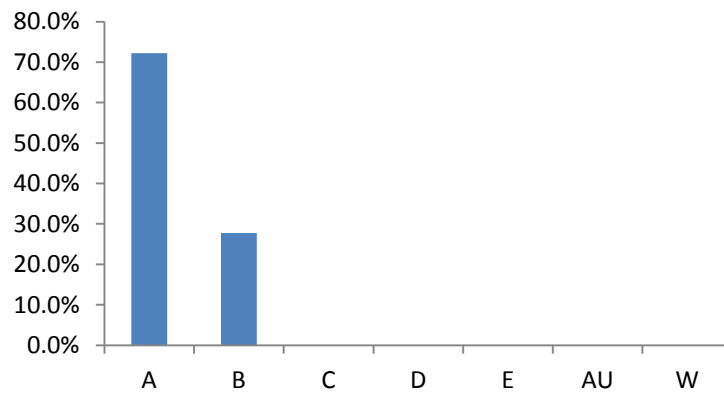


EXPERIENTIAL LEARNING DATA

473

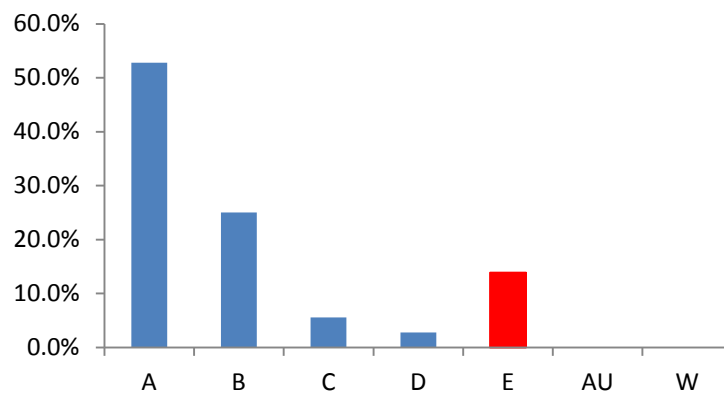
$n = 18$

JMC 596



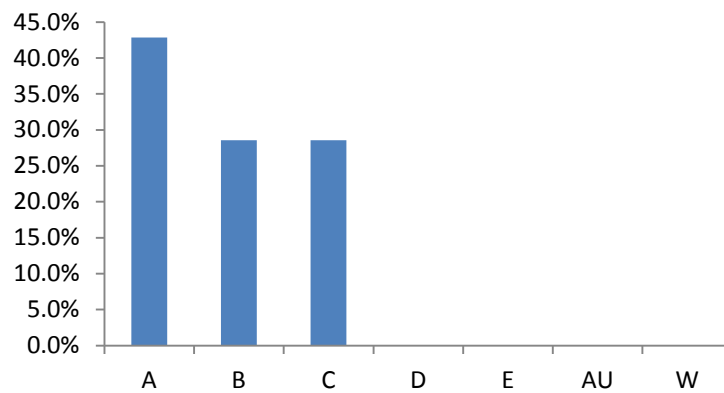
$n = 36$

JMC 597



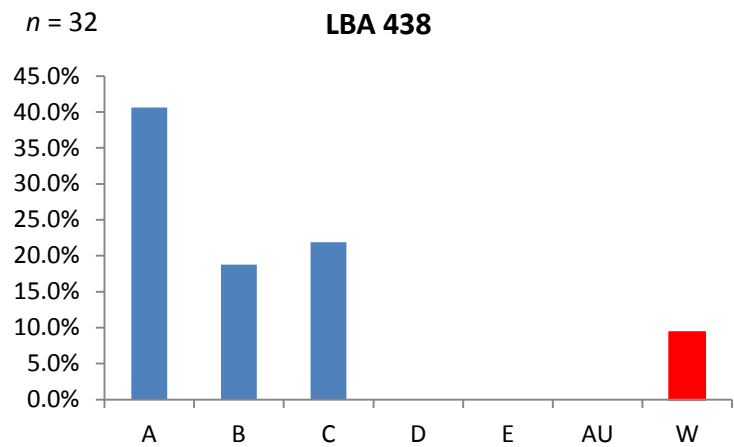
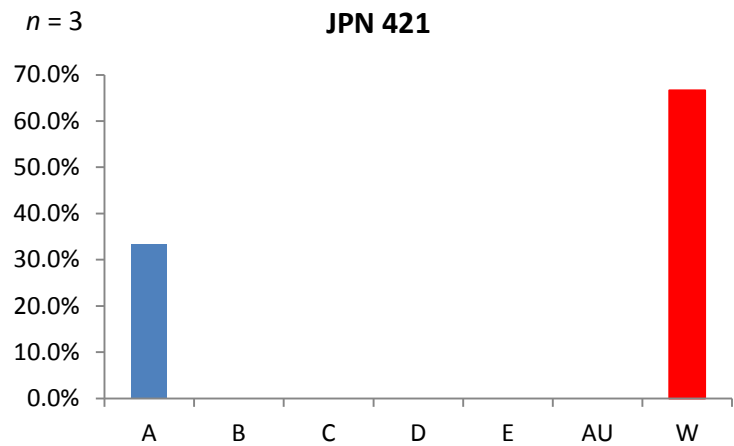
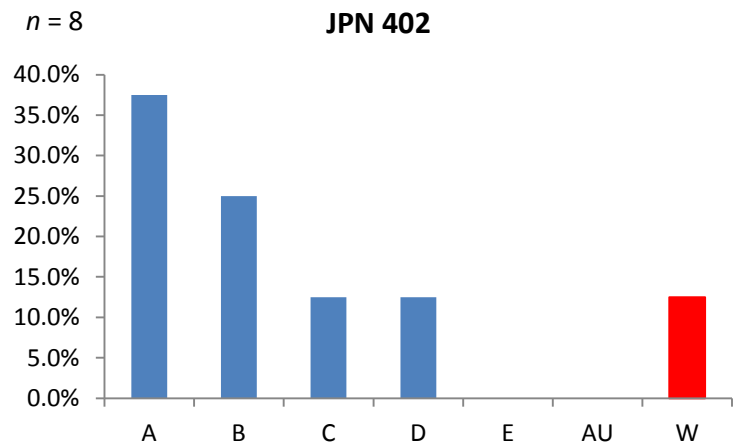
$n = 7$

JPN 401



EXPERIENTIAL LEARNING DATA

474

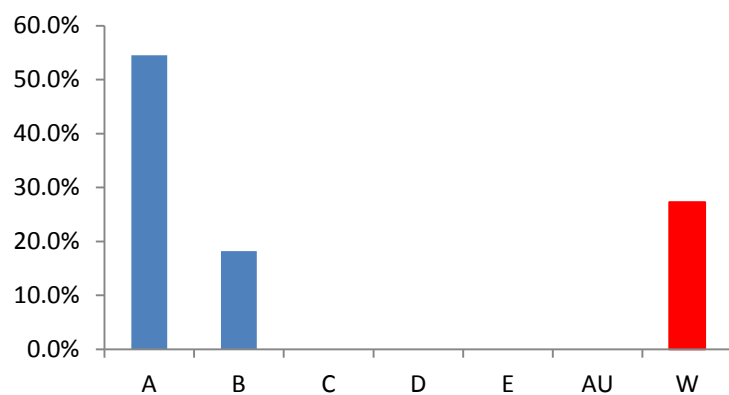


EXPERIENTIAL LEARNING DATA

475

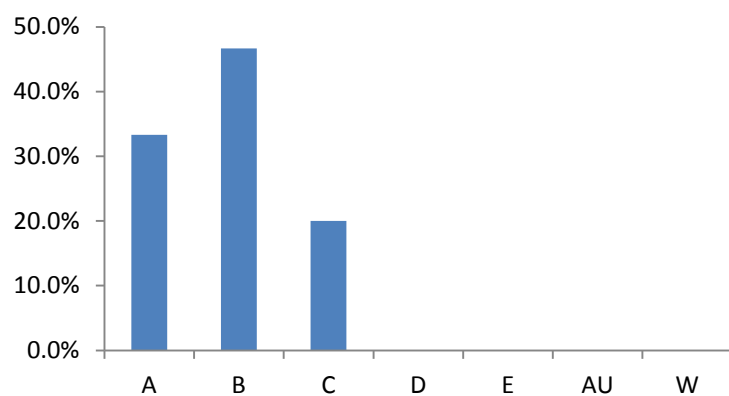
$n = 11$

LST 430



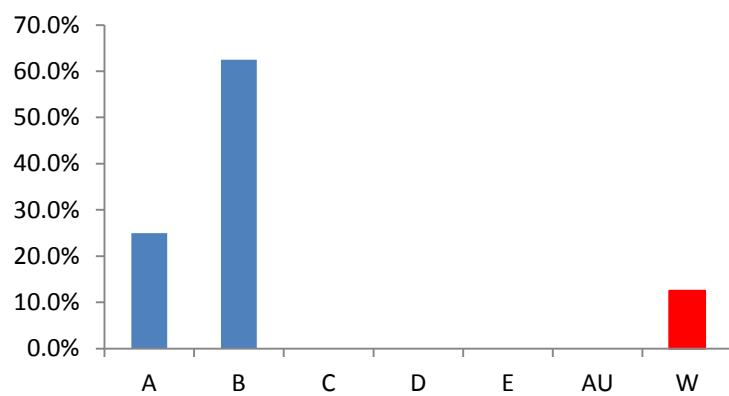
$n = 15$

LST 444

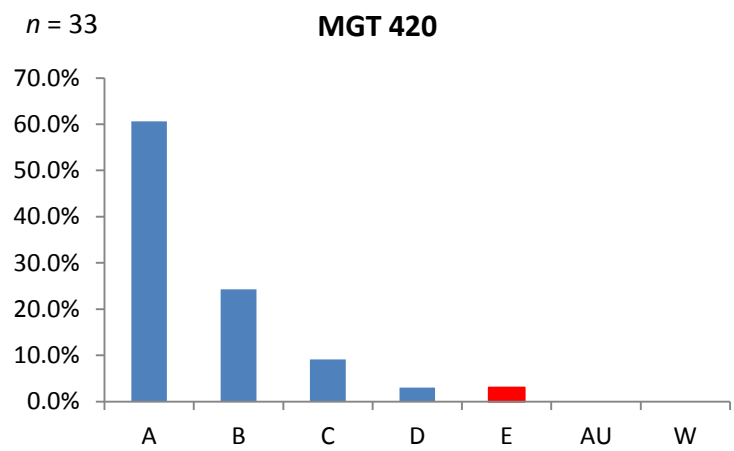
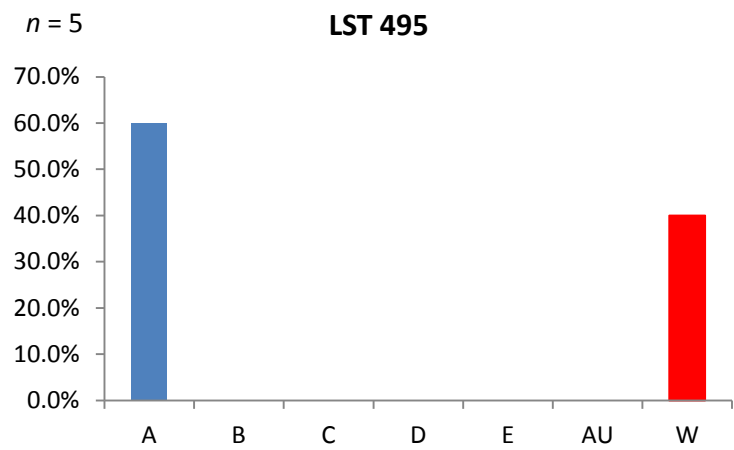
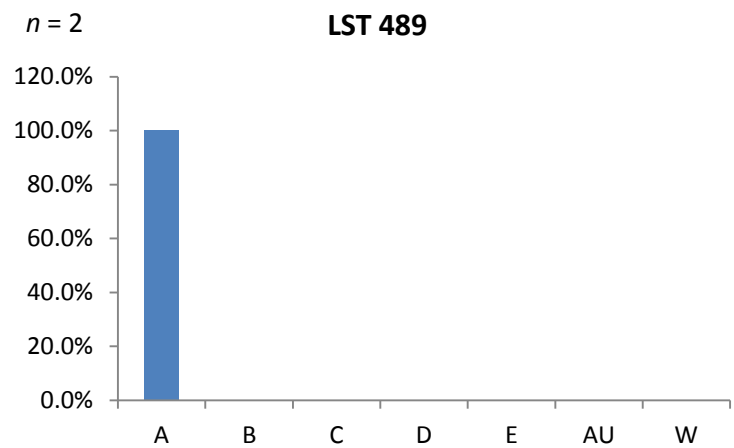


$n = 8$

LST 476



EXPERIENTIAL LEARNING DATA
476

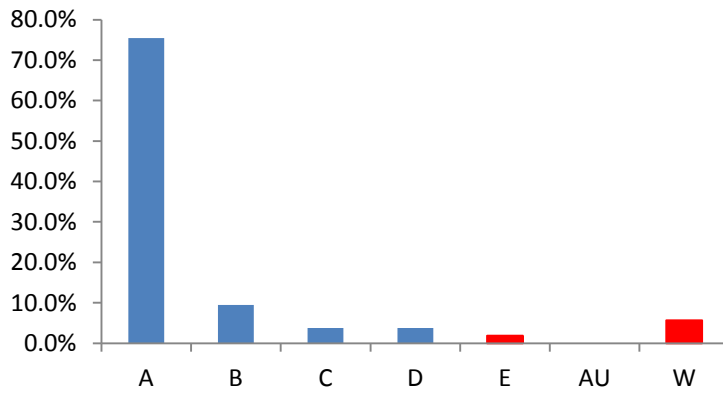


EXPERIENTIAL LEARNING DATA

477

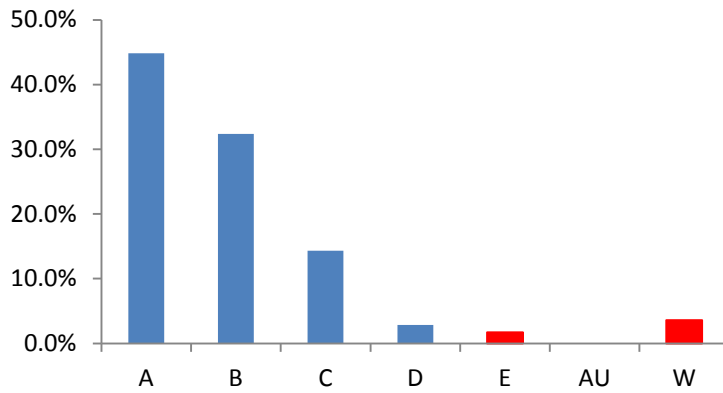
$n = 53$

MGT 440



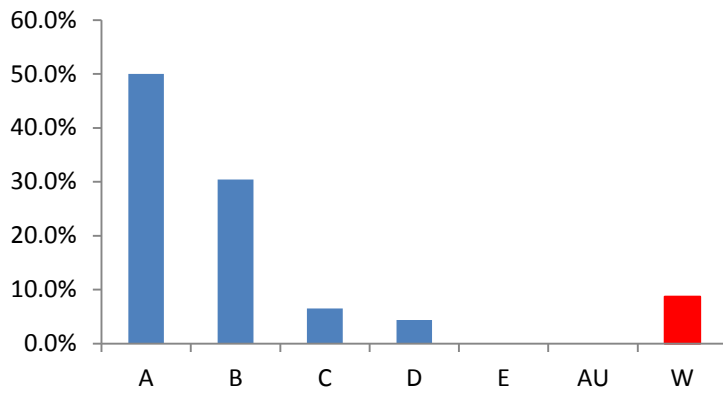
$n = 531$

MGT 443



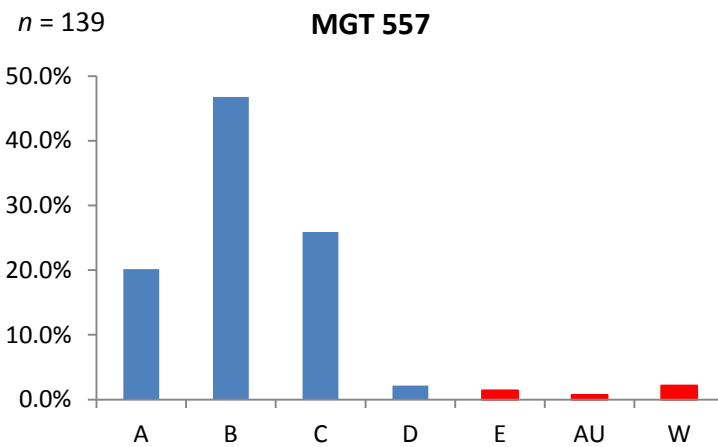
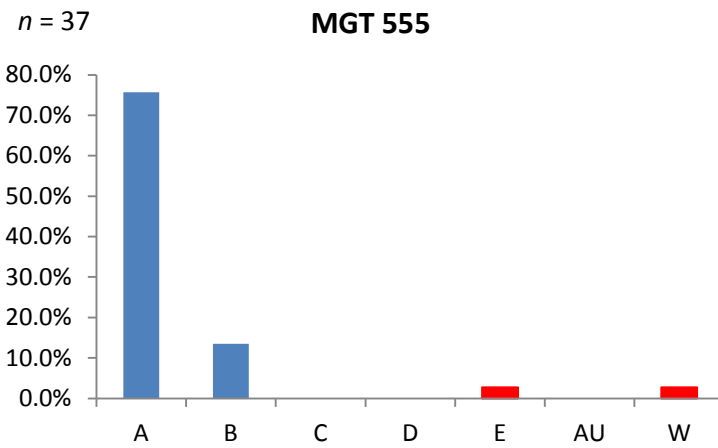
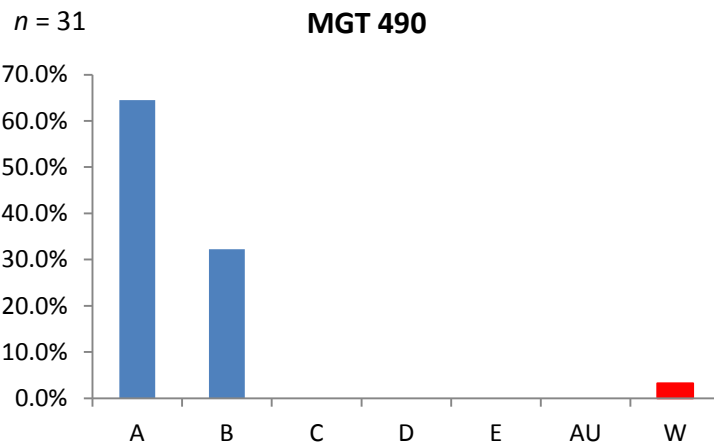
$n = 46$

MGT 445



EXPERIENTIAL LEARNING DATA

478

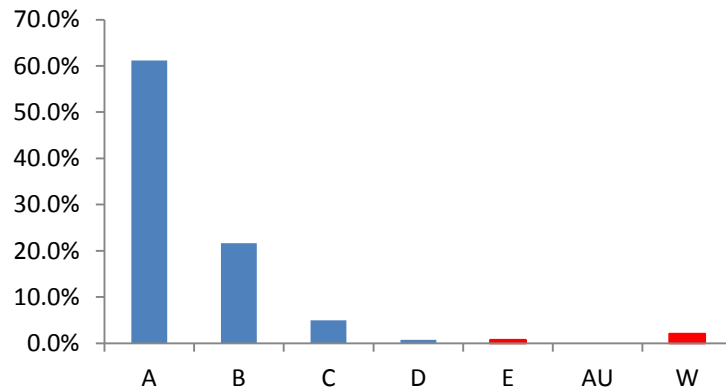


EXPERIENTIAL LEARNING DATA

479

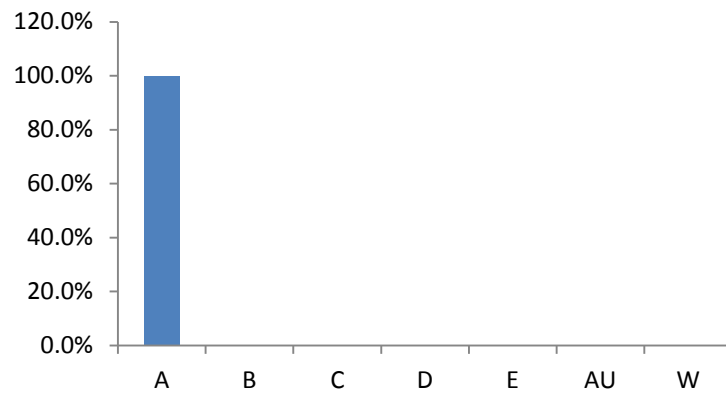
$n = 541$

MGT 590



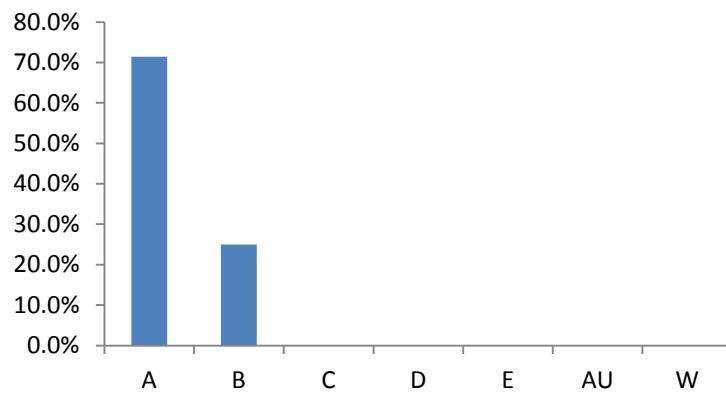
$n = 21$

MIL 401

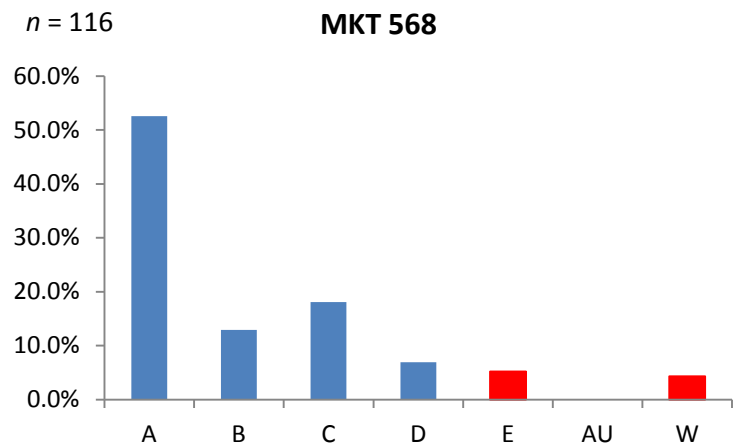
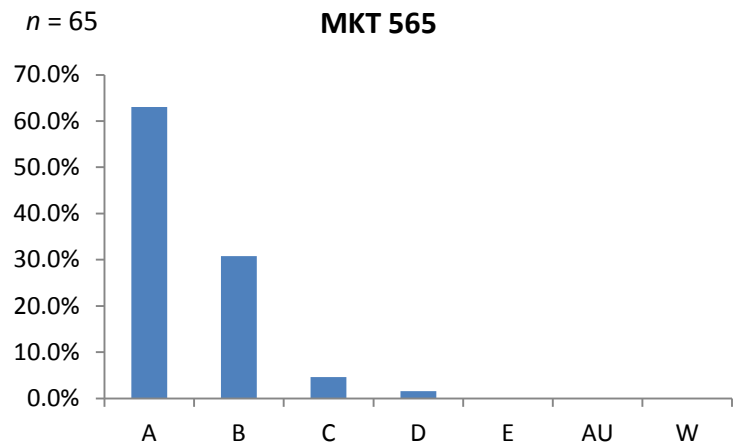
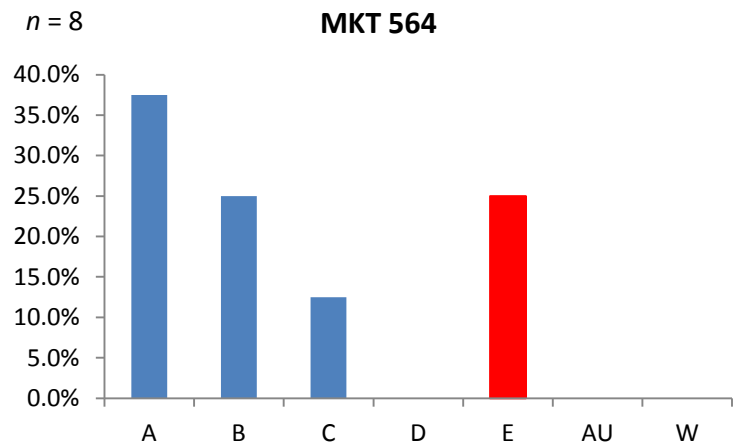


$n = 28$

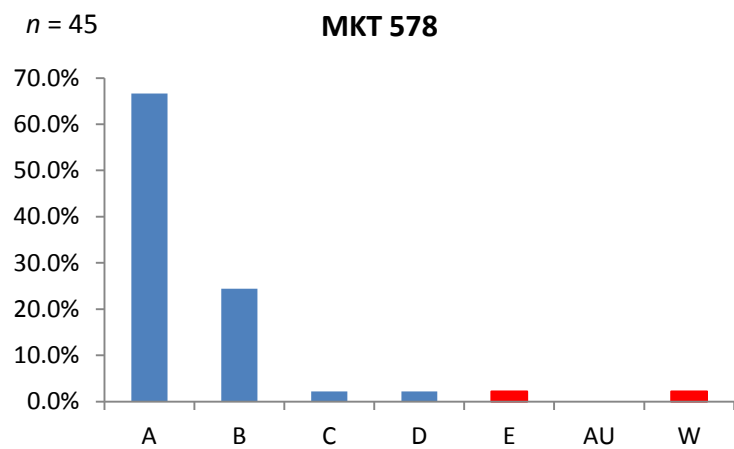
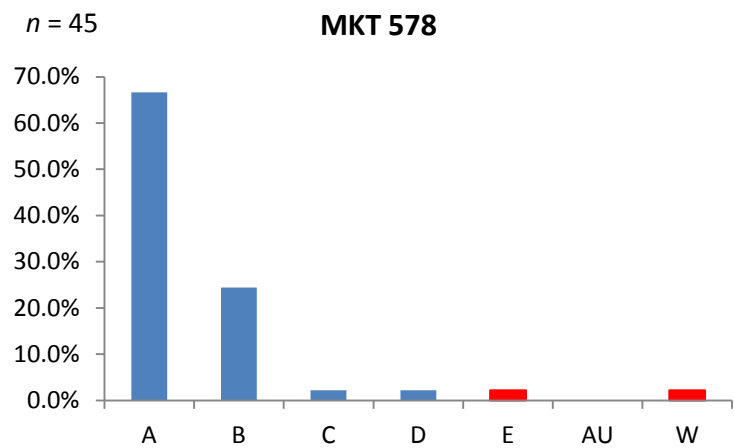
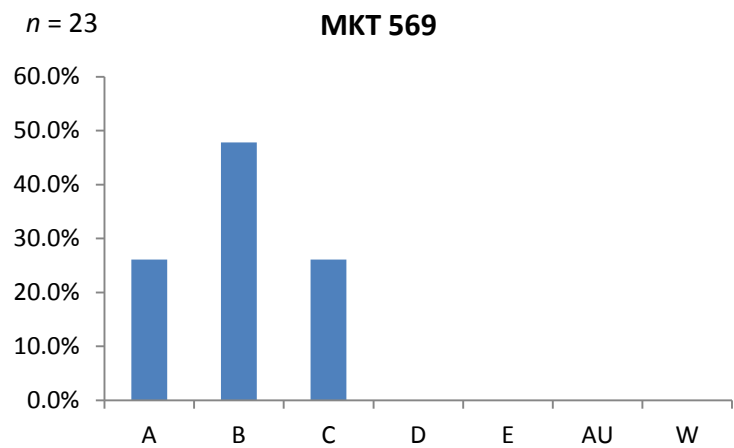
MIL 402



EXPERIENTIAL LEARNING DATA
480



EXPERIENTIAL LEARNING DATA
481

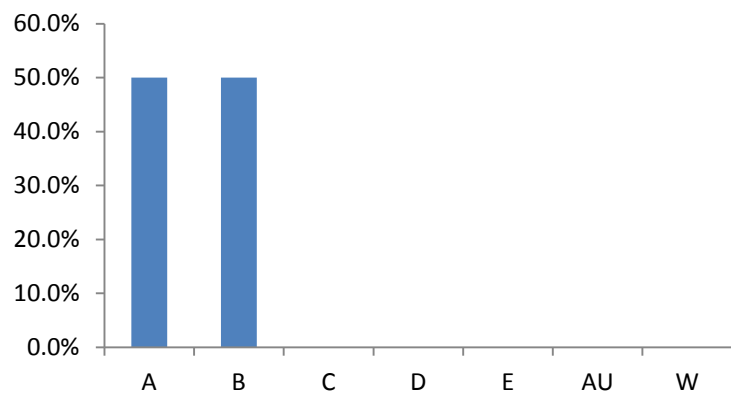


EXPERIENTIAL LEARNING DATA

482

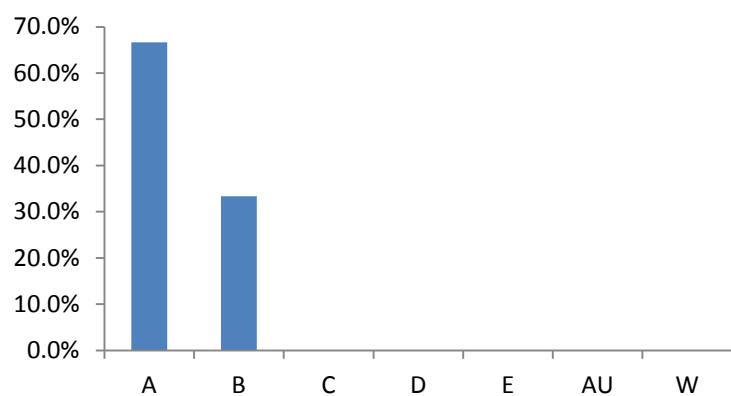
$n = 10$

MKT 579



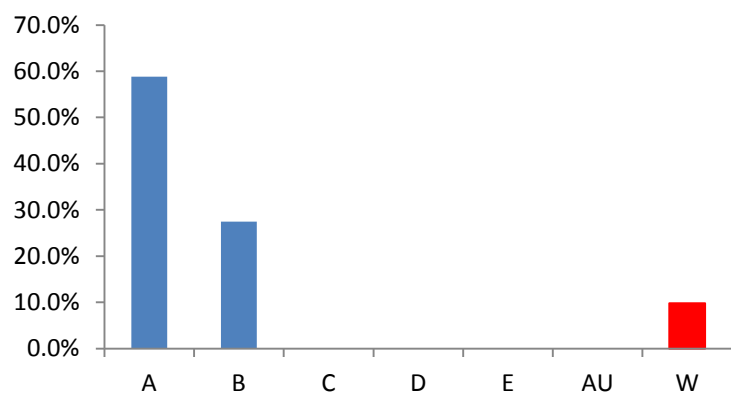
$n = 6$

MKT 595



$n = 51$

MLA 400

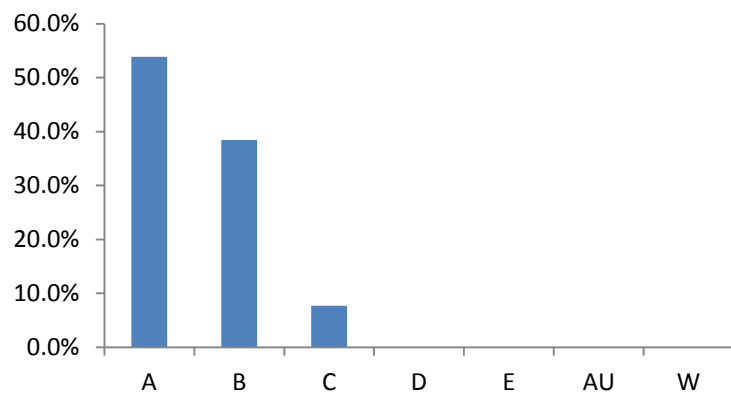


EXPERIENTIAL LEARNING DATA

483

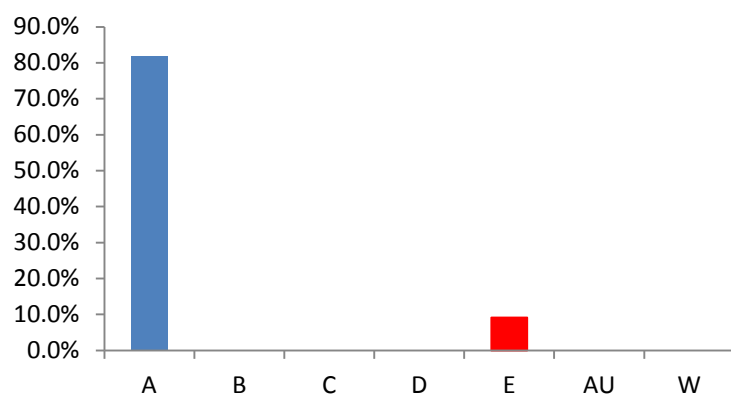
$n = 13$

MLA 514



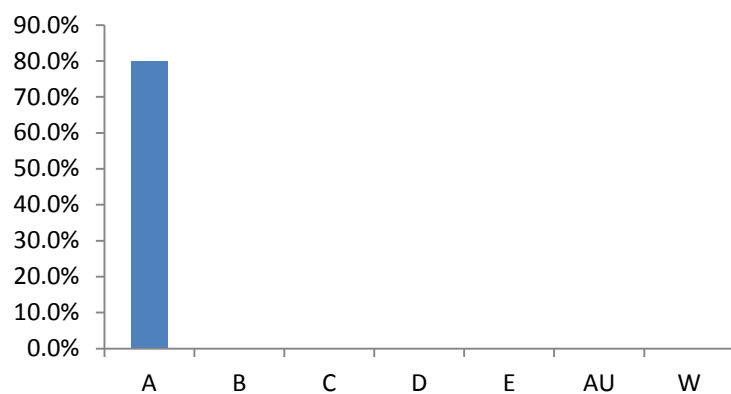
$n = 11$

MUS 432



$n = 10$

MUS 489

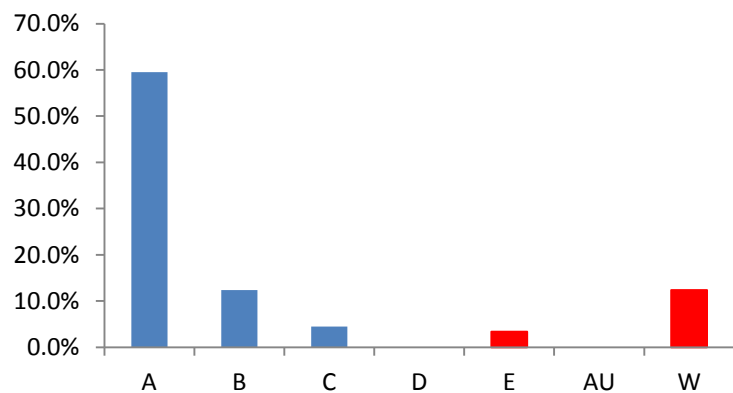


EXPERIENTIAL LEARNING DATA

484

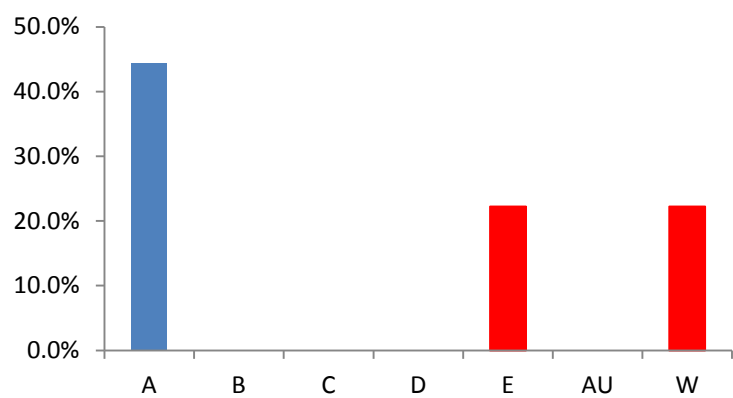
$n = 89$

MUS 490



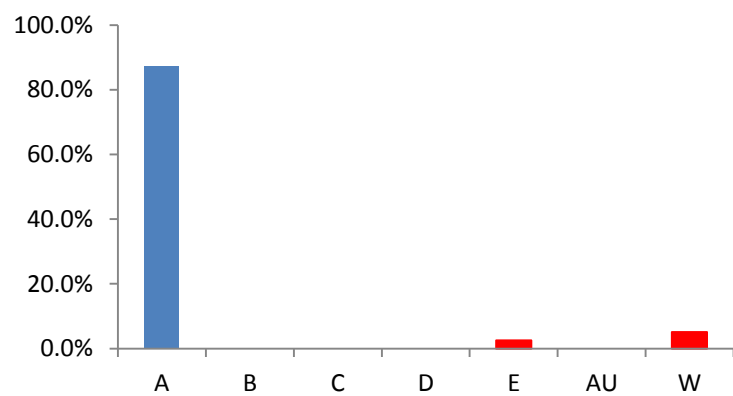
$n = 9$

MUS 497



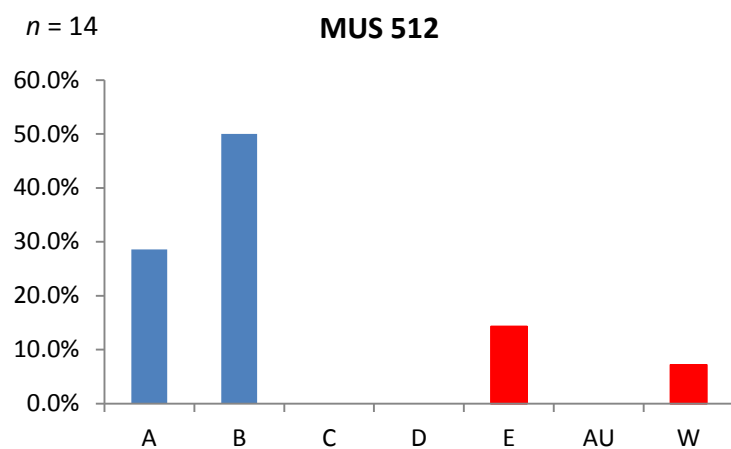
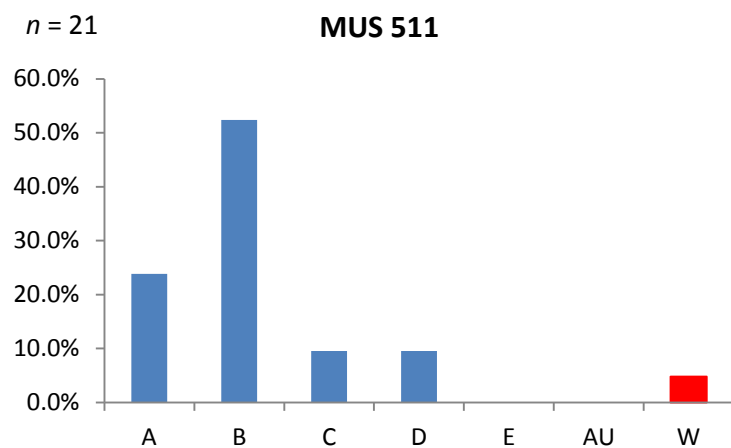
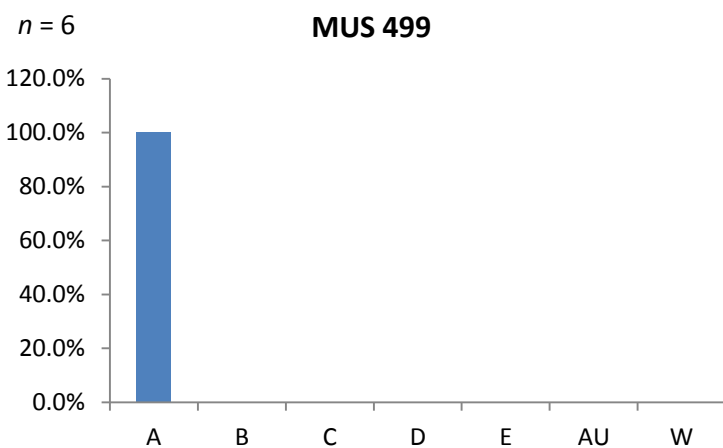
$n = 79$

MUS 498



EXPERIENTIAL LEARNING DATA

485

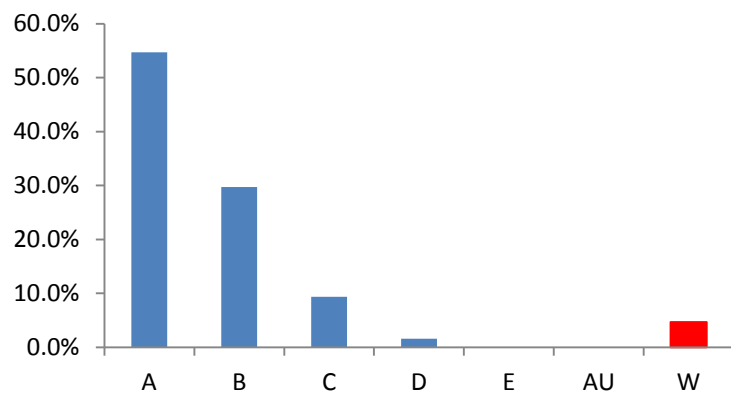


EXPERIENTIAL LEARNING DATA

486

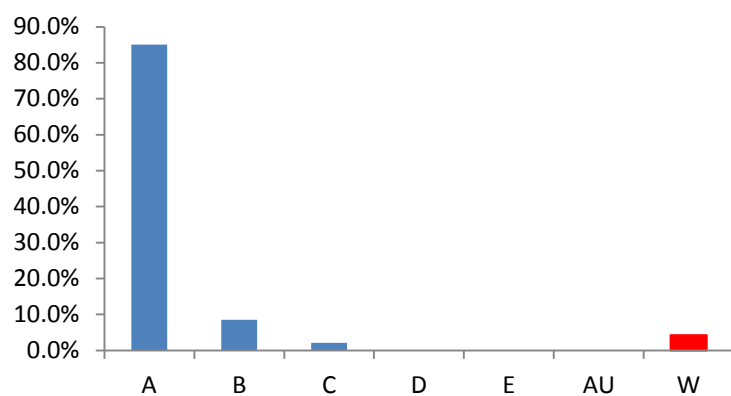
$n = 64$

MUS 513



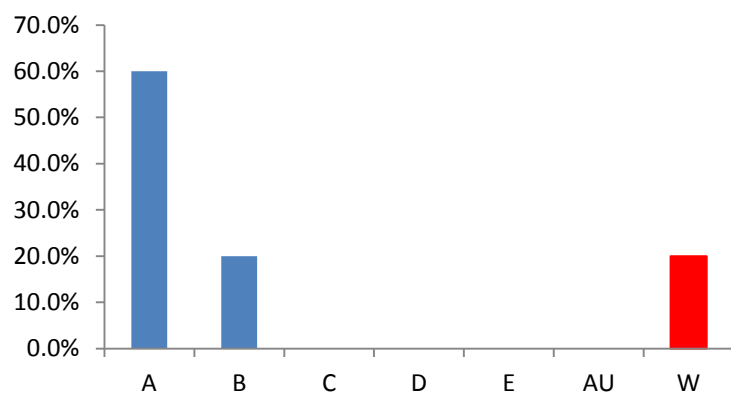
$n = 47$

NTN 422

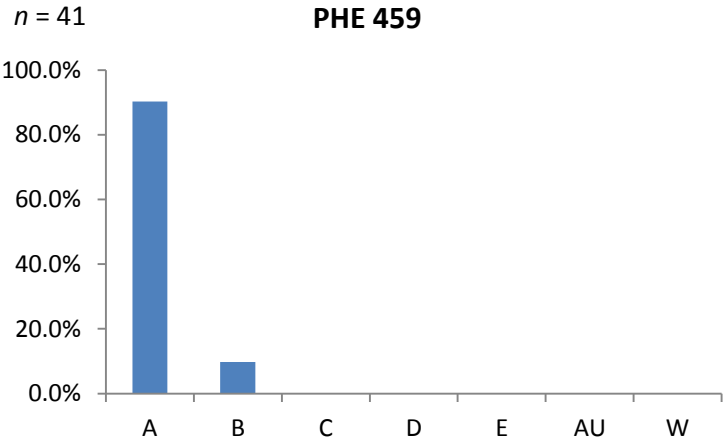
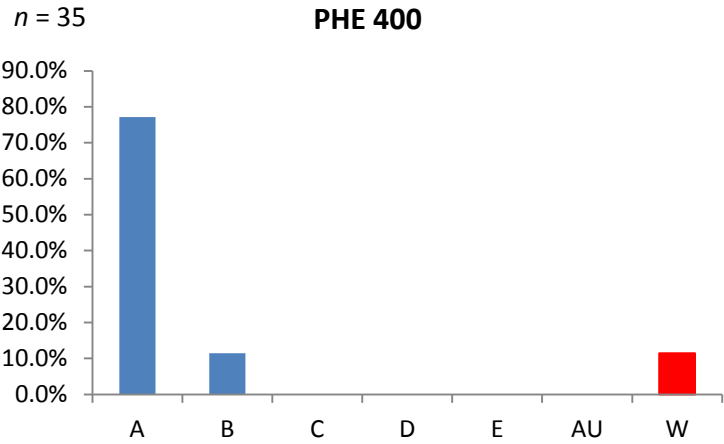
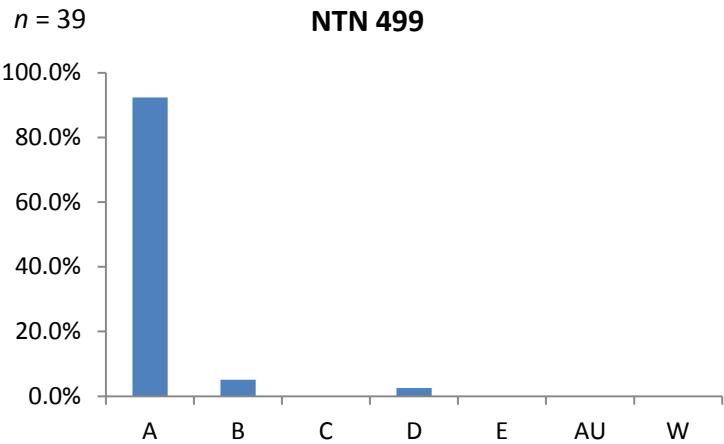


$n = 5$

NTN 480



EXPERIENTIAL LEARNING DATA
487

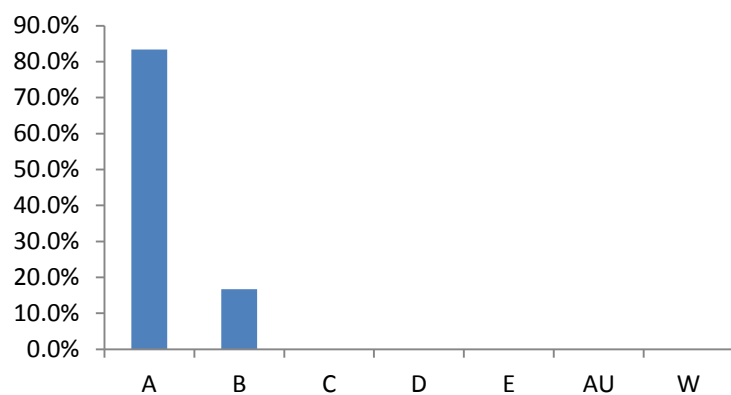


EXPERIENTIAL LEARNING DATA

488

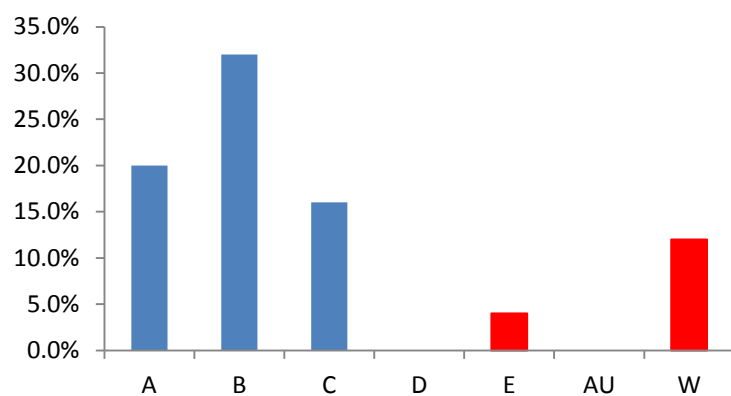
$n = 6$

PHI 550



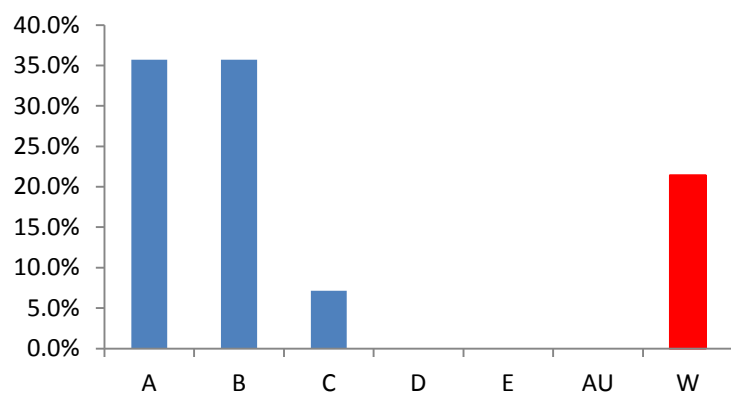
$n = 25$

POL 441

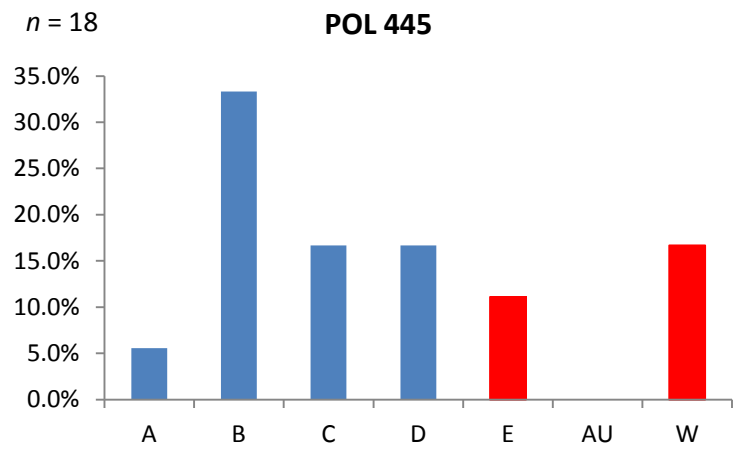
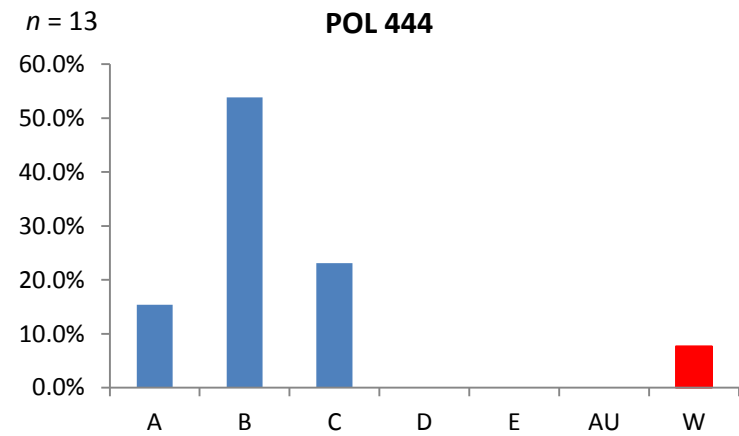
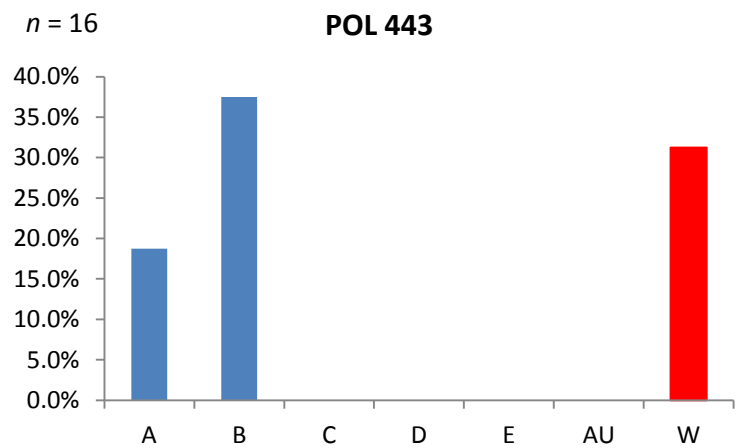


$n = 14$

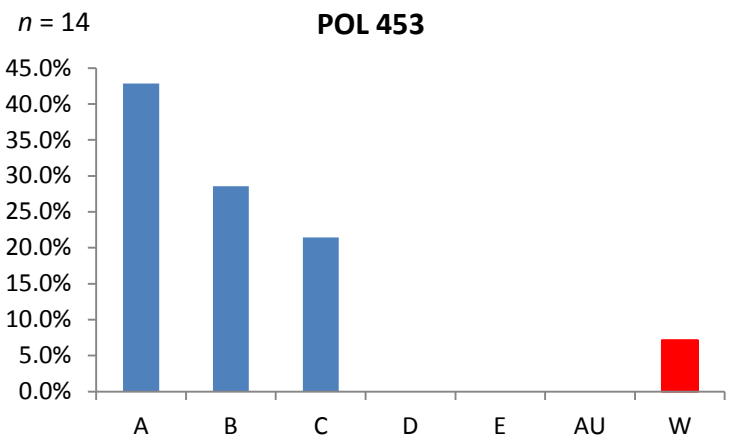
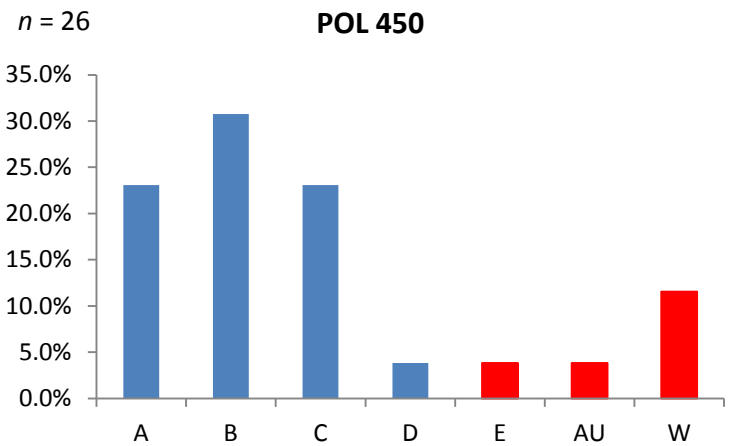
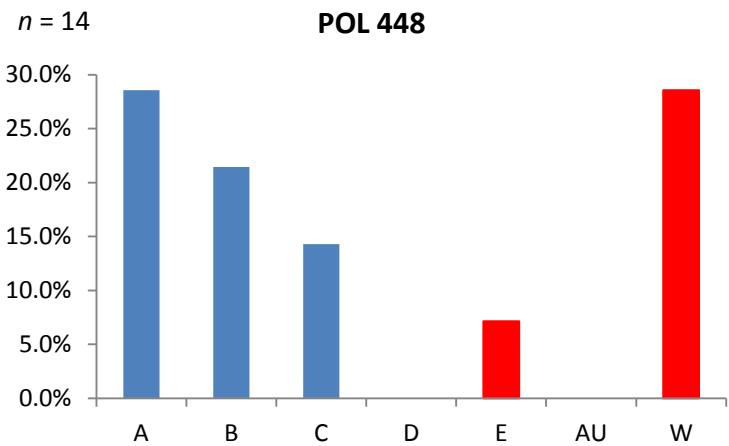
POL 442



EXPERIENTIAL LEARNING DATA
489



EXPERIENTIAL LEARNING DATA
490

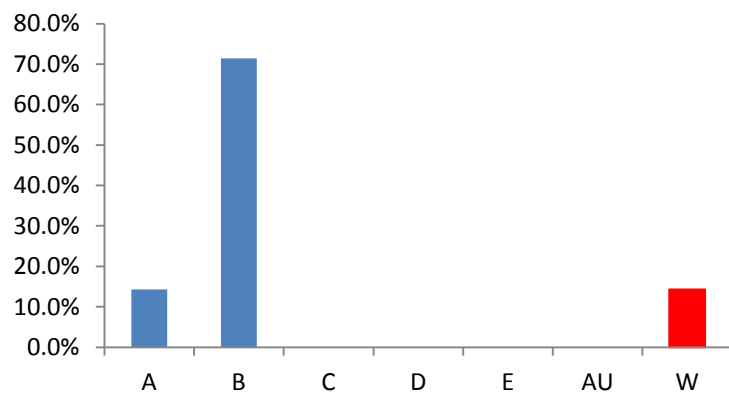


EXPERIENTIAL LEARNING DATA

491

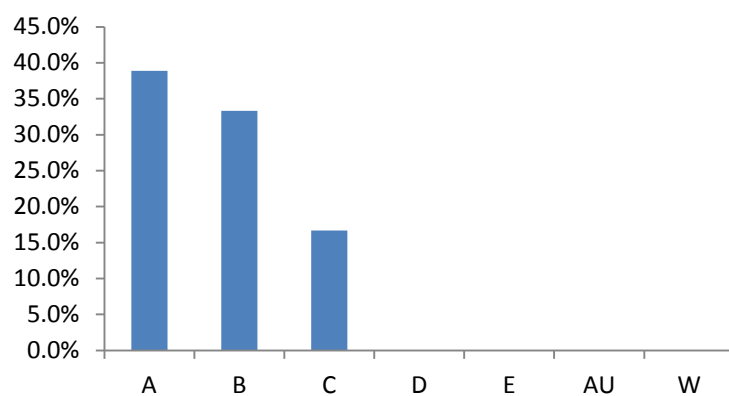
$n = 7$

POL 454



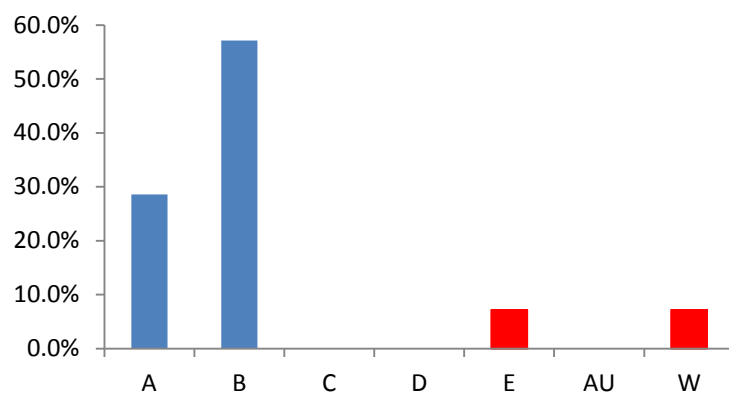
$n = 18$

POL 455



$n = 14$

POL 456

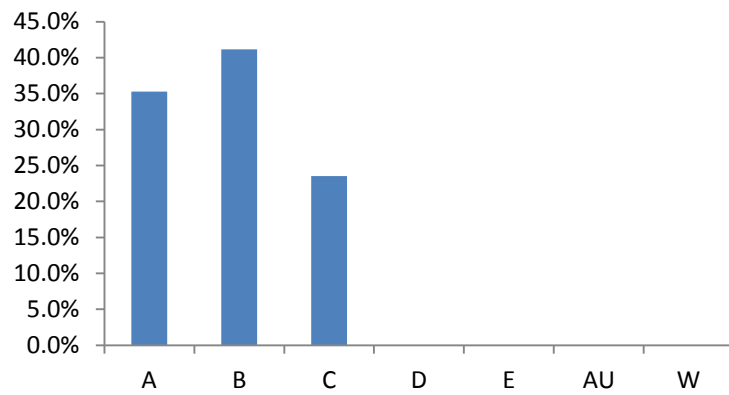


EXPERIENTIAL LEARNING DATA

492

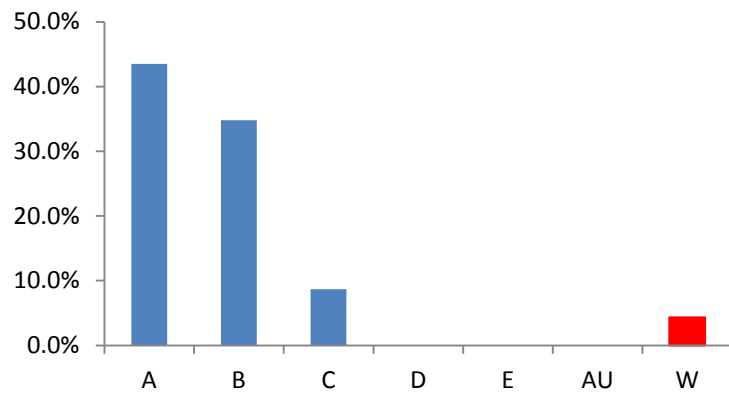
$n = 17$

POL 457



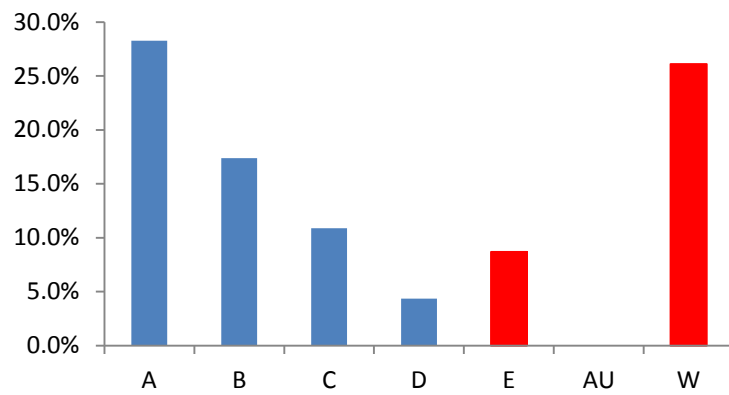
$n = 23$

POL 463

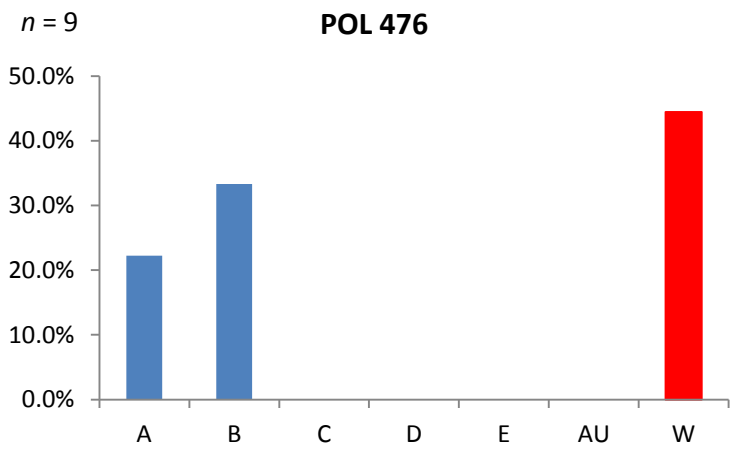
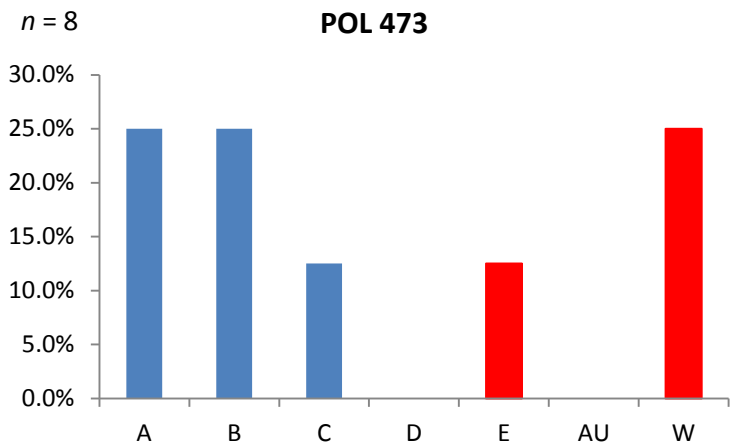
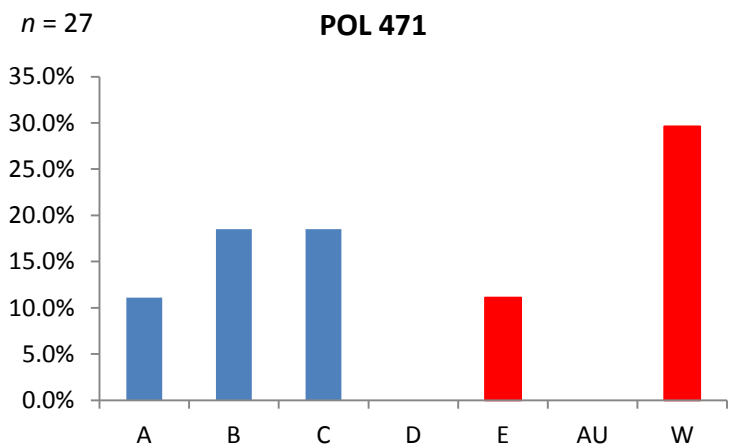


$n = 46$

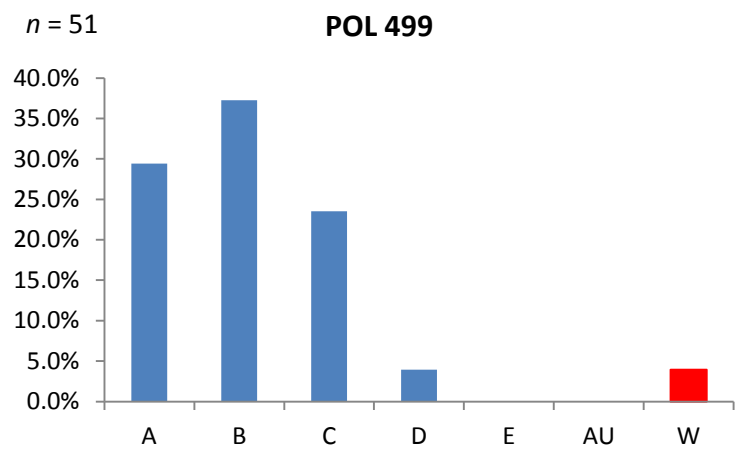
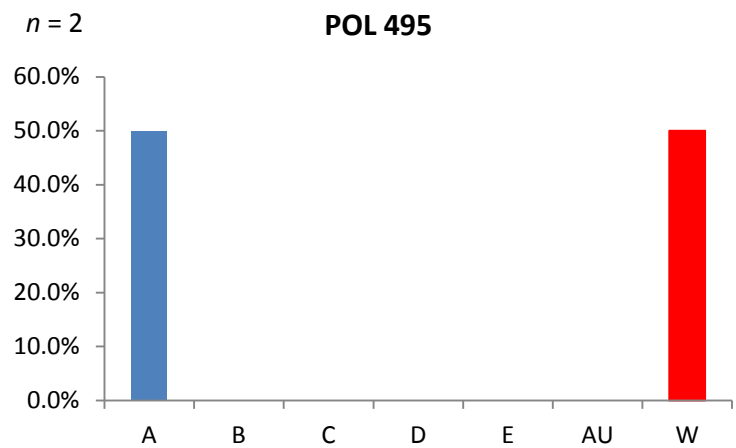
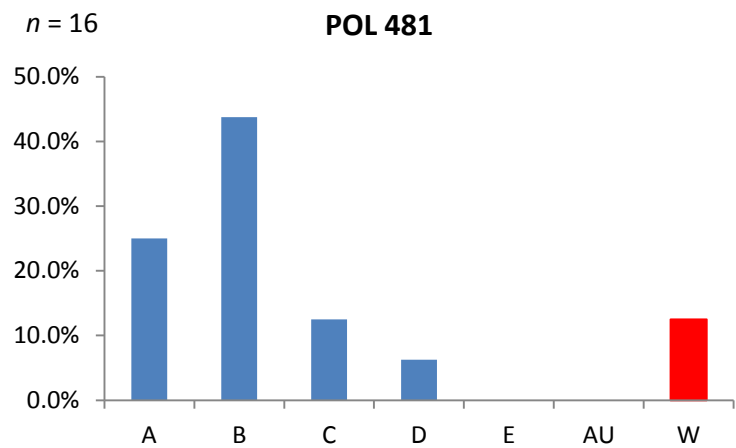
POL 470



EXPERIENTIAL LEARNING DATA
493



EXPERIENTIAL LEARNING DATA
494

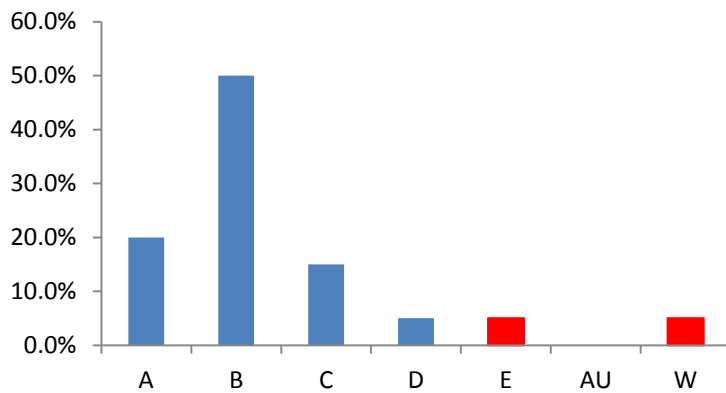


EXPERIENTIAL LEARNING DATA

495

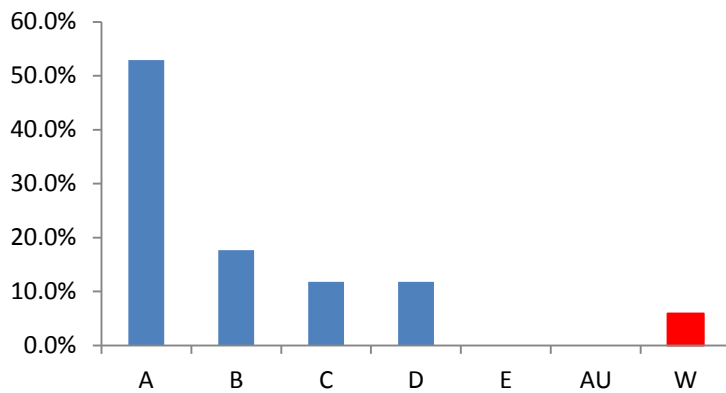
$n = 20$

PSY 404



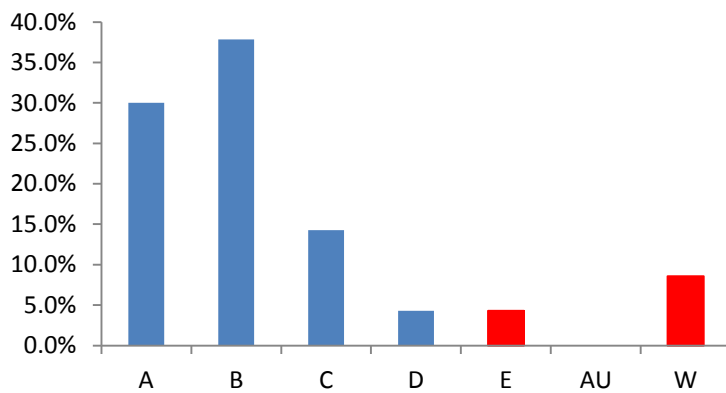
$n = 17$

PSY 405



$n = 140$

PSY 406

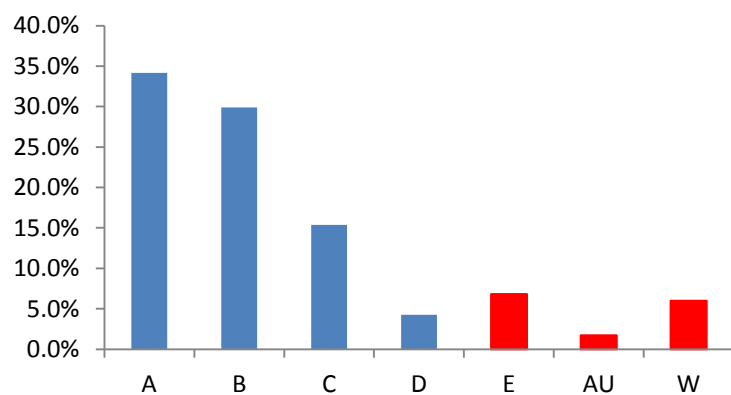


EXPERIENTIAL LEARNING DATA

496

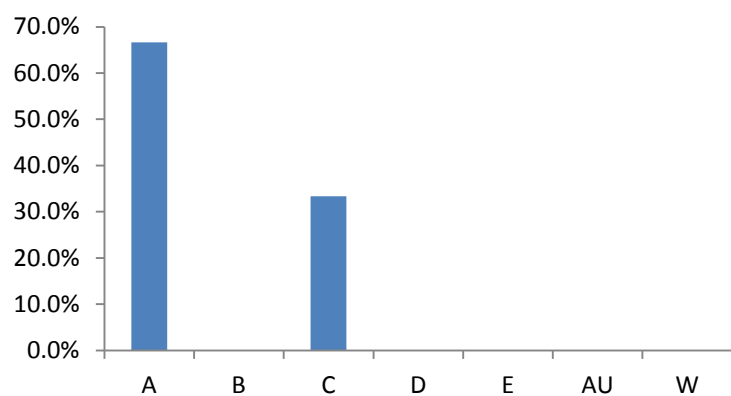
$n = 117$

PSY 407



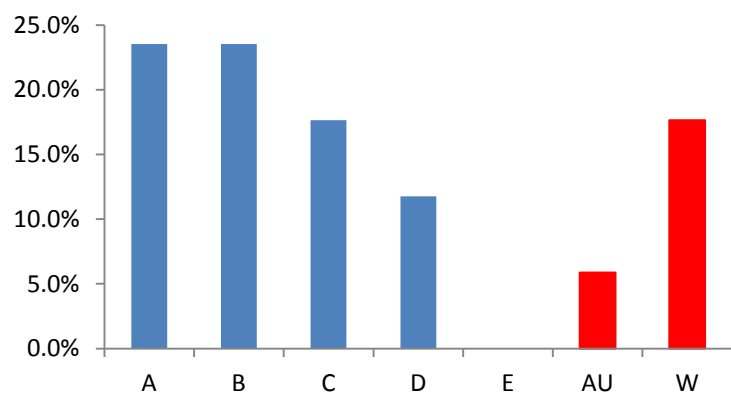
$n = 3$

PSY 471



$n = 17$

PSY 584

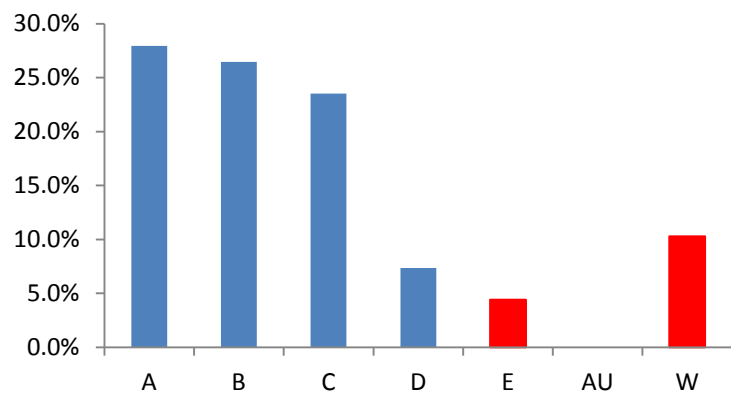


EXPERIENTIAL LEARNING DATA

497

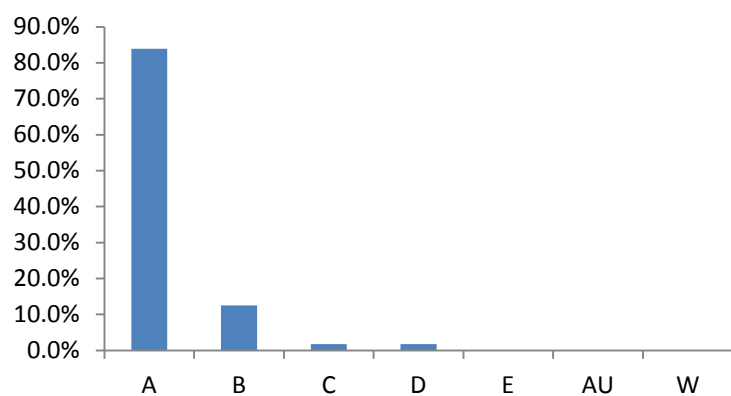
$n = 68$

PSY 589



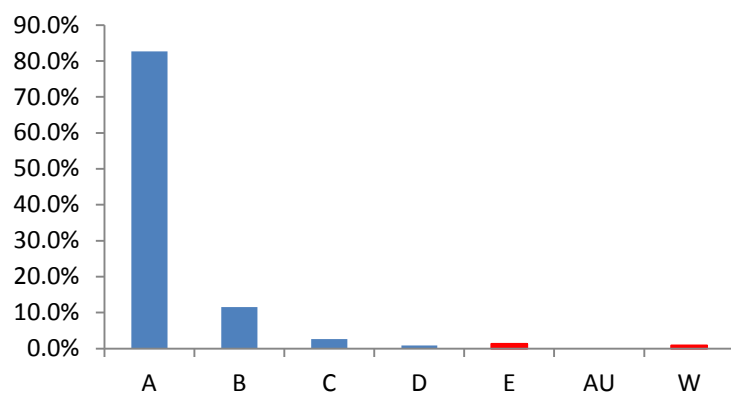
$n = 56$

REA 407

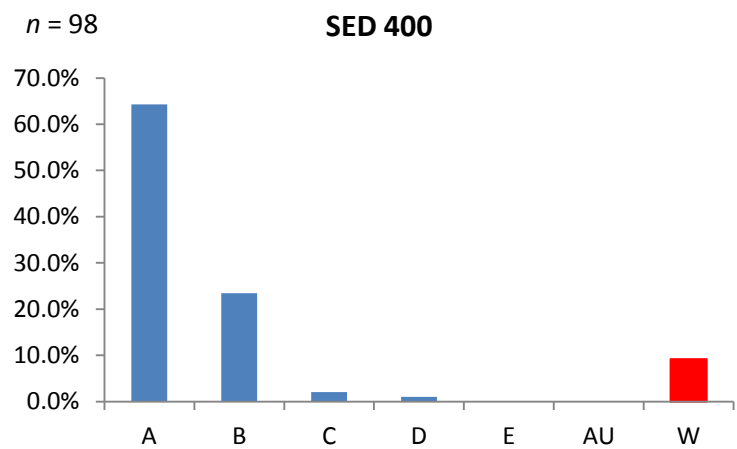
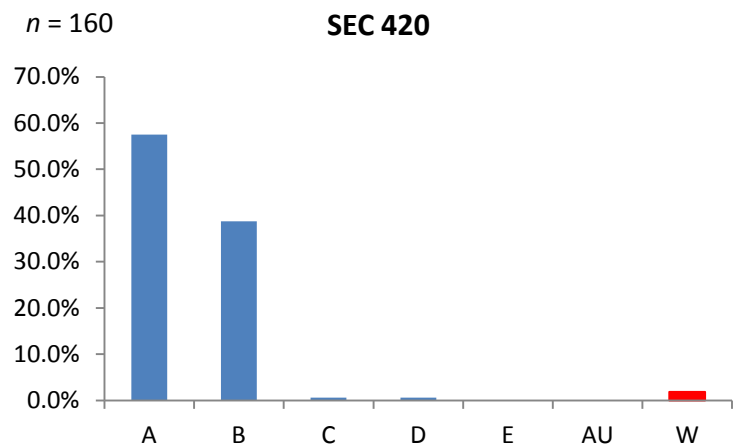
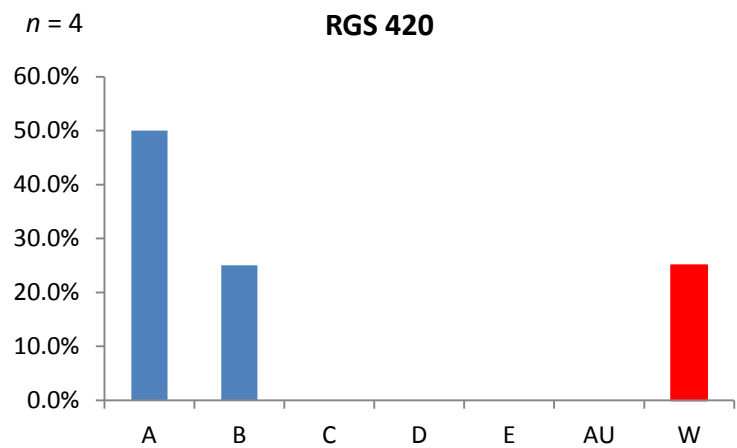


$n = 225$

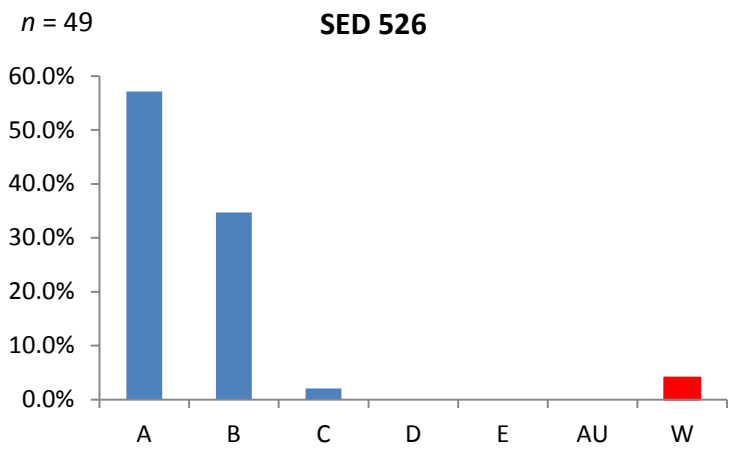
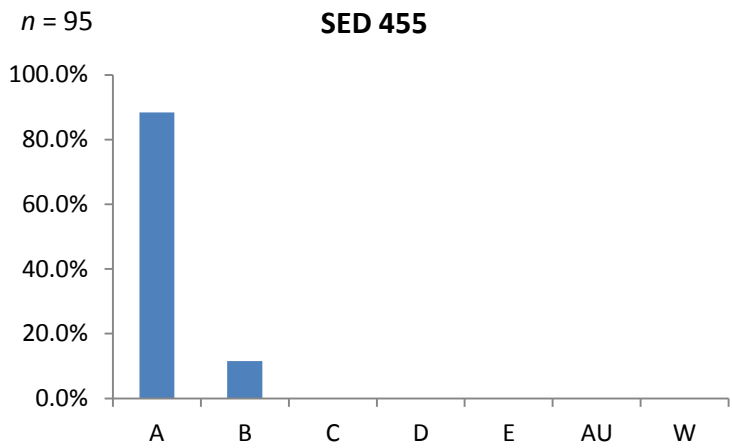
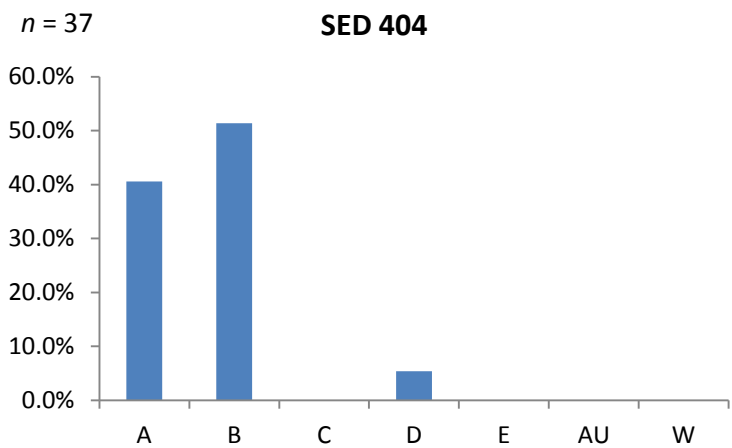
REA 412



EXPERIENTIAL LEARNING DATA
498



EXPERIENTIAL LEARNING DATA
499

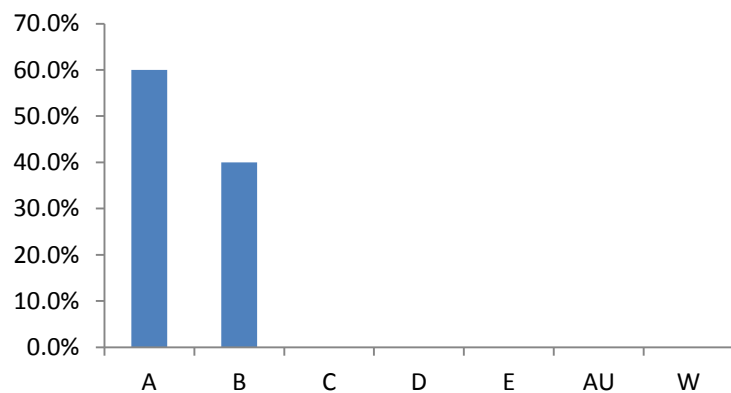


EXPERIENTIAL LEARNING DATA

500

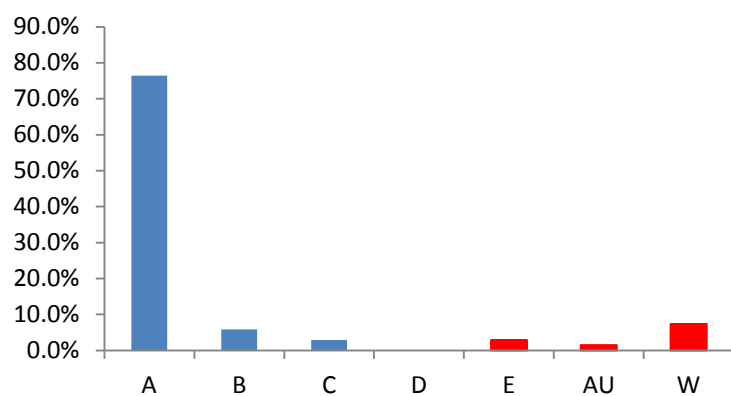
$n = 5$

SED 531



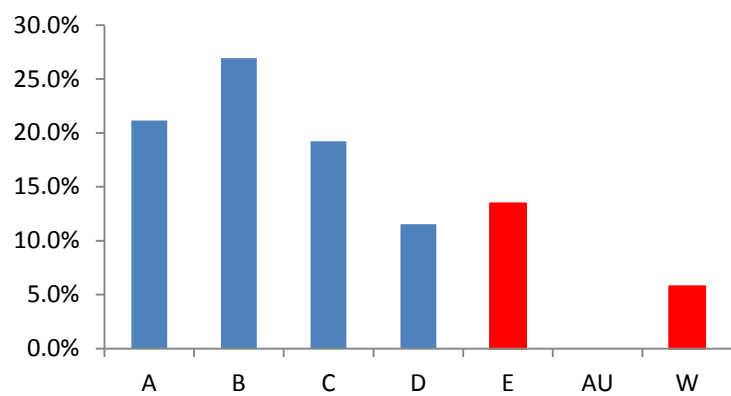
$n = 68$

SOC 400



$n = 52$

SOC 420

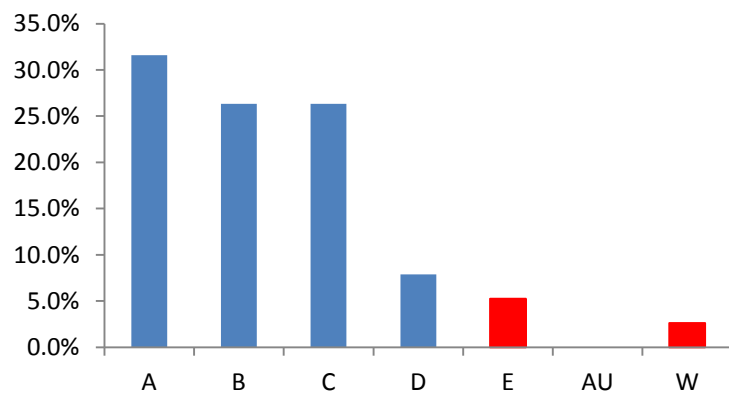


EXPERIENTIAL LEARNING DATA

501

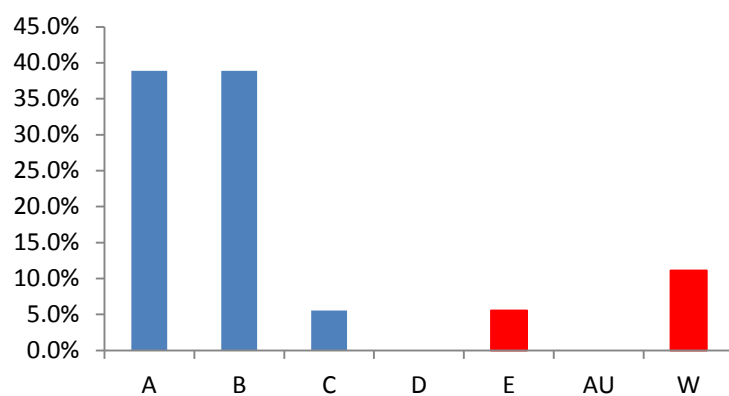
$n = 38$

SOC 430



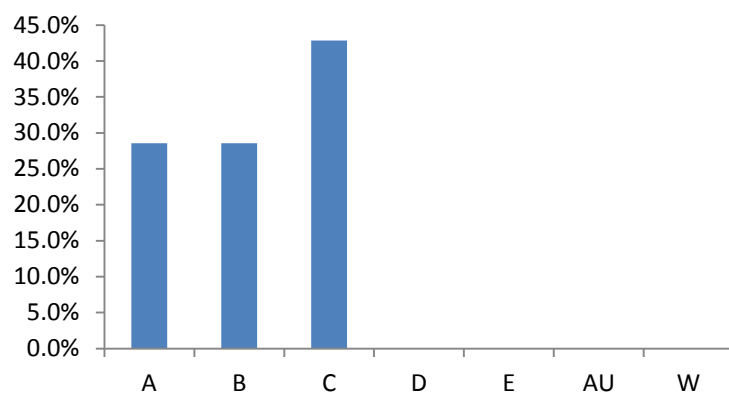
$n = 18$

SOC 432



$n = 7$

SOC 435

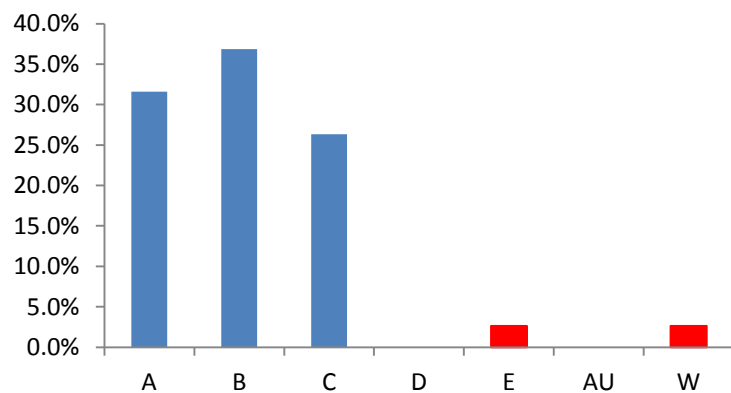


EXPERIENTIAL LEARNING DATA

502

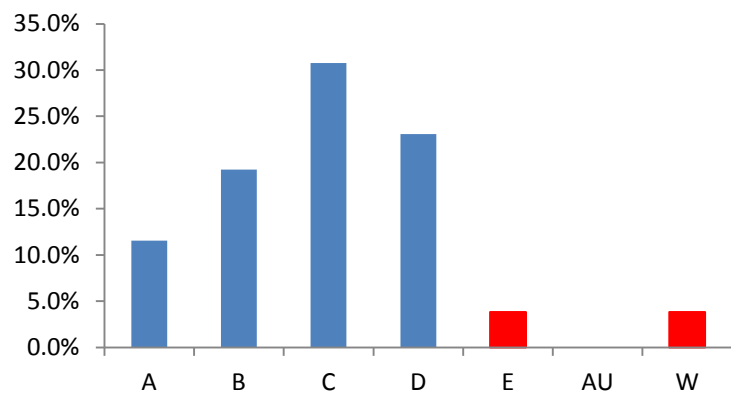
$n = 38$

SOC 436



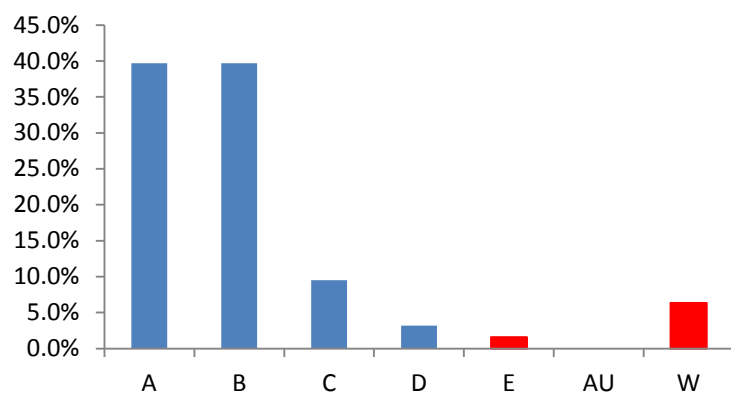
$n = 26$

SOC 440



$n = 63$

SOC 441

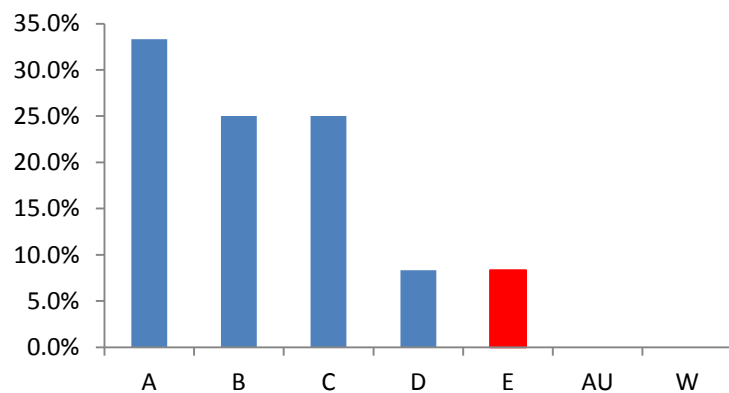


EXPERIENTIAL LEARNING DATA

503

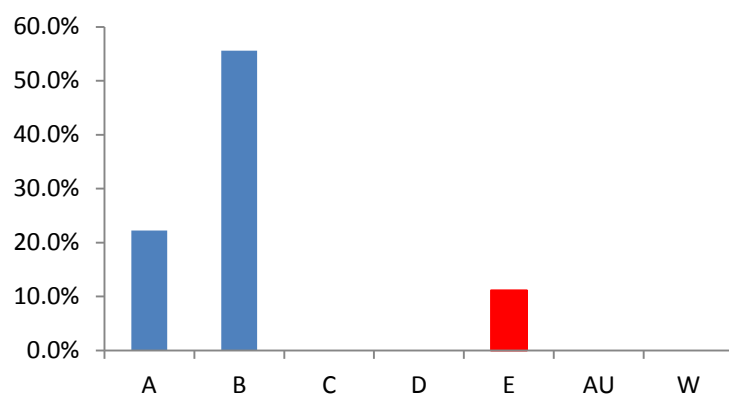
$n = 12$

SOC 455



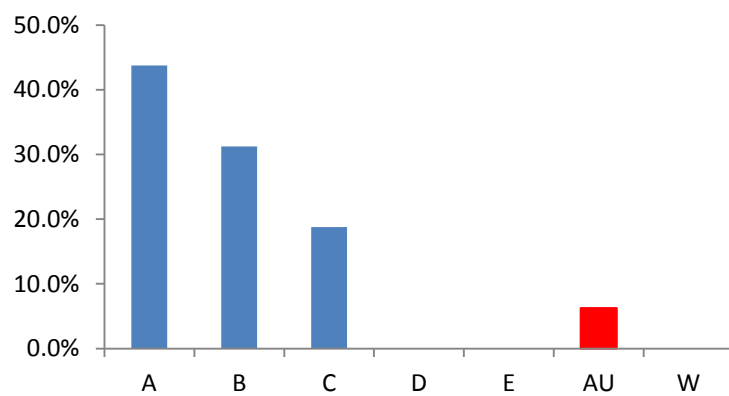
$n = 9$

SOC 490

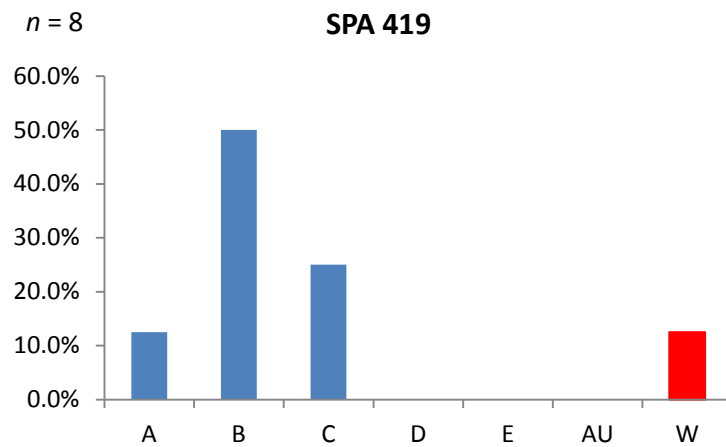
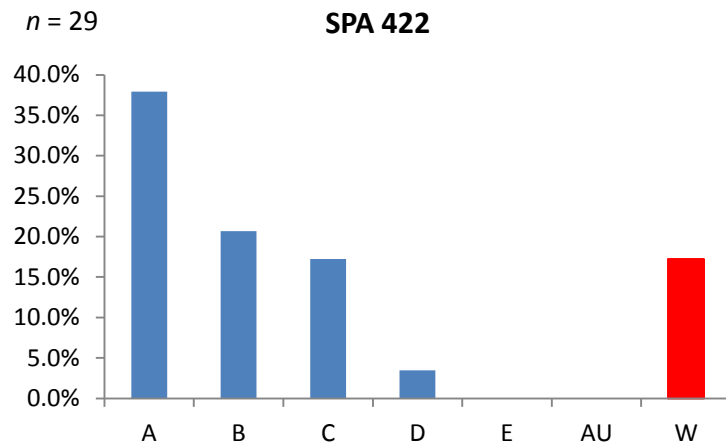
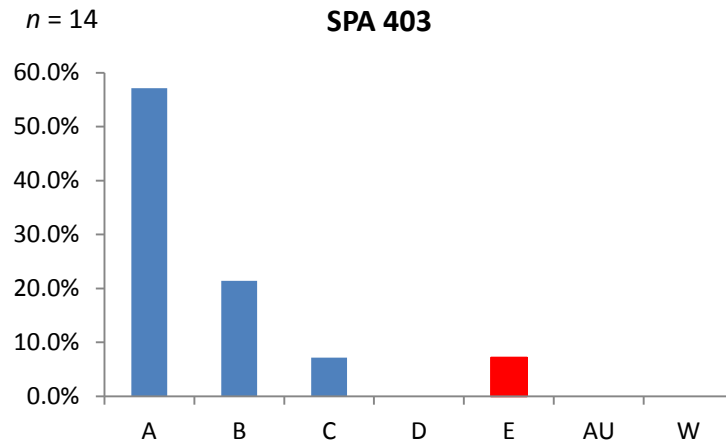


$n = 16$

SPA 401



EXPERIENTIAL LEARNING DATA
504

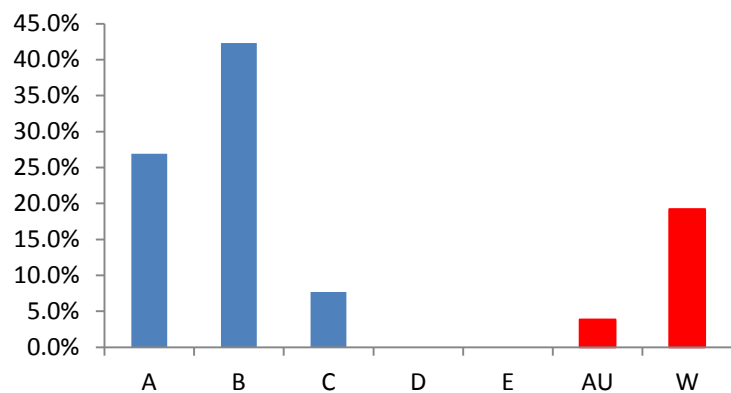


EXPERIENTIAL LEARNING DATA

505

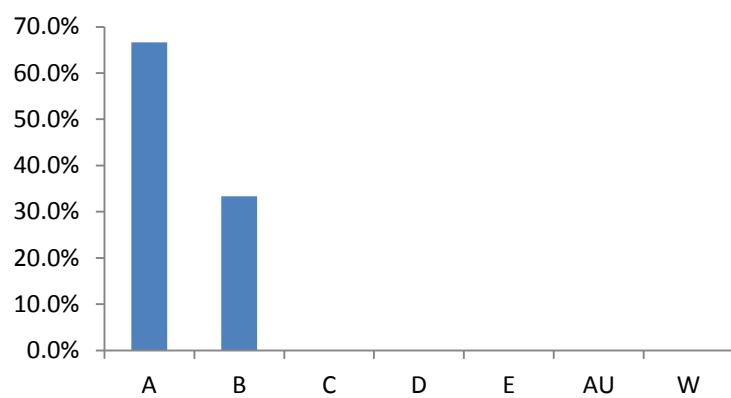
$n = 26$

SPA 460



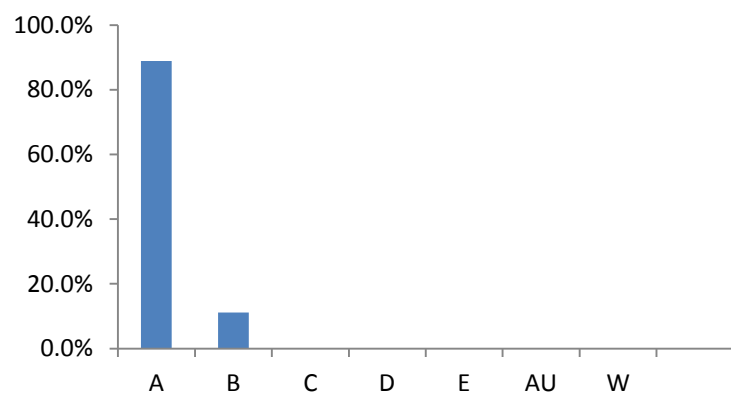
$n = 3$

SPA 503



$n = 9$

SPA 505

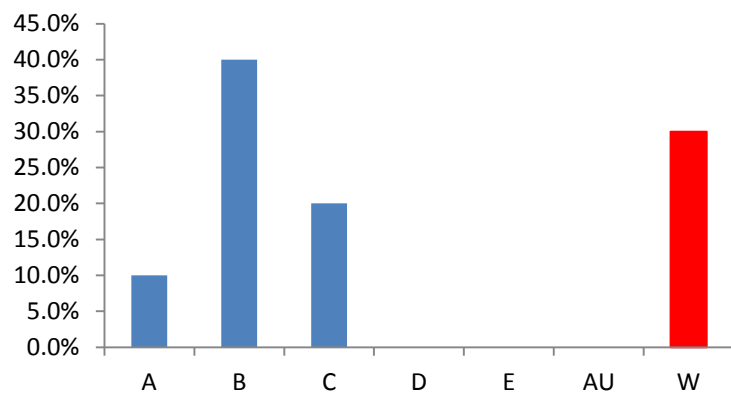


EXPERIENTIAL LEARNING DATA

506

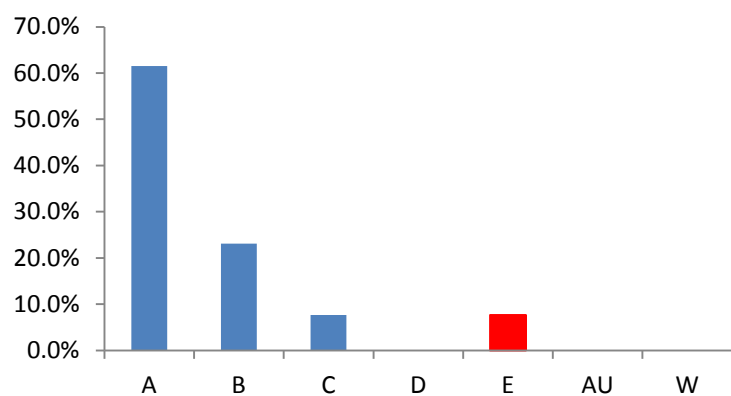
$n = 10$

SPA 511



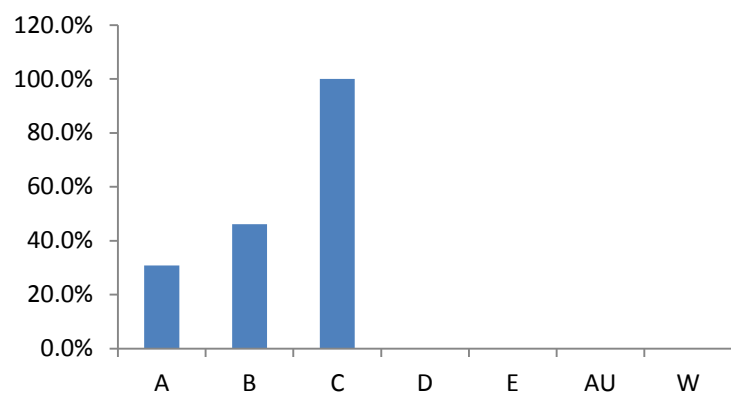
$n = 13$

SPA 522



$n = 13$

THD 410

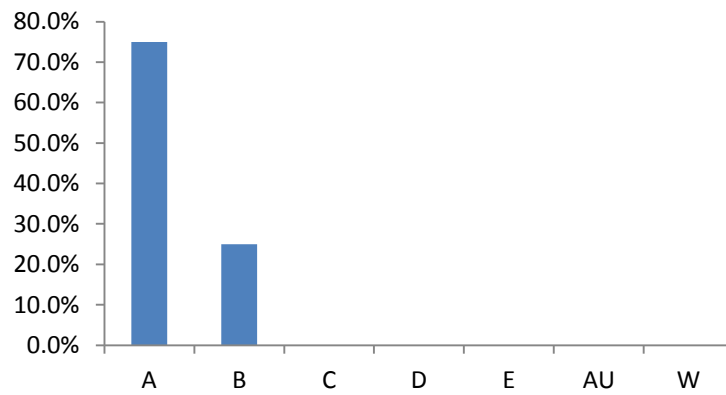


EXPERIENTIAL LEARNING DATA

507

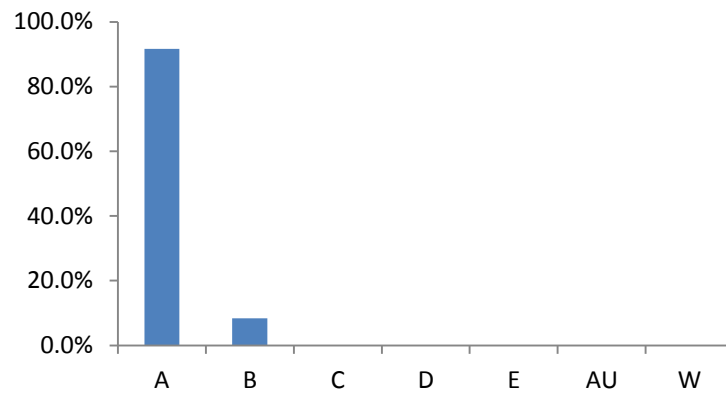
$n = 12$

THD 420



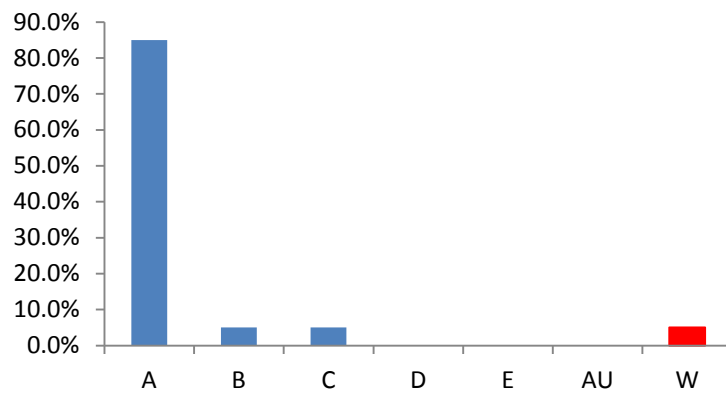
$n = 24$

THD 421



$n = 20$

THD 422



EXPERIENTIAL LEARNING DATA
508

