Indiana YouthPRO		1		Course Code			
Association, IYD				Course Code			
Competencies							
Covered	Institution's Name	School	Department		Course Title	Institution's Web Site	Course Description
Covered	Institution 5 Tunic	School	Department		Strategizing	Institution 5 Treb Site	Strategies will be developed for establishing strong ministry teams and for ministering to junior and
1					for Church		senior high students, as well as to recent graduates. Students will examine the role in youth ministries of
					and Campus		the Christian school, home schooling, and the public school. They will explore and analyze various
Appreciates			Biblical		Youth	http://www.grace.edu/academics/registrar/09-	curriculums and develop strategies for meeting the needs of youth in complex family and societal
Children/Youth	Grace College	School of Ministry	Studies	YMI224		10_catalog.php	structures. Prerequisite: YMI214. Three hours
Cimaron, Touri	Grace Conege	Sencer or winnery	Studies	1111221	Trogramming	To_camiog.pnp	Focuses on aspects of pastoral identity formation, theological understanding for and history of youth
							ministry, various models of youth ministry and issues related to spiritual development of youth. Attention
Appreciates			Bible				will also be given to issues regarding size of youth groups, organizational nature of ministry, mentoring,
Children/Youth.			Religion and		Intro to Youth	http://www.goshen.edu/academics/departmen	abuse, suicide, evaluation, self-care, humor and recreation. Includes attending a national or regional
Guidance Skills	Goshen College		Philosophy	REL210	Ministry 3	ts/	youth ministry training event.
Appreciates			12.1			https://wa-	
Youth/Children,			School of			secure.indwes.edu/WebAdvisor/WebAdvisor	A study of the characteristics of various age levels of children and some of the methods, materials, and
Observation/Assess	Indiana Wesleyan	College of Arts and	Theology		Works with	?TOKENIDX=8507274391&SS=33&APP=	programs for ministering to them through the local church. Prerequisite: Open to juniors or seniors who
ment Methods	University	Sciences	and Ministry	CED354	Children	ST	have been admitted to the CED major or permission of the Division.
							Class designed to teach emergency response procedures. Topics include rescue breathing;
Assures a Healthy							cardiopulmonary resuscitation; airway obstruction emergencies that include adult, child, and infant CPR;
and Safe	University of	School of			First Aid and	http://registrar.uindy.edu/academic_catalog/p	rescue breathing; and principles of responding to emergencies. Student certified by American Red Cross
Environment	Indianapolis	Education	Kinesiology	KINS250	CPR	df/course descriptions.pdf	upon satisfactory completion, of course requirements. Lab fee \$10.
							This one-hour course includes four dimensions: (1) physical fitness testing, recommended quantity of
Assures a Healthy							exercise, target heart rate, strength training, nutrition, eating disorders, and alcohol, drugs, and tobacco;
and Safe							(2) social management of stress, sexually transmitted diseases, and facts about HIV; (3) spiritual and
Environment, Self	University of	School of			Wellness/Fitne	http://registrar.uindy.edu/academic_catalog/p	emotional wellness and spirituality as well as positive self-esteem; and (4) health risk appraisal and
Development	Indianapolis	Education	Kinesiology	KINS101	ss for Life	df/course_descriptions.pdf	cholesterol and blood pressure checks. Lab fee: \$20.
Assures a Safe and					Personal and		Health problems of individual, home, school, and community. Covers nutrition, child growth, personality
Healthy		College of Science			Community	http://www.anderson.edu/registrar/catalog10	development, home living, and the human body. Includes application of exercise to the maintenance of
Environment	Anderson University	and Humanities	Biology	BIOL2400	Health	12.pdf	individual and community health.
Assures a Safe and							
Healthy		College of Science				http://www.anderson.edu/registrar/catalog10	Students earn American Red Cross Responding to Emergencies certification upon successful completion
Environment	Anderson University	and Humanities	Kinesiology	PEHS1450	First Aid	12.pdf	(includes first aid, community CPR and AED).
Assures a Safe and							Examines nutrition, nutritional choices, myths, and misconceptions about diet. Examines appropriate and
Healthy		College of Science			Health	http://www.anderson.edu/registrar/catalog10	inappropriate use of drugs and other chemical substances, including alcohol, tobacco, over-the-counter
Environment	Anderson University	and Humanities	Kinesiology	PEHS2100	Concepts I	12.pdf	and prescription drugs.
							Examines the prevalence and types of disease. Discusses prevention and treatment of common diseases.
Assures a Safe and							Examines stress, good and harmful. Discusses coping behaviors. Examines human sexuality, including
Healthy		College of Science			Health	http://www.anderson.edu/registrar/catalog10	gender identity and roles, behavioral choices and their consequences. Examines the healthy and natural
Environment	Anderson University	and Humanities	Kinesiology	PEHS3100	Concepts II	12.pdf	process of death/dying. Discusses sociological, emotional, and spiritual aspects of end-of-life issues.
Assures a Safe and							Prepares students to earn American Red Cross certification in first aid, CPR for the professional rescuer,
Healthy		College of Science			Emergency	http://www.anderson.edu/registrar/catalog10	and AED upon successful completion of the course. Splinting, spine boarding, and wound care are
Environment	Anderson University	and Humanities	Kinesiology	ATRG1460	Response	12.pdf	covered in the lab portion of the course
						http://www.bsu.edu/web/catalog/undergradua	
Assures a Safe and		College of Applied	1 -		F '1	te/programs/Programs02/fcs02_cast.html#(F	
Healthy	D 11 G	Science and	Consumer	l naanaara	Family	AMILY%20AND%20CONSUMER%20SCI	Investigates the dimensions of wellness, focusing on the interaction of these with the individual, family,
Environment	Ball State University	Technology	Sciences	FCSFC202	Wellness	ENCES%20(FCS)	and community. Identifies healthy family practices emphasizing potential and resiliency.

				1	1	http://www.bsu.edu/web/catalog/undergradua	
Assures a Safe and		College of Applied	Family and			te/programs/Programs02/fcs02 cast.html#(F	Topics dealing with the profession of dietetics; roles and responsibilities of dietetic practitioners;
Healthy		Science and	Consumer		Introduction	AMILY%20AND%20CONSUMER%20SCI	professional standards and code of ethics; legislative issues related to health care; career and current
Environment	Ball State University	Technology	Sciences	FCSFN101	to Dietetics	ENCES%20(FCS)	trends and issues.
	ĺ	2,				http://www.bsu.edu/web/catalog/undergradua	
Assures a Safe and		College of Applied	Family and		Principles of	te/programs/Programs02/fcs02_cast.html#(F	
Healthy		Science and	Consumer		Human	AMILY%20AND%20CONSUMER%20SCI	Addresses the principles of nutrition, life cycle nutrition, and the relationship of diet to health and
Environment	Ball State University	Technology	Sciences	FCSFN340	Nutrition	ENCES%20(FCS)	disease.
Assures a Safe and			Physiology		Introduction	http://www.bsu.edu/web/catalog/undergradua	Basic philosophy and practice in health education emphasizing work settings and health educator roles.
Healthy		College of Science	and Health		to Health	te/programs/Programs02/physlhsc02_csh.ht	Early exposure to the literature and organizations that support health education. Lab experience working
Environment	Ball State University	and Humanities	Sciences	HSC200	Education	ml#HEALTH%20SCIENCE%20(HSC)	with a practitioner.
Assures a Safe and			Physiology		Elementary		School's role in promoting health and preventing disease among preschool and elementary school
Healthy		College of Science	and Health		School Health	te/programs/Programs02/physlhsc02_csh.ht	children. Focus on school health program (instruction, services, and environment), community
Environment	Ball State University	and Humanities	Sciences	HSC350	Programs	ml#HEALTH%20SCIENCE%20(HSC)	resources, and health problems common to school children. No regularly scheduled laboratory.
	, , , , , , , , , , , , , , , , , , ,				Methods,		, 1
					Materials, and		
					Curriculum		
Assures a Safe and			Physiology		for Teaching	http://www.bsu.edu/web/catalog/undergradua	
Healthy		College of Science	and Health		Health	te/programs/Programs02/physlhsc02_csh.ht	Application of the roles of the health teacher in a school setting. Functions considered include needs
Environment	Ball State University	and Humanities	Sciences	HSC390	Education	ml#HEALTH%20SCIENCE%20(HSC)	assessment, program planning, direct instruction, evaluation, and curriculum development.
Assures a Safe and			Health and				The study of community and school health programs, services and environments. Discusses the need for
Healthy		School of	Physical		Introduction	http://www.bethelcollege.edu/academics/cata	coordination and cooperation between these various programs. Includes drug education, AIDS and other
Environment	Bethel College	Education	Education	PHED268	to Health	log/descriptions_undergrad.pdf	communicable diseases education, and wellness issues and programs.
Assures a Safe and			Physical				
Healthy		School of	Education		First Aid and	http://www.butler.edu/registrar/classes/cours	Discussion, demonstration and practice in giving first aid. Safety education stressed. Meets requirements
Environment	Butler University	Education	and Health	PE128	Safety	es	for American Red Cross first-aid and CPR certifications.
Assures a Safe and			Physical				Basic principles of nutrition, with emphasis on identification, functions, and food sources of nutrients
Healthy		School of	Education		Nutrition for	http://www.butler.edu/registrar/classes/cours	required by individuals for optimum health and development. Rationale for dietary modifications in
Environment	Butler University	Education	and Health	PE322	Educators	es	conditions related to the life cycle and to disease.
					Clinical		
					Education in		
Assures a Safe and					Physical		Focuses on clinical methods and techniques that relate to the enhancement of physical performance.
Healthy		College of Liberal			Conditioning		Includes conditioning and physical testing of the active individual, nutritional assessment and planning,
Environment	DePauw University	Arts	Kinesiology	KINS160	and Nutrition	http://www.depauw.edu/catalog/section3.asp	and development of clinical skills needed for effective psychosocial intervention.
					Wilderness		
Assures a Safe and					First Aid and		Preparation for Wilderness First Responder certification through SOLO, a national wilderness training
Healthy			Outdoor		Emergency	http://www.earlham.edu/curriculumguide/out	organization. Emphasizes practical, hands-on first aid and emergency care in a wilderness context.
Environment	Earlham College		Education	EDUC211	Care	dooreducation/courses.html	Usually offered during Spring Break.
Assures a Safe and							
Healthy					CPR/AED for		
Environment	Franklin College		Education	EDE300	Teachers	http://www.franklincollege.edu/catalog	CPR/AED training for teacher licensure.
Assures a Safe and							
Healthy					CPR/AED for		
Environment	Franklin College		Education	EDS300	Teachers	http://www.franklincollege.edu/catalog	CPR/AED training for teacher licensure.

	1	I	1	I	First	T	
					Aid/CPR/AE		This course is designed with the purpose of handling all types of emergency first aid and CPR situations
Assures a Safe and			Health/Phys		D for the		encountered in everyday living. American Red Cross certification in community first aid and CPR/AED
Healthy			Ed/Recreatio		Professional		for the professional rescuer is available upon successful completion of the class. A course fee is
Environment	Franklin College		n	HSE222	Rescuer	http://www.franklincollege.edu/catalog	associated with this class. Fall and spring.
Assures a Safe and	1 mikim Conege		11	1101/2/2/2	rescuei	http://www.frankfineonege.cdu/catalog	The course will provide an Introduction to first aid, practical experience in basic first aid skills, first aid
Healthy			Physical		First Aid and	http://www.goshen.edu/academics/departmen	for specific sport inquiries and a practical guide to sport related liability. Successful completion of the
Environment	Goshen College		Education	PHED102	CPR	ts/	course results in certification for one year.
Assures a Safe and	Goshen Conege		Laucation	1111111102	CIK	LO7	The study of the nutrients in foods and of the body's handling of them, including: ingestion, digestion,
Healthy		School of Natural	Exercise			http://www.hanover.edu/academics/programs	absorption, transport, metabolism, interaction, storage, and excretion. Emphasis will be placed on the
Environment	Hanover College	Sciences	Science	EXS225	Nutrition	/	effect nutrition plays on health and weight management.
Zii i i i i i i i i i i i i i i i i i i	Transver Conege	Division of	Science	1110223	1.44111011	<u>'</u>	one interior page on neutri una weight management.
		Education,			Health and		
Assures a Safe and		Kinesiology and			Safety		Students learn creative and effective planning, instructional strategies and current curricular theories for
Healthy		Recreation			Curriculum	http://www.huntington.edu/registrar/catalog/	teaching middle school and high school health courses. The course examines Indiana health curriculum
Environment	Huntington University	Management	Education	ED410HEA	and Methods	2009/HU-Catalog-2009-11.pdf	standards and health teacher standards. A 20-hour field experience is required.
	gron om visity	Division of					Same and
		Education,					
Assures a Safe and		Kinesiology and					A general course designed to address dietary needs of individuals of all ages. Some attention will be
Healthy		Recreation				http://www.huntington.edu/registrar/catalog/	given to the role of the nurse, dietician and community agencies in promoting good health through the
Environment	Huntington University	Management	Kinesiology	EX271	Nutrition	2009/HU-Catalog-2009-11.pdf	proper use of food. <i>Identical with BI 271</i> .
	<u> </u>	Division of	2 200			C 'T'	
		Education,					
Assures a Safe and		Kinesiology and			Introduction		Topics will introduce the student to health related values of physical wellness, including physical fitness,
Healthy		Recreation	Physical		to Physical	http://www.huntington.edu/registrar/catalog/	nutrition and weight control, activity and heart disease, methods of conditioning, relaxation and stress
Environment	Huntington University	Management	Education	PE110	Wellness	2009/HU-Catalog-2009-11.pdf	and leisure time sports. One lecture and one laboratory period per week.
		Division of				- •	
		Education,					
Assures a Safe and		Kinesiology and					A practical course dealing with principles of first aid and cardiopulmonary resuscitation (CPR).
Healthy		Recreation	Physical		First Aid and	http://www.huntington.edu/registrar/catalog/	Successful completion of the course will result in Adult CPR certification and allow the student to teach
Environment	Huntington University	Management	Education	PE251	CPR	2009/HU-Catalog-2009-11.pdf	First Aid and CPR through the American Red Cross.
							Health comprises a range of states, but wenness is maximal nearth. The wen person has physical, mental,
							emotional, interpersonal, social, and spiritual strengths, is aware of the possibilities of accidents and
							diseases, and is adequately defended against them. Because the infectious diseases are now largely under
							control and the life-style diseases dominate the health scene, the focus of control for responsibility for
			School of			https://wa-	health today lies largely within the individual. Learning about health and employing that learning in life-
Assures a Safe and			Physical and			secure.indwes.edu/WebAdvisor/WebAdvisor	style choices are wise investments of personal energy. The object of each health module is not only to
Healthy	Indiana Wesleyan	College of Arts and	Applied		Personal	?TOKENIDX=8507274391&SS=33&APP=	develop and value optimal health behavior, but also to learn the steps toward establishing that behavior as
Environment	University	Sciences	Sciences	PHE162	Health	ST	a routine.
A			School of			https://wa-	
Assures a Safe and	1 1: 37/1	C 11 CA 4 1	Physical and		C 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	secure.indwes.edu/WebAdvisor/WebAdvisor	
Healthy	Indiana Wesleyan	College of Arts and	Applied	DIJE162	School Health	?TOKENIDX=8507274391&SS=33&APP=	Principles, objectives, and methods are emphasized, as well as contemporary health concepts designed to
Environment	University	Sciences	Sciences School of	PHE163	and Safety	ST https://wo	give prospective teachers and others an understanding of a well-balanced health and safety program. A standard first-aid course, taught by the multimedia approach, that includes knowledge and skills
Assures a Safe and			School of Physical and			https://wa- secure.indwes.edu/WebAdvisor/WebAdvisor	A standard first-aid course, taught by the multimedia approach, that includes knowledge and skills needed in emergency care of the injured and ill until medical care can be obtained. Also covers basic life-
	Indiana Waslavar	College of Arts and	,		First Aid	?TOKENIDX=8507274391&SS=33&APP=	
Healthy	Indiana Wesleyan	College of Arts and	Applied	DHESSO			support techniques for victims of respiratory emergency and cardiac arrest. Qualifying students receive
Environment	University	Sciences	Sciences	PHE230	Basics	ST	American Red Cross First Aid Certificate.

Assures a Safe and	I	ı	Exercise and					The principles and procedures of standard first aid and infant and child CPR are covered. Students will
Healthy			Sport				http://www.manchester.edu/catalog/majormi	combine theoretical and practical work to gain Red Cross certifications. In addition, preventive injury
Environment	Manchester College		Sciences		111 1	First Aid	nor.htm	concepts and introductory taping and wrapping techniques will be presented. Fall. Spring.
Environment	Wanchester Conege		Sciences	<u> </u>		Emergency	<u>nor.nun</u>	Emergency management of common injuries in the physically active population. Includes CPR for the
Assures a Safe and			Exercise and			Care for the		professional rescuer, use of automatic external defibrillators, spine-boarding and fracture-splinting
Healthy			Sport			Physically	http://www.manchester.edu/catalog/majormi	techniques. Emphasis is on recognition, assessment and immediate treatment of injuries and illnesses.
Environment	Manchester College		Sciences		113		nor.htm	Spring.
Assures a Safe and	Wanchester Conege		Exercise and			Basic	<u>nor.nun</u>	Basic nutrition with emphasis on the principles and theories of the function and interrelationships of the
					1		http://www.manchester.edu/catalog/majormi	
Healthy	Manuel costen Calles		Sport			Principles of		nutrients. The application of nutrition for the needs of the various life stages. Therapeutic diets are
Environment Assures a Safe and	Manchester College		Sciences		200 1	Nutrition	<u>nor.htm</u>	reviewed. Research paper is required. Fall.
			Exercise and		١,	T 1.1	1	
Healthy	N 1 . G 11		Sport			Health	http://www.manchester.edu/catalog/majormi	Course emphasizing current topics in health and total wellness, and exposing the student to creative
Environment	Manchester College		Sciences			Education	<u>nor.htm</u>	procedures for teaching health in a student-centered classroom. Fall, odd years.
Assures a Safe and			Exercise and			Orug and		
Healthy			Sport			Alcohol	http://www.manchester.edu/catalog/majormi	A course designed to identify current drug and alcohol use within communities and to develop strategies
Environment	Manchester College		Sciences		235 E	Education	nor.htm	for effective educational programs at various levels. Fall.
			l				http://www.marian.edu/Registrar/Documents	This course is designed to prepare the health educator in teaching for school health throughout the school
Assures a Safe and			Education-				/2009-	curriculum. Emphasis will be on the content, activities, and resources to help the classroom teacher
Healthy		School of	Sport		1.7	School Health	11%20Marian%20University%20Course%2	deliver health instruction to $K-12$ students and thereby help the students form a positive foundation
Environment	Marian University	Education	Science	ESS249	I	Education	0Catalog.pdf	from lifetime health and wellness. (ADD)
							http://www.marian.edu/Registrar/Documents	Methods of rendering aid in case of sudden illness or accident. The student receives instruction on how to
Assures a Safe and			Education-				/2009-	care for himself as well as others in emergency situations. Methods of maintaining optimal health are
Healthy		School of	Sport				11%20Marian%20University%20Course%2	introduced. Instruction on how to perform CPR (cardio-pulmonary resuscitation) is provided. Fee
Environment	Marian University	Education	Science	ESS230		First Aid	0Catalog.pdf	required. (SEM)
						Personal and	http://www.marian.edu/Registrar/Documents	
Assures a Safe and			Education-			Community	/2009-	
Healthy		School of	Sport		I	Health and	11%20Marian%20University%20Course%2	An investigation into personal and community health problems. Course work is focused on preparing the
Environment	Marian University	Education	Science	ESS370	5	Safety	0Catalog.pdf	individual to teach health at the high school level. (ADD)
Assures a Safe and								Essential knowledge, attitude, and skills of healthful living, including substance abuse, chemical
Healthy	Oakland City	School of Arts and	Physical		I	Health		dependence, nutrition, mental health, aging, death, communicable and noncommunicable diseases, and
Environment	University	Sciences	Education	PE210	I	Education	http://www.oak.edu/academics/index.php	sexuality and intimate relationships.
Assures a Safe and								Safety is stressed as a personal focus with emphasis on safety procedures in the home, work, school, and
Healthy	Oakland City	School of Arts and	Physical		5	Safety		community. Included are topics on substance abuse, traffic, crime, firearms, man-made disasters, natural
Environment	University	Sciences	Education	PE215	I	Education	http://www.oak.edu/academics/index.php	disasters, toxic waste disposal, fire safety, liability, and the history of safety.
								Essential knowledge of prevention and care for emergencies, accidents, and sudden illness. Topics
Assures a Safe and								include: shock, artificial respiration, cardiopulmonary resuscitation, care of obstructed airway, and
Healthy	Oakland City	School of Arts and	Physical		I	First Aid and		poisoning. Other areas are drugs and their abuse, burns, cold, heat exposure, wounds, and specific
	University	Sciences	Education	PE235		CPR	http://www.oak.edu/academics/index.php	injuries.
Assures a Safe and	<u> </u>						1 1	Overview of nutrition as it relates to societal needs and available information. The examination of current
Healthy			Physical					theories and literature in nutrition as it relates to fitness and health with special emphasis on
•	St. Joseph College	Natural Science	Education	PE216	I	Nutrition	www.saintioe.edu	somatotypical differences and trends.
Assures a Safe and				+	 -			- may - market m
Assules a sale allu				1				
Healthy			Physical					

	1	I	ı	I	IStandard Red	T	T
Assures a Safe and					Cross Training		
Healthy			Physical		(First		Training in First Responder's role in aiding victims of sudden illness or accident course. Prerequisite:
Environment	St. Joseph College	Natural Science	Education	PE224	Responder)	www.saintjoe.edu	PE 223
Assures a Safe and	St. Joseph Conege	Tratulal Science	Laucation	I LZZ-T	Nutrition and	http://www.smwc.edu/academics/academic a	Designed primarily for elementary education majors, deals with the principles of health and nutrition.
Healthy	St. Mary of the Woods	Sciences &			Health	ffairs/documents/Undergraduate College Ca	Emphasis on promotion of personal health, management of classroom health and nutrition, plus methods
Environment	College	Mathematics	Biology	BI 313	Education	talog 2008-2010.pdf	for teaching this subject at the elementary school level. Every other year.
Assures a Safe and	College	iviauiciliatics	Health and	DI 313	Education	talog_2008-2010.pdf	Tor teaching this subject at the elementary school level. Every other year.
Healthy			Physical			http://www.trine.edu/academics/course catal	Classroom discussion and practical application of basic first aid principles. American Red Cross
Environment	Trine University	Education	Education	HPE131	First Aid	og/images/Course Catalog2010-2012.pdf	certification available.
Assures a Safe and	Time University	Education	Health and	пгетэт	FIISt Alu	og/images/Course_Catalog2010-2012.pdf	Certification available.
			Physical			http://www.trine.edu/academics/course catal	A review of the nature of nutritional needs. Focus will include the function of nutrients in the body.
Healthy	Tuin a I Iniconsites	Education	_	HDE272	Nītuiti a.u	• –	
Environment Assures a Safe and	Trine University	Education	Education Exercise and	HPE273	Nutrition Nutrition for	og/images/Course_Catalog2010-2012.pdf	weight control and the importance of balanced diets. Provides an overview of the important concepts of nutrition that are required for athletic performance
	I Indicanciate of	College of				httm://www.avenaville.edu/deea/CeumacCetal	
Healthy	University of	Education and	Sport	EXCC220	Performance	http://www.evansville.edu/docs/CourseCatal	and general health benefits. Current topics in nutrition, team nutrition, performance, ergogenic aids, and
Environment	Evansville	Health Science	Science	EXSS320	and Health	og2009-2011.pdf	diets reviewed and critiqued.
Assures a Safe and	TT : :	College of	D1 : 1		F:	11. 1/1. /0. 0.1	
Healthy	University of	Education and	Physical		First Aid and	http://www.evansville.edu/docs/CourseCatal	Basic American Red Cross first aid and cardiopulmonary resuscitation certification for adult, child, and
Environment	Evansville	Health Science	Education	HE160	CPR	og2009-2011.pdf	infant.
A C-6 1							The study of the nature and scope, cause and prevention, and statistical analysis of the various kinds of
Assures a Safe and	TT : :, C	0.1.1.0					accidents that occur in our society. Occupational and recreational safety as well as natural and man-made
Healthy	University of	School of				http://registrar.uindy.edu/academic_catalog/p	disasters will be researched. This course focuses on home, school, and traffic safety, including all aspects
Environment	Indianapolis	Education	Kinesiology	KINS320	General Safety	df/course_descriptions.pdf	of safety instruction and providing a safe environment.
Assures a Safe and	TT : :	College of	D1 : 1				
Healthy	University of	Education and	Physical	DED 404	F1	1 1 1 1	Course includes first aid measures recommended by the American Red Cross. Skill training provided for
Environment	Southern Indiana	Human Services	Education	PED282	First Aid	p.asp#activity_courses	certification in Standard First Aid and CPR. Sp, F This course is designed to examine the hazards present in all aspects of modern life as applied to school
A C- C 1		C-11					1 1 11
Assures a Safe and	IIiitf	College of	Dl:-1		G - C-+	1.44//	aged children that may produce property damage, injury, and/or illness. The activities of transportation,
Healthy	University of	Education and	Physical	DED207	Safety	http://www.usi.edu/educ/physed/coursedescri	recreation, education, and home living are assessed for safety. Intervention strategies are presented. A
Environment	Southern Indiana	Human Services	Education	PED286	Education	p.asp#activity_courses	field experience at a local safety agency may be required. Principles and Applications in Nutrition emphasize the relationships among the nutrients and how
							homeostatic relationships are maintained in the healthy person. Students will learn more about
							themselves and their health in an effort to use this knowledge to improve their health. This knowledge of
							· · · · · · · · · · · · · · · · · · ·
A C - C 1		C-11CNi			Dain sints and	1.44//1141	nutrition will allow the student to personalize information to fit their lifestyle. Special attention to
Assures a Safe and	TT : :, C	College of Nursing	г 10			http://health.usi.edu/acadprog/fdnutr/Nutr%2	nutrition for the developing human and lectures focusing on nutrition counseling will address the needs
Healthy	University of	and Health	Food &		Applications	0Well%20Course%20Desc%20for%20Web	of the dental hygiene student and other health professionals seeking concepts in applied nutrition. Prereq:
Environment	Southern Indiana	Professions	Nutrition	NUT376	of Nutrition	%20Page.pdf	MATH 108 and CHEM 107 recommended. F, Sp, Su This course focuses on understanding the normal nutritional requirements and needs of special
							populations throughout the life cycle. Growth and development theories will be discussed and nutrition
A		Callege of Name:			Nītuiti	http://hoolth.voi.odv/oc-dv-v/6dt-/57 + 0/2	concerns be examined for pregnant women, breastfeeding mothers, and the growing infant, child, and
Assures a Safe and	I Iniconsite - C	College of Nursing	Earl P		Nutrition	http://health.usi.edu/acadprog/fdnutr/Nutr%2	adolescent. Students will investigate nutrition-related conditions during the life cycle and offer
Healthy	University of	and Health	Food &	NH 15520 6	_	0Well%20Course%20Desc%20for%20Web	appropriate suggestions for management of these concerns. Recommendations for preventing disease and
Environment	Southern Indiana	Professions	Nutrition	NUT396	Lifecycle	%20Page.pdf	promoting healthy aging will be discussed. Prereq: NUTR 376. F
Accurac a Cafa and	Indiana I Inicardita	School of Physical		H160	First Aid and		Lecture and demonstration of first aid measures for mounds have subsequently
Assures a Safe and	Indiana University	Education and	Dhusia-1		First Aid and		Lecture and demonstration of first-aid measures for wounds, hemorrhage, burns, exposure, sprains,
Healthy	Purdue University-	Tourism	Physical		Emergency		dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons, with skill training in
Environment	Indianapolis	Management	Education		Care	www.iupui.edu	all procedures.

		School of Physical	1	N220	1		<u> </u>
Assures a Safe and	Indiana University	Education and		11/220			
Healthy	Purdue University-	Tourism	Physical		Nutrition for		Basic principles of nutrition, with emphasis on identification, functions, and food sources of nutrients
Environment	Indianapolis	Management	Education		Health	www.iupui.edu	required by individuals for optimum health and development.
		gement	Tourism,	FN 303			
		School of Physical	Conventions				
Assures a Safe and	Indiana University	Education and	and Event				
Healthy	Purdue University-	Tourism	Managemen		Essentials of		Basic nutrition and its application in meeting nutritional needs of all ages. Consideration is given to food
Environment	Indianapolis	Management	t		Nutrition	www.iupui.edu	selection, legislation, and community nutrition education programs.
2	a.a.a.pons	management	Tourism,	FN 315			
		School of Physical	Conventions	111313			
Assures a Safe and	Indiana University	Education and	and Event				
Healthy	Purdue University-	Tourism	Managemen		Fundamentals		
Environment	Indianapolis	Management	†		of Nutrition	www.iupui.edu	Basic principles of nutrition and their application in meeting nutritional needs during the life cycle.
Assures a Safe and	malanapons	Wanagement			or reaction	www.napan.edd	basic principles of matricon and their approach in meeting natritional needs during the me cycle.
Healthy							
Environment,			Health and		Elementary		Healthy lifestyle instruction of the elementary school child. Meets practical needs of the teacher of
Planning for		School of	Physical		Health & PE	http://www.bethelcollege.edu/academics/cata	elementary school children. Emphasis on perceptual and motor development, exercise, appropriate diet,
•	Bethel College	Education	Education	PHED253	Methods	log/descriptions undergrad.pdf	safety, teaching methods and integrative school curriculum. Field experience included.
Assures a Safe and	Bether Conege	Education	Education	11120233	Wiethous	log descriptions_undergrad.pur	surery, reasoning meanous and integrative sensor curricularit. From experience included.
Healthy							
Environment,					Elementary		This course provides an overview of the physical education and health state and national standards and
Planning for	University of Phoenix-				Methods:	http://www.phoenix.edu/programs/continuin	provides a context for how these are addressed in elementary schools and classrooms. Instructional
Physical Learning	Indianapolis	Education	Education	EED425	Health & PE	g-education/individual-courses.html	approaches for the integration of physical education and health with other content areas are explored.
Assures a Safe and	пинанаронз	Laucation	Education	LED423	Ticaitii & T.L.	http://www.bsu.edu/web/catalog/undergradua	
Healthy		College of Applied	Family and			te/programs/Programs02/fcs02_cast.html#(F	Emphasizes the principles of nutrition and their application to daily living. The relationship between diet
Environment, Self		Science and	Consumer		Personal	AMILY%20AND%20CONSUMER%20SCI	and health, the role of nutrition in reducing individual health risk, and contemporary issues in nutrition
Development	Ball State University	Technology	Sciences	FCSFN275	Nutrition	ENCES%20(FCS)	will be discussed.
Бетегоринен	Buil State Chivelsity	recimology	School of	1 00111273	Tuttition	E110E57020(1 C5)	Will be diseased.
			Physical				
			Education,			http://www.bsu.edu/web/catalog/undergradua	
Assures Safe and		College of Applied	Sport and			te/programs/Programs02/ped02_cast.html#P	First aid, CPR, and Blood borne Pathogens Training and certification as outlined by nationally
Healthy		Science and	Exercise			HYSICAL%20EDUCATION:%20FITNESS	recognized agencies. Designed for majors or minors in the School of Physical Education, Sport, and
Environment	Ball State University	Technology	Science	PEP250	First Aid	/WELLNESS%20(PEFWL)	Exercise Science.
	Dun State Chiresty	reemeregy	Serence	121200	1 1100 1 110	/	Provides advanced study in special education mandates, procedures, and case law related to the provision
							of special education and related services to students with disabilities. Curricular decisions will be
							examined from historical, social, and education best practices perspectives. Included in the course are
Ethical and					Legal Issues		procedural rights of the Americans with Disabilities Act (ADA), the Individuals with Disabilities
Responsible		College of			in Special	http://www.anderson.edu/registrar/catalog10	Education Act (IDEA), Section 504 of the Rehabilitation Act, Indiana's Article 7, and
Employee	Anderson University	Education	Education	SPED4200	Education	12.pdf	social/communication disorders in students with learning disabilities.
Ethical and				2.22.20			and
Responsible		College of				http://www.anderson.edu/registrar/catalog10	
•	Anderson University	Religious Studies	Philosophy	PHIL2120	Ethics	12.pdf	Classical and contemporary considerations of moral issues and nature and status of ethical theory.
Employee	I Anderson University						
Employee	Anderson University		1 1		Legal Aspects	http://www.bsu.edu/web/catalog/undergradua	
Employee Ethical and	Anderson University				Legal Aspects of Education		Special attention will focus on legal foundations of education, rights and responsibilities of teachers
1 ,	Anderson University		Educational		1 0 1	http://www.bsu.edu/web/catalog/undergradua te/programs/Programs02/edlead02_tc.html#E DUCATION:%20ADMINISTRATION%20(

Ethical and		School of Business		1		I	Acquaints beginning students with basic moral and ethical issues involved in running a business, and
Responsible		and Social			Business	http://www.bethelcollege.edu/academics/cata	including the role of business within the society. Classical ethical systems are introduced with major
Employee	Bethel College	Sciences	Business	BUSAD112	Ethics	log/descriptions undergrad.pdf	focus on biblical perspectives for ethical decision making
Ethical and	Bether Conege	School of Business	History and	BUSHBITZ	Etilies	log/descriptions_undergrad.pdr	locus on biolical perspectives for cancal accision making
Responsible		and Social	Contemporar		Ethics and	http://www.bethelcollege.edu/academics/cata	An examination of the primary ethical theories. Emphasis is placed on Christian ethics in a social
Employee	Bethel College	Sciences	y Society	PHIL321	Value Theory	log/descriptions undergrad.pdf	context. Aesthetics and other value theory topics may also be included.
Employee	Bettief College	Sciences	y Society	FHIL521	Introduction	log/descriptions_undergrad.pdr	context. Aesthetics and other value theory topics may also be included.
Ethical and					to the Human		
			Haman			httm://www.hotholoolloop.odu/ooodomioo/ooto	A study of the housen comics and feeding with sumbonic on the history while control of the contr
Responsible	D-41-1 C-11		Human	110270	Services	1 1	A study of the human service profession with emphasis on the history, philosophy, ethics, knowledge and
Employee	Bethel College		Services	HS278	Profession	log/descriptions_undergrad.pdf	skills of the practitioner in various settings. Course materials and field trips link theory and practice.
Ethical and		0 1 1 01 1					An examination of the fundamental concepts and problems of morality, facts and values, duty and self-
Responsible		School of Liberal			l	http://www.butler.edu/registrar/classes/cours	interest and the logic and justification of moral judgments. Attention to major figures in history of ethical
Employee	Butler University	Arts	Philosophy	PL360	Ethics	es	theory such as Aristotle, Butler, Kant and Mill.
Ethical and			Natural and				This course examines norms for human action; their nature, possibility and foundations; alternative
Responsible	Calumet College of		Social			http://www.ccsj.edu/academics/resources/cat	theories of morality and value; the role of values and norms in the process of making moral decisions and
Employee	St. Joseph		Sciences	Phil360	Ethics	alogs.html	their application in practice.
							This course will investigate some of the major social and ethical issues associated with business and the
Ethical and			Natural and		Business and		professions. Topics to be covered include theories of right and wrong, relativism, the justification of
Responsible	Calumet College of		Social		Professional	http://www.ccsj.edu/academics/resources/cat	moral judgments, the social responsibilities of business employers, bluffing in negotiations, deception in
Employee	St. Joseph		Sciences	Phil375	Ethics	alogs.html	advertising, extortion, decision-making role of the professional and professional responsibility.
1 3	1		Public				This course introduces students to ethical concepts that are relevant to resolving moral issues in criminal
Ethical and			Safety and		Ethics in the		justice professions. It is designed to aid students in developing the reasoning and analytical skills needed
Responsible	Calumet College of		Criminal		Criminal	http://www.ccsj.edu/academics/resources/cat	to apply ethical concepts as required by appropriate decision making. Case studies and court decisions
Employee	St. Joseph		Justice	CRIJ400	Justice System	alogs.html	will be examined.
Ethical and						l magaine	Historical and contemporary answers to some of the main problems of ethics, including the standard of
Responsible		College of Liberal					right and wrong, the criteria of goodness, the possibility of ethical knowledge and the place of reason in
Employee	DePauw University	Arts	Philosophy	PHIL230	Ethical Theory	http://www.depauw.edu/catalog/section3.asp	ethics.
Employee	Der uu w em versity	7110	Типоворну	11112230	Edition Theory	http://www.acpaaw.caa/caarog/sections.asp	Examines theoretical, practical and moral dimensions of leadership. Topics include the nature of
							leadership, the elements of effective leadership, the obligations and responsibilities of leaders and
Ethical and					Leadership		followers, the challenges of leadership in a diverse society. Particular attention given to key figures and
Responsible		College of Liberal			and		events in the civil rights movement as a way of illustrating and illuminating concepts covered in the
_	Do Doury I Iniversity	_	Dhilosophy	PHIL231		http://www.donayw.adu/aatala.g/gaatian2.agn	
Employee	DePauw University	Arts	Philosophy	PHIL231	Responsibility	http://www.depauw.edu/catalog/section3.asp	course. An advanced, interdisciplinary core seminar aimed at developing an awareness of (1) normative ethics,
							(2) social construction of identity, (3) distributive justice and (4) movements for social change. Explores
							changes necessary or desirable in social systems and how individuals might go about effecting social

			Human				change. Works from the conceptual framework of ethics — the translation of values and reasoning into
Ethical and			Developmen				philosophical principles to guide personal and institutional actions. Special attention to inequality,
Responsible			t and Social		Ethics and	http://www.earlham.edu/curriculumguide/hds	oppression, struggle and resistance. Examines the manner in which a sense of self is rooted in socially
Employee	Earlham College		Relations	HDSR479	Social Justice	r/courses.html	constructed categories of gender, race, ethnicity, class and sexuality. Prerequisite: HDSR 359. (D-D, W)
							An introduction to environmental philosophy. Explores the formation of our relationship with the natural
							world and the roles of education and schooling. Concepts of nature, wilderness, ecology and
Ethical and							environmentalism considered and critiqued in light of their functioning as "normative ideals" for a right
Responsible			Outdoor		Wilderness	http://www.earlham.edu/curriculumguide/out	relationship with the more than human world. Prerequisite: Previous courses in ENPR or consent of the
Employee	Earlham College		Education	EDUC220	Ethics	dooreducation/courses.html	instructor. Also listed as ENPR 220. (AY)
Ethical and	Ĭ		Bible				A study of the nature of moral claims and the bases for ethical principles. The course draws on both
Responsible			Religion and		Ethics and	http://www.goshen.edu/academics/departmen	moral philosophy and on Christian ethical reflection, addressing the development of character as well as
Employee	Goshen College	i	_	PHIL302	Morality 3	ts/	the patterns and methods for both individual and corporate decision-making.

		I	1	ı			Students will explore ethical principles for making judgments and choices on moral issues. They will
Ethical and							study what various philosophers have said is good and right and leads to true happiness. They will
Responsible			Biblical			http://www.grace.edu/academics/registrar/09-	examine various systems of ethics and values as well as the philosophical basis behind them. Applying
Employee	Grace College	School of Ministry	Studies	PHI310	Ethics	10_catalog.php	biblical data to contemporary ethical issues, they will develop a Christian view of ethics. Three hours.
Limpioyee	Grace Conege	School of Williams	Studies	1111310	Etines	10_catalog.php	Focuses on topics and texts of ethics and raises questions everyone struggles with throughout life. What
							is the good life? What does it mean to be a good person? How do we know what the good is? What is the
Ethical and							nature of the good? In combination with ThS 165, satisfies the Examined Life LADR. Not open to
Responsible		School of Social			Philosophy	http://www.hanover.edu/academics/programs	students who have credit in 100-level philosophy courses. Must be completed by the end of the
Employee	Hanover College	Sciences	Philosophy	PHI165	and Ethics	/ www.nanover.edu/academics/programs	sophomore year.
Ethical and	Tranover Conege	Division of	Timosophy	1111103	and Lunes	1	A consideration of various problems in philosophical ethics on the basis of historical and contemporary
Responsible		Philosophical and				http://www.huntington.edu/registrar/catalog/	readings, with an attempt to establish a philosophical framework for moral decision making. Certain
Employee	Huntington University	Religious Studies	Philosophy	PL260	Ethics	2009/HU-Catalog-2009-11.pdf	topics in Christian ethics will also be discussed.
Ethical and	nuntington University	Religious Studies	Filliosophy	PL200	Ethics	2009/HO-Catalog-2009-11.pdf	topics in Christian ethics will also be discussed.
Responsible		Division of				http://www.ancilla.edu/academics/course-	Examines the nature of good and evil, objective moral law, natural law, conscience, the person as moral
-	Amailla Callaga		Dhilosophu	DITT 155	Ethios	1 1	agent, choices, values, ethical issues in sexuality, justice, medicine, business, life and death.
Employee	Ancilla College	Humanities	Philosophy	PHIL155	Ethics	descriptions.htm	An extensive investigation of moral and ethical concepts, principles, and issues faced in the
							organization and administration of sport. The course is designed to help develop sound reasoning
			School of		Ethics and	https://wa-	skills for the resolution of moral and ethical dilemmas. Emphasis will be placed on understanding
Ethical and			Physical and		Character	secure.indwes.edu/WebAdvisor/WebAdvisor	how personal ethics affect organizational and personal responsibility. Special attention will be given
	Indiana Waslawan	Callaga of Anta and					
Responsible	Indiana Wesleyan	College of Arts and	* *	DITESSO	Development	?TOKENIDX=8507274391&SS=33&APP=	to professional ethics in sport management, the establishment of a code of professional ethics, and
Employee	University	Sciences	Sciences	PHE350	in Sport	ST https://wa-	applying this code of ethics to ethical issues in sport.
Ethical and			School of			secure.indwes.edu/WebAdvisor/WebAdvisor	
	Indiana Weslevan	College of Arts and				?TOKENIDX=8507274391&SS=33&APP=	A study of the fundamental ethical problems of the individual and society and a survey of the various
Responsible	,	Sciences	and Ministry	DIII 202	Data in a	ST ST ST ST ST ST ST ST	fields of practical ethics. Prerequisite: PHL-180 or permission of department
Employee	University	Sciences	and Ministry	PHL282	Ethics	51	A study of current theories of behavioral change and their application in sport psychology. Also included
							is the impact of social factors such as group dynamics, leadership, and socio-cultural aspects. An
							emphasis is on the application of skills to help both the competing and injured athlete cope with
					Ethical and		psychological aspects of injuries, rehabilitation, motivation, and performance enhancement. Discussion
Ethical and			Europoino and				of coping skills includes: feedback, rewards, confidence training, goal setting, and visualization. Ethical
Ethical and			Exercise and		Psychological	1.44//	
Responsible	34 1 4 6 11		Sport	240	Aspects of	http://www.manchester.edu/catalog/majormi	implications relating to the fields of sport psychology and sport sociology will be discussed. January,
Employee	Manchester College		Sciences	240	Sports	nor.htm	even years
Ethical and			D 1: : 1		Ethical		
Responsible			Religion and		Decision	http://www.manchester.edu/catalog/majormi	A study of ethical principles and their application to practical decision making in such areas as sex,
Employee	Manchester College		Philosophy	215	Making	nor.htm	criminal justice, economics and euthanasia. Spring. C-4PH.
						1.44//	This course introduces the student to ethics through philosophical reflection on the development of the
Edding 1			111:4		D 1	http://www.marian.edu/Registrar/Documents	student's moral judgment with particular attention to ethical issues related to being a professional in
Ethical and		0.1.1.61.1.1	History and		Personal and	/2009-	contemporary society. Topics include personal development in making moral judgments, critical
Responsible		School of Liberal	Social	 	Professional	11%20Marian%20University%20Course%2	assessment of different ethical theories, the meaning of being a professional, the social obligations of
Employee	Marian University	Arts	Sciences	PHIL215	Ethics	0Catalog.pdf	professionals, and the relationship between personal and professional morality. (SPR)
Ethical and	0.11 1.00		D:11: 1				
Responsible	Oakland City	School of Arts and	Biblical				This course examines the beliefs and practices surrounding the Old and New Testament, with an
Employee	University	Sciences	Studies	BIB360	Biblical Ethics	http://www.oak.edu/academics/index.php	emphasis on their relevance and application in the business environment
Ethical and		L	1		l		
Responsible	Oakland City	School of Arts and	L	l	Introduction		Ethics is defined as the principles that govern morals. This course will introduce the student to those
Employee	University	Sciences	Philosophy	PHIL220	to Ethics	http://www.oak.edu/academics/index.php	ethical principles that have been formulated by philosophers of the Western tradition.

		I	_		1	1	This course is an introduction to the field of Christian ethics, addressing various approaches in biblical
							and theological ethics. The application of a variety of approaches to social issues such as abortion,
Ethical and							euthanasia, capital punishment, and social justice, among other issues, will be considered. Special
Responsible	Oakland City	School of Arts and			Christian		attention will be given to the history of Christian ethics as well as to current options for Christian ethical
	1		Philosophy	PHIL301	Ethics	letter //www.cole ody/ooddonsios/indox.nbm	1
Employee	University	Sciences	Philosophy	PHIL301	Etnics	http://www.oak.edu/academics/index.php	systems. Explores philosophical, ethical, historical, and social foundations of education as these approaches relate
					Philosophical		to educators as change agents in society. Addresses applications in the context of educational
Ethical and					and Ethical	http://www.smwc.edu/academics/academic a	communities and emphasizes critical, reflective, values-based, and philosophic decisionmaking for the
Responsible	St. Mary of the Woods				Foundations	ffairs/documents/Undergraduate College Ca	development of competent, caring, professionals. Includes an introduction to standards for professional
Employee	College	Education	Education	ED109	of Education	talog 2008-2010.pdf	practice and portfolio development. Fall, every year.
Ethical and	Conege	Education	Education	ED109	of Education	http://www.smwc.edu/academics/academic a	practice and portiono development. Fan, every year.
Responsible	St. Mary of the Woods	Theology &				1 1 -	Study of problems of morality designed to help the student deal effectively with the conflicts and
Employee	College	Philosophy	Philosophy	PH320	Ethics	talog 2008-2010.pdf	controversies of contemporary times. Prerequisite: PH 200.
Employee	Conege	riniosopny	Philosophy Biblical	РП320	Eulics	taiog_2008-2010.pdf	Controversies of contemporary times. Prefequisite. Pri 200.
1			Studies,				
1			Christian				
Ethical and			Education				A survey of the theoretical foundations of ethics, such as the distinction between absolutist and
Responsible			and		Principles of	http://www.taylor.edu/academics/files/catalo	relativistic views, the nature of justice, and the need for rules. Readings from classical and modern
Employee	Taylor University	Liberal Arts	Philosophy	PHI371	Ethics	g/1011_catalog/LA_2010-2011.pdf	authors are included. Offered fall semester of odd years.
Ethical and	Taylor Chrycistry	Liberal 7 H ts	Типозорну	1111371	Lunes	g/1011_catalog/E/1_2010/2011.pul	duniors are metaded. Opered fan semester of our yeurs.
Responsible						http://www.trine.edu/academics/course_catal	A study of ethical language, methods of justifying ethical decisions, and types of ethical value systems,
Employee	Trine University	Arts and Sciences	Philosophy	PHL313	Ethics	og/images/Course Catalog2010-2012.pdf	with emphasis on practical applications in terms of personal and social morality.
Ethical and	Time emitersity	Titts und Bereitees	Типоворну	THESTS	Etines	http://www.trine.edu/academics/adult_studen	with emphasis on practical approaches in terms of personal and social moranty.
Responsible	Trine University-Fort						A study of ethical language, methods of justifying ethical decisions, and types of ethical value systems,
Employee	Wayne	Arts and Sciences	Philosophy	PHL313	Ethics	urse_CatalogApril_10.pdf	with emphasis on practical applications in terms of personal and social morality.
Ethical and			- meet pag			http://www.trine.edu/academics/adult_studen	
Responsible	Trine University-					t programs/course catalog/TRINE SPS Co	A study of ethical language, methods of justifying ethical decisions, and types of ethical value systems,
Employee	South Bend	Arts and Sciences	Philosophy	PHL313	Ethics	urse CatalogApril_10.pdf	with emphasis on practical applications in terms of personal and social morality.
Ethical and			1117				The second secon
Responsible	University of	College of Arts and			Introductory	http://www.evansville.edu/docs/CourseCatal	Presents a systematic and historical discussion of moral and social values through classical and
Employee	Evansville	Sciences	Philisophy	PHIL121	Ethics	og2009-2011.pdf	contemporary readings. Emphasis on applying moral theories to concrete moral problems.
F -7						T. T	Ethics examines standards of conduct and the responsibilities they entail. Ascertaining these moral
Ethical and							demands depends on sound strategies for justifying the theories that generate them. Hence, issues in
Responsible	University of	College of Arts and	Philosophy			http://registrar.uindy.edu/academic_catalog/p	metaethics, normative ethics, and moral psychology are discussed. Readings include treatments of
Employee	Indianapolis	Sciences	and Religion	PHIL201	Ethics	df/course descriptions.pdf	current moral problems.
1 ,	•						current moral problems. As we know, a for or people note very divergent views about not just about what is or is not morany
							right, but about morality itself. Why do people hold the ethical beliefs that they do? Are moral rules and
							ethical ideals objective facts, personal opinions, expressions of human nature, ways of getting to heaven,
							ways of keeping society in order, ways of suppressing people we don't like? The increase of encounters
							with people of different cultures and ideologies, the spread of information, and the rise of technology
							make these questions all the more urgent for us today. In this course, we will pay special attention to the
							historical sources of various views about ethics and morality, and in light of them consider our modern
Ethical and							culture and the kinds of claims and dilemmas that we encounter today. Specific topics will depend upon
Responsible	University of Notre	College of Arts and				http://www.nd.edu/academics/departments-	class interest, but may include subjects such as abortion, social media, the environment and food, and
Employee	Dame	Letters	Philosophy	PHIL20401	Ethics	colleges-schools/	other such issues.

		1		,	1Professional	1	
					Ethics and		
					Legal Issues		Ethical principles and practices of human service workers are examined in accordance with The
Ethical and					in Human		Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human
Responsible	University of Phoenix-		Human		Service	http://www.phoenix.edu/programs/continuin	Service Professionals. Major legal issues in the delivery of human services are examined. The roles,
Employee	Indianapolis	Social Sciences	Services	BSHS332	Profession	g-education/individual-courses.html	functions, and legal and ethical responsibilities of the human service worker are investigated.
Ethical and	1						
Responsible	University of	College of Liberal			Introduction	http://www.usi.edu/libarts/phil/description.as	
Employee	Southern Indiana	Arts	Philosophy	PHIL201	to Ethics	lp	An in-depth study of issues in practical or applied ethics. No prereq. F, Sp, Su
P - y - s							Provides participants with the foundation for understanding and applying ethical standards and analysis
							in professional careers, including but not limited to business, engineering, law, mass media, and
Ethical and							medicine. The course will survey contemporary ethical theories and explore the ethical codes, standards,
Responsible	University of	College of Liberal			Professional	http://www.usi.edu/libarts/phil/description.as	and practices specific to the student's chosen career. Prereq: juniors or senior standing and permission of
Employee	Southern Indiana	Arts	Philosophy	PHIL312	Ethics	n	instructor.
Ethical and		1110	1 miesepily	11112312	Zunes	r	An examination of the classical sources of ethical thought, such as Plato, Aristotle, Kant, Mill, and
Responsible					Principles of		others, with attention to their relevance to contemporary problems in business and social ethics. Satisfies
Employees	Franklin College		Philosophy	PHL 220	Ethics	http://www.franklincollege.edu/catalog	philosophy/religion exploratory requirement. Spring.
Employees	Trummin Conege		Типоворну	11112 220	Lunes	http://www.numimeonege.ouu/cutatog	Strategies for meeting the special needs of the early adolescent student. Physical, emotional, intellectual
							changes prompt the teacher to use developmentally appropriate instruction in order to motivate students
					The Middle		to achieve. Teaching methods such as real-life situations, cooperative learning, and hands-on experiences
		College of			School in the	http://www.anderson.edu/registrar/catalog10	are emphasized. Included are historical patterns and philosophy of the middle school movement with the
Guidance Skills	Anderson University	Education	Education	EDUC3100	United States	12.pdf	primary focus on teaching this age group. Field experiences required.
Guidance Skins	Anderson University	Laucation	Education	LDCC3100	Office States	12.pu1	This course will provide students with effective strategies for classroom management and organization
					Classroom		designed to improve student learning in the inclusionary classroom. Functional behavior assessments
					Management		(FBA) and behavior intervention plans (BIP) will be examined as a means of changing behavior
		College of			_	http://www.anderson.edu/registrar/catalog10	according to the mandates of the Individuals with Disabilities Education Act (IDEA). Grade of C or
Guidance Skills	Anderson University	Education	Education	SPED4120	Students		better required. Admission to the teacher preparation program required.
Guidance Skins	Anderson University	Education	Education	SFED4120	Students	12.pui	This course equips students to lead small interpersonal skill training groups using the skills of working
					Leadership		with a co-leader, team building, promoting a positive learning environment, agenda monitoring, and
		College of Science			and Training	http://www.anderson.edu/registrar/catalog10	remaining task focused. Students will learn to train others in the skills of communication, assertion,
Guidance Skills	Anderson University	and Humanities	Psychology	PSYC4100	Skills	12.pdf	helping, and negotiation.
Guidance Skins	Anderson University	and Tumamues	School of	151 C4100	SKIIIS	12.pui	neiping, and negotiation.
			Physical				
			Education.			http://www.hsu.edu/weh/catalog/undergradua	Introduces personal values and health concepts affecting both academic and athletic performance. Life
		College of Applied	, , , , , ,		Life Skills for		skills such as values and value clarification, diversity, communication skills, decision making, time and
		Science and	Exercise		Student	HYSICAL%20EDUCATION:%20FITNESS	stress management, alcohol and other drug/addiction education, sexuality issues, sports nutrition, and
Guidance Skills	Ball State University	Technology		PEP164	Athletes	/WELLNESS%20(PEFWL)	career development issues are addressed.
Guidance Skills	Dan State University	recilliology	Science	rEF104	Aunetes	http://www.bsu.edu/web/catalog/undergradua	Career development issues are addressed.
					1		Introduces the principles, purposes, and nature of counseling, including a review of basic counseling
			Counseling		Fundamentals		theories and the history of counseling, an exposure to research, and a discussion of issues in the practice
Cuidanaa Skilla	Doll State University	Tanaharla Callaga		CPSY400	of Counseling	· ·	of counseling.
Guidance Skills	Ball State University	Teacher's College	Psychology	CPS1400		Cro1)	A review and application of various approaches to Christian counseling to issues that are adolescent-
		School of	Vouth		Counseling	http://www.hathalaallaga.ad/aaadami/t-	specific: identity formation, spiritual formation, family issues, human sexuality, pregnancy, abortion,
C: 1 C1-:11	D-41-1-C-11		Youth	NAN 1411	Teenagers in	http://www.bethelcollege.edu/academics/cata	
Guidance Skills	Bethel College	Religious Studies	Ministry	YMN411	Crisis	log/descriptions_undergrad.pdf	abuse, delinquency, eating disorders, suicide and substance abuse.

				l			This course surveys theoretical foundations of major contemporary approaches to counseling and
			Natural and		Theoretical		psychotherapy. Students will learn the theory of personality and understanding of how to affect change
	Calumet College of		Social		Basis of	http://www.ccsj.edu/academics/resources/cat	characteristic of nine theories of personality and counseling. Students will be encouraged to begin the
Guidance Skills	St. Joseph		Sciences	HSV350	Counseling	alogs.html	process of developing a personal style of counseling.
							This course surveys the process of conflict, including conflict management, from a multidisciplinary
					Introduction		perspective. As such, it deals with the causes, dynamics, types, levels, management functions and
		College of Liberal	Interdisciplin		to Conflict		outcomes of conflict. The implementation of the course involves, in part, case-study simulations and
Guidance Skills	DePauw University	Arts	ary	CFT100	Studies	http://www.depauw.edu/catalog/section3.asp	occasional guest lecturers from various disciplines on campus. This course surveys the repertoire of anternative dispute resolution (ADK), with a focus on negotiation
							and mediation. Students will be introduced to theory and skills relevant to their facilitation of, and
							participation in, ADR processes. As such, the course examines how culture, class, ideology, and
							personality affect execution of the various roles within an ADR process, shape the unfolding of the
							process, and cast the process's outcome. Controversies and dilemmas pertaining to ADR will be
					Alternative		considered, including third-party bias, value-based conflicts, how to transform adversaries into
		College of Liberal	Interdisciplin		Dispute		collaborators, and the privatization of justice. Implementation of the course involves, in part, review of
Guidance Skills	DePauw University	Arts	ary	CFT Exp	Resolution	http://www.depauw.edu/catalog/section3.asp	case studies and simulation of ADR processes.
			j	•			A practical course teaching methods for community organizing through interaction with Richmond
			Peace and				community groups and educational centers. Analyzes influence of national and international popular
			Global		Methods of	http://www.earlham.edu/curriculumguide/pa	culture within Richmond. Prerequisite: PAGS 330 or 370 or consent of the instructor. Also listed as
Guidance Skills	Earlham College		Studies	PAGS374	Peacemaking	gs/courses.html	EDUC 374.
					Counseling		Emphasizes the study and critique of contemporary theories and techniques of psychotherapy. Lab
					and	http://www.earlham.edu/curriculumguide/psy	involves developing basic counseling/helping skills. Includes a substantial practicum component.
Guidance Skills	Earlham College		Psychology	PSYC374	Psychotherapy	chology/courses.html	Prerequisite: PSYC 115, 237, 238 or 239. (W)
					Contemporary		This course considers the challenges of our ever-changing world and explores the pastoral care issues of
			Bible		Issues in		adolescent youth that result from these dynamics. We will also examine programmatic ways for us to
			Religion and		Youth		respond in our youth ministry settings that appropriately seeks to strengthen youth in their faith journey.
Guidance Skills	Goshen College		Philosophy	REL374	Ministry 3	ts/	Students will also engage in various prayer exercises and develop a list of practical ministry resources. Explores the potentially constructive nature of conflict, the destructive nature of violence and the
							relationship between the two. Examines various patterns of communication, conflict and violence and
							what is needed for transformation. Students will reflect on their own conflict styles, build their skills for
					Transforming		peacemaking and examine their personal temptations for violence. Because PJCS 210 introduces
			Peace and		Conflict and	http://www.goshen.edu/academics/departmen	concepts developed in greater depth in PJCS 325, this course may not be taken concurrently with or
Guidance Skills	Goshen College		Justice	PJCS210	Violence 3	ts/	following PJCS 325.
					Counseling		This course will explore methods of communicating biblical and spiritual truth to the youth culture.
					and		Counseling tools and techniques will be presented for working with families and crisis youth counseling
		School of Arts and	Behavioral		Communicatin	http://www.grace.edu/academics/registrar/09-	situations. Students will also be apprised of legal issues connected with counseling. (Home
Guidance Skills	Grace College	Sciences	Sciences	BHS324	g with Youth	10 catalog.php	department–YMI. Register as YMI324.) Prerequisite: YMI214. Three hours.
							An introduction to the major theories in counseling including secular and Christian approaches. The
							methodology of each approach will be analyzed based upon the respective theory of psychopathology.
		School of Arts and	Behavioral		Introduction	http://www.grace.edu/academics/registrar/09-	Special attention will be given to various skills, techniques, and applications of these approaches.
Guidance Skills	Grace College	Sciences	Sciences	PSY210	to Counseling	10_catalog.php	Prerequisite: PSY110 or SOC110. Three hours.
					Process and		This course develops a theoretical base for evaluating human problems within a biblical framework.
		School of Arts and	Behavioral		Techniques of	http://www.grace.edu/academics/registrar/09-	Once this has been accomplished, practical techniques will be discussed to help counselors structure the
Guidance Skills	Grace College	Sciences	Sciences	PSY344	Counseling	10_catalog.php	counseling session and implement change. Prerequisite: PSY230 or PSY234/PSY210. Three hours.

	T	<u> </u>	ı	ı				Students will seek to identify various methods of communicating didical and spiritual truth to a
								changing youth culture. They will be equipped with techniques for establishing effective communication
								with young people. Various styles of communication, including small group discussions, informal
						Counseling		teaching times, and the use of technology and music, will be examined. In addition, students will
					a	and		investigate counseling tools and techniques for working with families and youth in crisis counseling
						Communicatin		situations. Students will consider how to relate to the changing roles of adolescents as they mature in a
						g with		diverse society. Legal issues of counseling will be examined, and students will evaluate how to determine
			Biblical		۱,	_	http://www.grace.edu/academics/registrar/09-	the advisability of deferring troubled youth to professional counselors. Prerequisite YMI214. Three
Guidance Skills	Grace College	School of Ministry	Studies	YMI324		Youth	10_catalog.php	hours.
						Counseling		
		School of Natural			a	and	http://www.hanover.edu/academics/programs	Survey of the theoretical and practical concerns involved in helping people with emotional problems,
Guidance Skills	Hanover College	Sciences	Psychology	Psy332	F	Psychotherapy	/	emphasizing both individual and group techniques. Includes a practicum. Prerequisites: 231 and 243.
			, <u> </u>			<u> </u>		The purpose of this course is to provide an introduction to the counseling process – both cognitively and
								experientially. Content will include the dynamics of helping interventions and practicing the skills that
		Division of						provide the foundation of effective counseling. The focus of the course will be on the understanding,
		Business and			F	Fundamentals	http://www.huntington.edu/registrar/catalog/	discussion and use of basic counseling skills. Careful attention will be given to examining the field of
Guidance Skills	Huntington University	Social Sciences	Psychology	PY411	c	of Counseling	2009/HU-Catalog-2009-11.pdf	counseling/therapy from a Christian perspective. This course will provide both an overview of addictions counseling and a focus on group interaction
								This course will provide both an overview of addictions counseling and a focus on group interaction
								skills and the management of individual and professional priorities. Some of the areas covered will
								include behavioral style and analysis, communication processes within groups, goal setting, prioritizing,
			School of					and time-management. The remainder of the course material will address major concepts and themes in
			Social and				https://wa-	the field of addictions. Many of these themes will be connected to the student's sense of "life calling". A
			Behavioral			Principles of	secure.indwes.edu/WebAdvisor/WebAdvisor	Christian understanding of the human dilemma of addiction will be developed. This course is intended to
	Indiana Wesleyan	- C	Sciences and			Addictions	?TOKENIDX=8507274391&SS=33&APP=	be a practically oriented survey course, which offers a useful overview of the field of addictions
Guidance Skills	University	Sciences	Businesses School of	ADC202	- (Counseling	ST https://wa-	integrated with the concept of life calling.
			Physical and				secure.indwes.edu/WebAdvisor/WebAdvisor	This course is designed to course the multiple releasthat a student must feed as a Course Courselon It will
	Indiana Wasterian		,			~~~~	?TOKENIDX=8507274391&SS=33&APP=	This course is designed to cover the multiple roles that a student must face as a Camp Counselor. It will be structured with applications for both the day camp and the residential camp settings. The course will
Guidance Skills	Indiana Wesleyan	College of Arts and Sciences	Applied Sciences	REC382		Camp	ST ST ST ST ST ST ST ST	
Guidance Skills	University	Sciences	Sciences	REC382		Counseling	https://wa-	accommodate students employed in a camp setting as well as the resident student. A fee may be required.
			School of				secure.indwes.edu/WebAdvisor/WebAdvisor	
	Indiana Wesleyan	College of Arts and			l _s	Youth	?TOKENIDX=8507274391&SS=33&APP=	A study of youth problems and needs with emphasis on individualizing patterns for personal growth and
Guidance Skills	University	Sciences	and Ministry	VTH370		Counseling	ST	spiritual guidance
Guidance Skins	Chiveisity	Sciences	una wimisu y	1111370		Mediation and	http://www.manchester.edu/catalog/majormi	Study and practice of the psychological components and skills inherent to mediation and conciliation.
Guidance Skills	Manchester College		Psychology			Conciliation	nor.htm	Fall. Spring.
						Counseling		
						Theory and	http://www.manchester.edu/catalog/majormi	A survey of the major counseling theories. Laboratory projects include practical experiences.
Guidance Skills	Manchester College		Psychology			Practice	nor.htm	Prerequisites: PSYC 110, 220, 325; or permission of instructor. Fall. Spring.
		School of Social	2 2) 12212 8)			Introduction	http://www.martin.edu/downloads/martin_cat	
Guidance Skills	Martin University	Science	Psychology	Psy220	t	o Addictions	alog.pdf	Explores the fatal and progressive path of addictions.
		School of Social		1		Crisis	http://www.martin.edu/downloads/martin_cat	
Guidance Skills	Martin University	Science	Psychology	Psy312	I	Intervention	alog.pdf	community support systems
	<u> </u>		<u> </u>	<u> </u>				This course is a survey of the major theories that have influenced contemporary psychological thought on
					1	Theories of		the subject of psychotherapy. Psychotherapy is viewed as an interpersonal process designed to bring
						Counseling		about modifications of feelings, cognitions, attitudes, and behaviors which have proven troublesome to
					a	and		the person seeking help from a trained professional. The basic assumption of the course is that
Guidance Skills	St. Joseph College	Social Sciences	Psychology	PSY326	F	Psychotherapy	www.saintjoe.edu	therapeutic skills and attitudes are learned, not endowed. Prerequisites: PSY 110.

				1	l	http://www.smwc.edu/academics/academic a	
	St. Mary of the Woods	Social Behavioral			Techniques of	ffairs/documents/Undergraduate College Ca	Theoretical and practical knowledge needed to make use of basic counseling skills. Emphasis on process
Guidance Skills	College	Science	Psychology	PS285	Counseling	talog 2008-2010.pdf	in utilizing these skills. Activities include role playing and video presentations. Winter, odd years.
					Counseling		
					Theories and	http://www.trine.edu/academics/course catal	A thorough review of contemporary approaches to counseling. This course examines the major current
Guidance Skills	Trine University	Arts and Sciences	Psychology	PSY423	Practices	og/images/Course Catalog2010-2012.pdf	theories and practices in psychotherapy in detail. Prerequisite: PSY 323
	, in the second				Counseling	http://www.trine.edu/academics/adult_studen	
	Trine University-Fort				Theories and	t_programs/course_catalog/TRINE_SPS_Co	A thorough review of contemporary approaches to counseling. This course examines the major current
Guidance Skills	Wayne	Arts and Sciences	Psychology	PSY423	Practices	urse_CatalogApril_10.pdf	theories and practices in psychotherapy in detail. Prerequisite: PSY 323
					Counseling	http://www.trine.edu/academics/adult_studen	
	Trine University-				Theories and	t_programs/course_catalog/TRINE_SPS_Co	A thorough review of contemporary approaches to counseling. This course examines the major current
Guidance Skills	South Bend	Arts and Sciences	, ,,	PSY423	Practices	urse_CatalogApril_10.pdf	theories and practices in psychotherapy in detail. Prerequisite: PSY 323
	University of	College of Arts and	Communicat		Conflict	•	Examination of the factors that lead to conflicts, and theory and practice in using communication
Guidance Skills	Evansville	Sciences	ions	COMM383	Management	og2009-2011.pdf	strategies to resolve conflict. Prerequisite: Communication 130.
							Covers the concepts of counseling pertinent to social work, interpersonal communication, and criminal
	IIIiid	C-11			I	1.44//	justice. General topics covered include an overview of counseling, theories of counseling, the counseling
C: 1 C1-:11-	University of	College of Arts and		CW110	Introduction	1 -	relationship, the counseling process, an overview of counseling specialties, and professional issues in
Guidance Skills	Evansville	Sciences	Social Work	SW110	to Counseling	og2009-2011.pdf	counseling.
Guidance Skills,			Physical		Issues and		
Planning for Inter-			Education,		Classroom	http://www.bsu.edu/web/catalog/undergradua	
personal and Intra-		College of Applied	Sport and		Management	1	Designed to introduce the psychological and sociological issues related to physical education. Topics will
personal		Science and	Exercise		in Physical	HYSICAL%20EDUCATION:%20FITNESS	examine a variety of factors that influence teacher effectiveness, student learning, and classroom
Development	Ball State University	Technology	Science	PEP244	Education	/WELLNESS%20(PEFWL)	management.
	j				Classroom		
					Management:		
Guidance Skills,					Improving		
Planning for Inter-					Student		Designed to prepare prospective junior high/middle school educators to cope with discipline problems in
personal and Intra-					Behavior in Jr.	te/programs/Programs02/seced02_tc.html#E	all junior high/middle school settings. Emphasizes skills and procedures in preventing or remedying
personal			Educational		High/Middle	DUCATION:%20ADULT%20AND%20CO	disruptive behavior by junior high/middle school students and ways to create positive environments for
Development	Ball State University	Teacher's College	Studies	EDJRM434	School	MMUNITY%20(EDAC)	learning.
Guidance Skills.			Notamal and		Compolino		This course will explore the special needs clients may present to the counselor during the treatment
	Columnt Collogs of		Natural and Social		Counseling Diverse	httm://www.acci.edu/eccdemics/massumass/act	process. Students will examine how different forms of abuse, drug of choice, age, gender, sexual orientation, ethnicity and culture must be considered in the treatment planning process. The aim is to
Respect for Diverse Cultures	Calumet College of St. Joseph		Sciences	HSV405	Populations	http://www.ccsj.edu/academics/resources/cat alogs.html	assist the student in becoming more sensitive to the individualized needs of each client.
Cultules	St. Joseph		Sciences	ns v 403	Populations	alogs.html	An exploration of models for the analysis of human conflict within persons, between persons, and
Guidance Skills,			Social				between ethnic and cultural groups. The origins of the social sciences, and how the social scientist seeks
Respect for Diverse			Science		Human	http://www.manchester.edu/catalog/maiormi	knowledge, is introduced. Recommended for those students interested in an integrated approach to
Cultures	Manchester College		Division	102	Conflict	nor.htm	psychology, sociology and anthropology. C-3RC.
Guidance Skills,				102			[Fry 00)
Respect for Diverse							
Cultures, Planning							Addresses issues of internal (within the self), interpersonal (between persons), intercultural (between
for Inter-personal							micro cultures, counter-cultures, or subcultures), and intercultural conflicts (between national cultures).
and Intra-personal		School of Natural			Culture and	http://www.hanover.edu/academics/programs	The role of conflict in change and the lack of conflict—social order or conformity – will also be
Development	Hanover College	Sciences	Psychology	Psy167	Conflict I	/	examined. In combination with Soc 167, satisfies the Modern Society LADR.

		I	School of	ı	1	T	
			Social and		Counseling	https://wa-	This course will provide the parish nurse/ministry caregiver with the necessary skills to collaborate with
			Behavioral		Intervention in	1 1	community and professional agencies. Helping with specific family problems will be explored. Self-care
Guidance Skills,	Indiana Wesleyan	College of Arts and			the Faith	?TOKENIDX=8507274391&SS=33&APP=	for parish nurses/ministry caregivers will also be included. Experiential or virtual learning will be part of
· · · · · · · · · · · · · · · · · · ·	_			CNIC212			
Works with Families	University	Sciences	Businesses	CNS312	Community Child and	ST	this course. Prerequisite: PSY-150 Survey of theories and techniques of the most popular approaches to psychotherapy with children,
0 :1 01:11	TT : :, C	C 11 CA 4 1				11, 1, 1, 10, 0, 1	
Guidane Skills,	University of	College of Arts and	D 1 1	DGV/G270	Family	http://www.evansville.edu/docs/CourseCatal	adolescents, and their families. Covers individual therapies such as play, cognitive, and behavior
Works with Families	Evansville	Sciences	Psychology	PSYC379	Psychotherapy Management,	og2009-2011.pdf	therapies, as well as group and family therapies. Particular attention given to interviewing skills. Strategies for meeting the special needs of early adolescent/young adult students. Physical, emotional,
					Organization		and intellectual changes prompt the teacher to use developmentally appropriate instruction in order to
					and Methods		motivate students to achieve. Teaching methods such as real-life situations, cooperative learning, and
					in the		hands-on experiences are emphasized. Primary focus on how to teach this age group. Also includes
7 11 1 1		C 11 C				1,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Individual	A 1 TT 1	College of	P.1	EDITION	Secondary		historical patterns and philosophy of the middle school movement. Portfolio presentation required.
Differences	Anderson University	Education	Education	EDUC4710	Classroom	12.pdf	Required
					I		Provides an overview of definitions, characteristics, and educational needs of students with mild
					Introduction		disabilities. Course includes language, behavioral, social, and academic deficits that interfere with the
Individual		College of			to Mild	http://www.anderson.edu/registrar/catalog10	· · · · · · · · · · · · · · · · · · ·
Differences	Anderson University	Education	Education	SPED2400	Disabilities	12.pdf	mild disabilities, including Response to Intervention and learning in a standards-based environment
Individual		College of Science				http://www.anderson.edu/registrar/catalog10	Examination of emotional problems resulting in social dysfunctioning of individual and family; includes
Differences	Anderson University	and Humanities	Sociology	SWOK3230	Mental Health	12.pdf	survey of mental health services.
Individual		College of Science			Developmenta		
Differences	Anderson University	and Humanities	Sociology	SWOK3240	1 Disabilities	12.pdf	Survey of rehabilitation and social services.
						http://www.bsu.edu/web/catalog/undergradua	
						te/programs/Programs02/edpsy02_tc.html#E	
Individual			Educational			DUCATIONAL%20PSYCHOLOGY%20(E	Study of the development of mental health. Covers the identification of mental health problems and
Differences	Ball State University	Teacher's College	Psychology	EDPSY430	Mental Health	DPSY)	examines methods of intervention and prevention.
					Introduction		
					to Students		An introduction to definitions, characteristics, and education of students with exceptional needs.
Individual			Special		with		Examines federal and state legal bases for the provision of special interventions, and provides a general
Differences	Ball State University	Teacher's College	Education	SPCED201	Exceptional	PECIAL%20EDUCATION%20(SPCED)	introduction to the field of special education.
					History of		
					Education of		
					Deaf Persons		
					and	http://www.bsu.edu/web/catalog/undergradua	
Individual			Special		Psychology of	te/programs/Programs02/spced02_tc.html#S	Introduces a comprehensive socio-historical and contemporary overview of deaf culture and psycho-
Differences	Ball State University	Teacher's College	Education	SPCED240	Deafness	PECIAL%20EDUCATION%20(SPCED)	educational issues in America and Europe.
		_			Human		
					Relations and		
					Collaborative		
					Skills for	http://www.bsu.edu/web/catalog/undergradua	
Individual			Special		Special	te/programs/Programs02/spced02_tc.html#S	Examines human relations strategies and skills that will help teachers of students with exceptional needs
Differences	Ball State University	Teacher's College	Education	SPCED277	Educators	PECIAL%20EDUCATION%20(SPCED)	build trust and understanding with other professionals and parents.

	1	1	1	1	Teaching	T	
					Students with		
					Disabilities in		Designed for general educators, introduces special education concepts and procedures. Topics include
					the General	http://www.bsu.edu/web/catalog/undergradua	legal mandates and considerations, overview of educational needs of students with disabilities, Individual
Individual			Special		Education		Education Plans and case conferences, collaborating with special education teachers and related service
Differences	Ball State University	Teacher's College	Education	SPCED302	Classroom	PECIAL%20EDUCATION%20(SPCED)	professionals, and curricula adaptations.
Differences	Dail State Offiversity	Teacher's Conlege	Education	31 CED302	Educating	TECIAL/020EDOCATION/020(STCED)	processionals, and currectia adaptations.
					Secondary		
					Students with	http://www.bsu.edu/web/catalog/undergradua	
Individual			Special		Behavior	1 0 0	Educational assessments, methods, materials, and programs for seriously emotionally disabled youth. For
Differences	Ball State University	Teacher's College	Education	SPCED336	Disorders	PECIAL%20EDUCATION%20(SPCED)	future teachers of students with behavior disorders.
Differences	Ban State Chiversity	Teacher's conege	Education	DI CLESSO	Introduction	http://www.bsu.edu/web/catalog/undergradua	ratare edencis of statems with behavior disorders.
Individual			Special		to Mild		Studies psychological, environmental, and cultural factors that contribute to mild disabilities. Examines
Differences	Ball State University	Teacher's College	Education	SPCED371	Interventions	PECIAL%20EDUCATION%20(SPCED)	definitions and characteristics, and historical and contemporary mild intervention services.
Billetenees	Bull State Chrycisty	Teacher's conege	Eddedion	SI CEDS/I	Introduction	http://www.bsu.edu/web/catalog/undergradua	definitions and endanceristies, and insterious and contemporary mile intervention services.
Individual			Special		to Mental	te/programs/Programs02/spced02 tc.html#S	Studies various types and degrees of retardation; the psychological, environmental, and cultural
Differences	Ball State University	Teacher's College	Education	SPCED372	Retardation	PECIAL%20EDUCATION%20(SPCED)	conditions that contribute to retardation. Emphasizes etiology, assessment, and issues.
		1			Introduction	http://www.bsu.edu/web/catalog/undergradua	
Individual			Special		to Behavior	te/programs/Programs02/spced02_tc.html#S	Introduction to the history of educating children with behavior disorders; the problems of defining,
Differences	Ball State University	Teacher's College	Education	SPCED332	Disorders	PECIAL%20EDUCATION%20(SPCED)	assessing, and treating behavior disorders; and types and causes of disordered behavior.
					Introduction		
					to Persons		
					with Physical		
					Disabilities		
					and Other	http://www.bsu.edu/web/catalog/undergradua	Designed for future teachers and rehabilitation counselors of persons with physical, sensory, or health
Individual			Special		Health Care	te/programs/Programs02/spced02_tc.html#S	impairments. Etiology, physical and social-emotional characteristics, and educational considerations and
Differences	Ball State University	Teacher's College	Education	SPCED366	Needs	PECIAL%20EDUCATION%20(SPCED)	implications are emphasized within a transdisciplinary habilitative/rehabilitative team perspective.
					Educating		
					Children and		
					Youth with		Introduces future teachers to students who require severe interventions. Contemporary best practices and
Individual			Special		Severe	te/programs/Programs02/spced02_tc.html#S	standards in integration opportunities, curriculum design, and positive supports for challenging behavior
Differences	Ball State University	Teacher's College	Education	SPCED377	Disabilities	PECIAL%20EDUCATION%20(SPCED)	are presented and applied at the early and middle childhood developmental levels.
					Understanding		
Individual		School of			Special Needs	http://www.bethelcollege.edu/academics/cata	This course presents students with strategies for working with children who have special needs, including
Differences	Bethel College	Education	Education	ECED215	Children	log/descriptions_undergrad.pdf	developmental delays, physical challenges, emotional needs and exceptional needs. This course prepares preservice teachers to modify instruction for featners with needs outside of
							mainstream instructional practice. Specifically, the needs of inclusion students, gifted learners and other students with special circumstances will be addressed. Application will be integrated with the methods
							•
							coursework as students interact directly with the diverse learners found in their field placement
				1	Tr 1. :		classrooms. Students will learn procedures for adapting instruction, varying assessment procedures,
T., 411		C.L 1 . f		1	Teaching	1.44//	designing appropriate interventions, altering equipment usage and managing IEPs and para-
Individual	D 4 10 H	School of		EDITION	Diverse	http://www.bethelcollege.edu/academics/cata	professionals. The course is an integral component of the Elementary Methods Block and includes an
Differences	Bethel College	Education	Education Middle and	EDUC408	Learners	log/descriptions_undergrad.pdf	extensive field placement.
			Early		Educating		
Individual		School of	Childhood			http://www.butler.edu/registrar/classes/cours	Surveys the characteristics of exceptional children and explores methods and materials for teaching and
	Dutler University			ED242		1 2	assessing such students. Includes 15 hours of non-class time field experiences.
Differences	Butler University	Education	Education	ED242	Special Needs	C2	assessing such students. Includes 15 hours of hon-class time field experiences.

			I Middle and	1	Methods and		
			Early		Materials:		This course examines and demonstrates basic modifications and adaptations used in teaching and
Individual		School of	Childhood		Mild	http://www.butler.edu/registrar/classes/cours	assessing exceptional students needing mild intervention. It also includes techniques in communication
Differences	Butler University	Education	Education	ED243	Interventions	es	and collaboration with parents and professionals.
Billerences	Butter our crossy	<u> </u>	Zuuvunon	1202.0			This course examines formal and informal assessment and their application to writing Individual
					Assessment of		Education Plans (IEPs), curriculum modifications (academic and social), behavioral management plans
Individual		School of	Secondary		Children with	http://www.butler.edu/registrar/classes/cours	and reports to families. Assessment bias and its implications will be studied. 15 clock hours of instructor
Differences	Butler University	Education	Education	ED490	Special Needs	es	guided fieldwork are required.
	T T				1		This course surveys characteristics, capabilities, and expectations of students with special needs, students
							who are developmentally delayed or at-risk for learning problems, and gifted students. The teacher's role
					Educating		in assisting students who face attention, behavioral, educational, mental, physical, and social challenges
Individual	Calumet College of				Exceptional	http://www.ccsj.edu/academics/resources/cat	(and other relevant and practical issues) unique to educating exceptional students are examined. Field
Differences	St. Joseph		Education	EDU430	Students	alogs.html	experience required.
					Survey of		Focus on the special characteristics and educational needs of students (ages 3-21) with special abilities
					Exceptional		such as the gifted, as well as those with physical, intellectual, and/or emotional disabilities. Taken
Individual					Children/Inclu		concurrently with EDU 222. Prerequisites: 2.25 GPA (A=4.00), documented Praxis I scores and EDU
Differences	Franklin College		Education	EDP 222	sion	http://www.franklincollege.edu/catalog	124. Fall, sophomore year.
					Introduction		
					to Adapted		This course is designed to provide basic knowledge of terminology associated with and the general
			Health/Phys		Physical		characteristics pertaining to students with disabilities. In addition, the course will address federal and
Individual			Ed/Recreatio		Education and		state laws pertaining to the education of individuals with disabilities, and the process for referral and
Differences	Franklin College		n	PED 325	Recreation	http://www.franklincollege.edu/catalog	placement in the least restrictive environment. Fall, even academic years.
							A study of the history and foundations of special education, how to implement the least intrusive
T 1: : 1 1					F .: 1	1 1 1 1 1 1 1	interventions, use of assistive technologies, how to access resources and how to integrate social and
Individual	0 1 0 11		F1 4	EDITIONS	Exceptional	1	interrelationship skills into the curriculum. Includes a guided observation of both a pull-out program and
Differences	Goshen College		Education	EDUC202	Students	ts/	an inclusion classroom. A study of the history and foundation of special education, how to implement the least intrusive
					Adolescent		interventions, use of assistive technologies, how to access resources, how to adapt and assess
Individual					Exceptional	http://www.goshen.edu/academics/departmen	instructional opportunities for those with special needs in the regular 5-12 classroom setting. Includes a
Differences	Goshen College		Education	EDUC302	Learners	ts/	guided observation of both a pull-out and an inclusion classroom.
Differences	Gosnen conege		Education	EDCC302	Learners	137	Focuses on assessment, identification, characteristics, and instruction of elementary students with
Individual					Learning	http://www.goshen.edu/academics/departmen	emotional disabilities, as well as other students with social/emotional difficulties who do not qualify for
Differences	Goshen College		Education	EDUC340	Disorders	ts/	special education services.
Billerences	Coonen conege		Zuuvunon	22 0 03 10	213014613		Focuses on assessment, identification, characteristics and instruction of elementary students with
Individual					Social/Emotio	http://www.goshen.edu/academics/departmen	emotional disabilities, as well as other students with social/emotional difficulties who do not qualify for
Differences	Goshen College		Education	EDUC342	nal Disorders	ts/	special education services.
							This course is designed to develop an understanding of children with disabilities, especially in an
Individual					Exceptional	http://www.grace.edu/academics/registrar/09-	educational setting. It provides an introduction to the field of special education, but it is also helpful to
Differences	Grace College	Teacher's College	Education	EDU244	Learners	10 catalog.php	the regular classroom teacher. Prerequisite: EDU110. Three hours.
	1 20				Teaching		
					Students with		
					Emotional		
					Disorders and		This course deals with issues of definition, incidence, and prevalence. Classification systems are
Individual					Behavior	http://www.grace.edu/academics/registrar/09-	identified along with the key conceptual models. Planning procedures and strategies are reviewed for
Differences	Grace College	Teacher's College	Education	EDU336	Disorders	10_catalog.php	improving behaviors and teaching socialization. Prerequisite: EDU110. Three hours.

		1	1	Ι	<u> </u>		A study of the integration of special education in the regular classroom setting. Service delivery models
							for students with special needs are identified and explored. Importance is placed on collaborative
					Inclusion and		procedures, special services and instructional modifications that regular and special education teachers
Individual					Collaborative	http://www.grace.edu/academics/registrar/09-	use to meet the learning needs of special needs students in regular education classes. Prerequisite:
Differences	Grace College	Teacher's College	Education	EDU339	Teaching	10_catalog.php	EDU110. Three hours.
					3	OT I	This course focuses on the educational organization, curricular modifications, materials and techniques
					Methods for		of management as dictated by learning and behavioral characteristics, and individualized instruction in
Individual					Exceptional	http://www.grace.edu/academics/registrar/09-	the education about the strengths and weaknesses of the learning disabled. Prerequisites: EDU110,
Differences	Grace College	Teacher's College	Education	EDU346	Learners	10_catalog.php	EDU347. Three hours.
					Teaching		
					Students with		
Individual					Mild	1 0	An in-depth study of children's learning disabilities: identification, remediation, etiologies, development,
Differences	Grace College	Teacher's College	Education	EDU347	Disabilities	10_catalog.php	assessment, and socio-legal educational implications. Prerequisite: EDU110. Three hours.
		D					This course provides an overview of the developmental, behavioral, intellectual and educational
1		Division of			F1 .: 0		characteristics of adolescents with disabilities. Educational adaptations and accommodations for specific
		Education,			Education of		content areas will be addressed as well as the integration of diverse learners into inclusive classroom
		Kinesiology and			the		settings. This course also examines the issues related to transition and working with agencies to facilitate
Individual		Recreation	P.1 .:	GE224	Exceptional	http://www.huntington.edu/registrar/catalog/	transition. In addition, the special methodologies related to the instruction of gifted and talented students
Differences	Huntington University	Management	Education	SE234	Adolescent	2009/HU-Catalog-2009-11.pdf	are addressed. This course focuses on planning and managing the teaching and learning environment for students with
		Division of					mild disabilities. The use of functional behavioral assessment and its use in developing behavior
		Education,			Behavioral		intervention plans for students with mild disabilities will be explored. Legal implications, including
		Kinesiology and			Management		applicable laws, rules and regulations regarding the dissemination and implementation of behavior plans,
Individual		Recreation Recreation			for Mild	http://www.huntington.edu/registrar/catalog/	will be discussed. Emphasis will be placed on strategies to foster and teach social skills to those students
Differences	Huntington University		Education	SE328	Intervention	2009/HU-Catalog-2009-11.pdf	with mild disabilities.
Differences	Truntington Oniversity	ivianagement	Education	5L320	Intervention	2007/110-Catalog-2007-11.pdf	This course provides an overview of the characteristics, identification, and educational needs of
		Division of					exceptional children. Topics include special education laws, teaching strategies, learning environments,
		History, Behavioral					and managing challenging behaviors. Twenty hours of formal observations and field experiences in
		Sciences,			Introduction		regular and special educational programs will be required. Prerequisites: ED 205 and ED 256/PSY 256 in
Individual		Education and			to Exceptiona	http://www.ancilla.edu/academics/course-	early childhood; ED 210 and ED 250/PSY 250 in education, all with a grade of "C" or better. ED
Differences	Ancilla College	Business	Education	ED258	Children	descriptions.htm	250/PSY 250 and ED 256/PSY 256 could be taken concurrently with ED 258.
					Teach and	https://wa-	·
					Learn in an	secure.indwes.edu/WebAdvisor/WebAdvisor	
Individual	Indiana Wesleyan	College of Arts and	Teacher		Inclusive	?TOKENIDX=8507274391&SS=33&APP=	Emphasis is placed on the definition, characteristics, and methodology unique to learners who require
Differences	University	Sciences	Education	EDS215	Setting	ST	mild interventions.
					Foundations		
Individual					of Exception	http://www.manchester.edu/catalog/majormi	An introduction to 13 areas of exceptionality with concentration on characteristics, etiology, treatment
Differences	Manchester College		Education		206 Learners	<u>nor.htm</u>	and implication for educational programming. Fall.
							The study of adolescents with exceptionalities, and direct application of methods, materials, technology,
					Adolescent		management and assessment of students who experience difficulties in literacy and learning in content
Individual			l		Exceptional	http://www.manchester.edu/catalog/majormi	areas. Field experience required. Must be taken the fall semester prior to student teaching. Prerequisite:
Differences	Manchester College		Education		352 Learners	<u>nor.htm</u>	EDUC 230. Fall. The scientific study of the causes (etiology), symptoms (diagnosis) and treatment of various forms of
							psychopathology. Topics include a review of anxiety, mood disorders, psychosis, personality disorders
Individual					Dobovios	http://www.manchester.edu/catalog/majormi	and childhood disorders. All students will participate in a laboratory experience. Prerequisite: PSYC 110.
Individual Differences	Manchester College		Psychology		Behavior 325 Disorders	nor.htm	Fall.
Differences	ivianchester Conege		r sychology	l	323 Disorders	<u>1101.11111</u>	ran.

		I		1	1	I	This course includes definition, identification, prevalence, characteristics and educational needs of the
					Introduction	http://www.marian.edu/Registrar/Documents	various types of exceptional children. Information on the roles of the local school agency, the state, and
					to the	/2009-	the federal government as they pertain to the education of exceptional children is also learned. This is a
Individual		School of			Exceptional		lab course that includes visitations to the various school programs and private agencies serving children
Differences	Marian University	Education	Education	EDU130	Child	0Catalog.pdf	with special needs.
Billerences	Trianan on visity	Zaavanon	Buttution	1220120	- Cima	http://www.marian.edu/Registrar/Documents	That special needs.
						/2009-	The course addresses the needs of students with special needs in regular education classrooms at all
Individual		School of			The Inclusive	11%20Marian%20University%20Course%2	levels. This course provides an overview of the range of abilities, appropriate observational skills,
Differences	Marian University	Education	Education	EDU230	Classroom	0Catalog.pdf	adaptation of curriculum, instruction, and assessment, and legal requirements. (SEM)
	·						Explores the types of exceptional students and how to help them learn (learning disabled, mildly
					Introduction		handicapped, hearing impaired, etc.). Includes theories, practices, and teaching techniques for producing
Individual	Oakland City	School of			to Special		optimal growth. Explores public policy, mainstreaming, inclusion, early intervention, and individual
Differences	University	Education	Education	SPED101	Education	http://www.oak.edu/academics/index.php	education plans. (Same as PSY 205.)
							Provides an overview of mild disabilities, including mental retardation, learning disabilities, emotional
							and behavioral disorders, attention deficit hyperactivity disorder, communication disorders, visual
					_	_ =	impairments, traumatic brain injury, physical disabilities, autism, and other health impairments. Major
Individual	St. Mary of the Woods				Mild		topics include definitions, characteristics, causes, prevalence, evaluation, and service delivery. Winter,
Differences	College	Education	Education	ED241	Disabilities	talog_2008-2010.pdf	every year.
					Methods/Diag		
					nostic		
					Procedures		
					with		Provides an in-depth study of methodologies and diagnostic tools used with children who have
	C. M. C.I. W. I				Developmenta		developmental disabilities. Emphasizes observation, evaluation and development of individual programs.
Individual	St. Mary of the Woods	F1	F1 .:	EDALC	lly Disabled		Focuses on concept of including all children in programs and using developmentally appropriate
Differences	College	Education	Education	ED246	Children	talog_2008-2010.pdf	practices. Winter, every year. Prerequisite: ED 240. Provides an overview of mild disabilities with a focus on mental retardation, learning disabilities, and
					Introduction	http://www.cmwa.adu/aaadamiaa/aaadamia.a	emotional/behavioral disorders. Major topics include definitions, characteristics, causes, prevalence,
Individual	St. Mary of the Woods				Introduction to Mild	ffairs/documents/Undergraduate College Ca	assessment/evaluation and service delivery. Requires admission to the Accelerated Elementary or Middle
Differences	College	Education	Education	ED255	Disabilities	talog 2008-2010.pdf	School/High School Exceptional Needs: Mild Intervention Program / Transition to Teaching.
Differences	College	Education	Education	ED233	Disabilities	talog_2008-2010.pdf	A study of exceptional children and programs in K-12 educational settings. Areas of study are program
							design, identification processes, curriculum development, inclusion, mainstreaming and program
					Exceptional		evaluation. Special education areas of concentration include learning disabilities, visual/hearing
Individual					Children in	http://www.trine.edu/academics/course catal	impaired, physically handicapped, emotionally handicapped, and mentally handicapped. (Gifted area of
Differences	Trine University	Education	Education	EDU312	the Schools	og/images/Course_Catalog2010-2012.pdf	concentration includes academic.) Field experience.
Differences	Time Oniversity	Education	Education	EDUSIE	the Behoois	og/images/course_catalog2010 2012.par	An overview of exceptionality and special education, including definitions, basic legal requirements, and
							the history and development of the field. Also examines etiology, characteristics, and educational
							interventions as they relate to following categories of special education: behavior disorders,
		College of			Introduction		communication disorders, health impairments, learning disabilities, mental retardation, orthopedic
Individual	University of	Education and			to Special	http://www.evansville.edu/docs/CourseCatal	disorders, and visual impairments. Finally, addresses current issues such as inclusion, early childhood
Differences	Evansville	Health Science	Education	EDUC201	Education	og2009-2011.pdf	programming, transition, assessment, and multiculturalism.
				1	Teaching	•	Examines perspectives on mental retardation history, definition, assessment, causes, and prevention. Also
		College of			Students with		focuses on characteristics of individuals who have different levels of retardation and topics related to
Individual	University of	Education and			Mild Mental	http://www.evansville.edu/docs/CourseCatal	educational services, family concerns, individual and legal rights, institutional and community learning,
Differences	Evansville	Health Science	Education	EDUC204	Retardation	og2009-2011.pdf	and current issues.

	1	<u> </u>	1	1	1	1	Historical perspectives, definitions, theories, medical aspects, characteristics, and service delivery
							models are approached. Gives the student a broad scope of the field: the problem of defining learning
					Teaching		disabilities, the diverse characteristics of learning disabilities, manifestations at different ages and stages
		College of			Students with		of life, the prevalence of learning disabled in schools, and the multidisciplinary nature of the field.
Individual	University of	Education and			Learning	http://www.evansville.edu/docs/CourseCatal	Assessment and clinical teaching are explored as interrelated parts of a continuous process that involves
Differences	Evansville	Health Science	Education	EDUC206	Disabilities	og2009-2011.pdf	trying to understand students and help them learn.
Differences	Evansvine	Treatur Science	Education	EDUCZOO	Disabilities	0g2009-2011.pui	Introduction to educational services for children who are included in the exceptional children categories
							of mildly mentally handicapped and learning disabled. A brief overview of educational services for
					Introduction		students in low incidence categories of physical and health impairment, visual impairment, hearing
					to Special		impairment and communication disorders, mental retardation, and seriously emotionally handicapped.
		College of			Education and		Other areas covered are etiological, psychological, andsociological factors related to each disability
Individual	University of	Education and			Mild	http://www.evansville.edu/docs/CourseCatal	category. Emphasis on elements of coordinated programming between special and regular education
Differences	Evansville	Health Science	Education	EDUC210	Disabilities	og2009-2011.pdf	
Billerences	Evansvine	Treatin Science	Education	LDCC210	Disabilities	0g2007 2011.pui	personnel that are required to effectively educate special needs learners. Introduces prevalence, etiology, and definitions of severe and/or multiple disabilities. Students learn to
					Teaching		design education programs and develop community service programs to supplement family support.
					Students with		Ethical issues (e.g., genetic screenings, abortion, withholding of medical treatment) are explored.
		College of			Severe and/or		Additional issues include assistive technology, functional skills, and vocational skills. Finally, the idea of
Individual	University of	Education and			Multiple	http://www.evansville.edu/docs/CourseCatal	inclusion and the transition of students with severe disabilities from school to community life are
Differences	Evansville	Health Science	Education	EDUC308	Disabilities	og2009-2011.pdf	discussed.
							Presents models and introduction to the characteristics, history, and identification of students with mild
							disabilities. Particular attention is devoted to understanding disability as a social construct, the impact of
							labels on children and families, and the concepts of cultural competence and normalization. Strategies of
					Introduction		working collaboratively with other professionals and families to optimize the outcomes of the child in the
					to Learners		inclusive classroom and community are stressed. Course applies toward a special education license in
Individual	University of	School of	Teacher		with Mild	http://registrar.uindy.edu/academic_catalog/p	mild interventions. A field experience is required. Prerequisite: Must be enrolled in or have completed
Differences	Indianapolis	Education	Education	EDUC272	Disabilities	df/course_descriptions.pdf	EDUC-203/204.
	•						Provides a general introduction to the characteristics, history, and identification of students with mild
							disabilities. Students use case studies to assess student needs, plan differentiated instruction, and design
					Special Needs		behavior intervention plans. The course examines models of coteaching, strategies for working
					in the		collaboratively with professionals and families, and applications of assistive technology to accommodate
Individual	University of	School of	Teacher		Secondary	http://registrar.uindy.edu/academic_catalog/p	needs of diverse learners. Course required for secondary and all-grade licensure. Register concurrently
Differences	Indianapolis	Education	Education	EDUC371	Classroom	df/course_descriptions.pdf	with EDUC-360 and EDUC-365.Prerequisite: Admission to Teacher Education Program.
							Provides models of effective instruction for students with diverse learning needs who are educated in the
							general education classroom. An emphasis is placed on promoting culturally responsive teaching and
							strategies to differentiate and adapt instruction to accommodate exceptional learners. Curriculum that
							promotes the academic, social, and behavioral competence of students is demonstrated in addition to data-
					L		based instructional systems such as curriculum-based measurement. Applications of assistive technology
					Teaching		to support learners are emphasized. Course required for an elementary and special education license in
					Learners with		mild interventions. Register concurrently with EDUC-373. Prerequisite: Admission to Teacher Education
Individual	University of	School of	Teacher		Mild	http://registrar.uindy.edu/academic_catalog/p	Program (elementary majors). EDUC-272 with a grade of C or higher or consent of the instructor. (Note:
Differences	Indianapolis	Education	Education	EDUC372	Disabilities	df/course_descriptions.pdf	The second requirement pertains only to candidates seeking Mild Intervention License.)
				1			This course explores important issues regarding disabilities in contemporary society. The history of
							treatment of people with disabilities will be explored with an emphasis on the implications of this history
				1	B. 1993		in current programs and services. Special emphasis will be placed on a critical analysis of the
		College of			Disabilities in	,	assumptions that support contemporary thinking about disabilities and the service delivery systems based
Individual	University of	Education and			Contemporary	http://www.usi.edu/socialwork/courses200.as	on these assumptions. The range of disabilities addressed will include developmental, adventitious,
Differences	Southern Indiana	Human Services	Social Work	JSWK238	Society	p	hidden, and visible. Open to all students.

	1		<u> </u>	ı	1		This course defines and examines the nature and needs of exceptional children. Teaching methods that
							address each area of exceptionality and the effectiveness of these techniques will be discussed. The role
		College of			Introduction		of teachers, parents, and other relevant personnel will be investigated in relation to current practices
Individual	University of	Education and				http://www.usi.edu/educ/teach/courses.asp#1	which include individual education program (IEP), mainstreaming, inclusion, least restrictive
Differences	Southern Indiana	Human Services	Education	EDUC306	Needs	99	environment(LRE).
							This course is designed to assist athletic training students with the recognition, evaluation, care and
Individual					Rec. of Gen.		proper referral of general medical conditions that affect the physically active. The course provides
Differences, Assures			Health/Phys		Med.		students with hands-on opportunities in the evaluation of heart, lung, and bowel sounds as well as the use
a Safe and Healthy			Ed/Recreatio		Conditions &		of the otoscope, ophthalmoscope, and other diagnostic instruments commonly used by athletic trainers.
Environment	Franklin College		n	ATR245	Disabilities	http://www.franklincollege.edu/catalog	Prerequisite: admission to the ATEP. Fall.
Individual							·
Differences,					Psychology of		Explores the types of exceptional students and how to help them (learning disabled, mildly disabled,
Knowledge of					the		hearing impaired, etc.) Includes theories, practices, and teaching techniques for producing optimal
Child/Youth	Oakland City	School of Arts and			Exceptional		growth. Explores public policy, mainstreaming, inclusion, early intervention, and individual education
Development	University	Sciences	Psychology	PSY205	Learner	http://www.oak.edu/academics/index.php	plans. (Same as SPED 101.)
Individual					Human		
Differences,					Development		
Knowledge of					and		Aspects of human development are explored emphasizing recognized theorists with particular reference
Child/Youth					Exceptional		to diverse populations, technological applications, and positive professional dispositions. Includes
Development	St. Joseph College	Social Sciences	Education	EDC111	Needs	www.saintjoe.edu	Professional Field Experience. Fee
					Special		
Individual					Education		Explores educational assessment practices for students with mild disabilities. Course will familiarize
Differences,					Assessment		students in the administration and interpretation of formal and informal educational assessment
observation and		College of				http://www.anderson.edu/registrar/catalog10	instruments used for instructional decision-making and placement of students with special educational
assessment	Anderson University	Education	Education School of	SPED3120	Teachers	12.pdf	needs. Grade of C or better required. Admission to the teacher preparation program required.
			Physical				
Individual			Education,		Assessment	http://www.bou.odu/wab/ootalog/undargrodus	Focus on establishing appropriate service for students with disabilities in physical education or physical
Differences,		College of Applied	Sport and		for Adapted	te/programs/Programs02/ped02 cast.html#P	activity through the assessment process. Administration of motor and fitness tests, programming, and
observation and		Science and				HYSICAL%20EDUCATION:%20FITNESS	assessment reports will occur. Physical education majors must meet Decision Point 2 requirements.
	Dall Ctata Hairranaitre		Exercise	PEP327	Physical		
assessment methods Individual	Ball State University	Technology	Science	PEP327	Education	/WELLNESS%20(PEFWL)	Students are required to participate in field experiences.
Differences,						https://wa-	
Observation and					Assessment in	secure.indwes.edu/WebAdvisor/WebAdvisor	Develops competency in formal and informal assessment. Emphasizes the educational implications of
Assessment	Indiana Wesleyan	College of Arts and	Teacher		Special	?TOKENIDX=8507274391&SS=33&APP=	obtained results in programming for learners with disabilities. Stresses practicum experiences specific to
Methods	University	Sciences	Education	EDS350	Education	ST	the student's course of study.
Individual	Chiveisity	Belefices	Education	ED5550	Assessment		ine student's course of study.
Differences,					and		
Observation and					Implementatio		
Assessment					ns of Mild	http://www.manchester.edu/catalog/majormi	Informal and formal testing, individual educational programs, classroom management and organization
Methods	Manchester College		Education	350	Interventions	nor.htm	to meet the educational needs of learners. Prerequisites: EDUC 206, 263. Spring.
Individual							
Differences,					Assessment of	http://www.marian.edu/Registrar/Documents	Prerequisite: 130. This course examines the causes and types of learning problems found in children with
Observation and					Children with	/2009-	exceptional needs. Students learn how the teacher can assess children with learning problems. Formal
	1	1	1	I	In	110/2004 : 0/2011 : :/ 0/2007 0/2	
Assessment		School of			Exceptional	11%20Marian%20University%20Course%2	psychological evaluation tools are examined, and the value of the information to the classroom teacher is

					1		Presents various models of formal and informal assessment to discern the needs of students with diverse
							learning profiles. The linking of assessment and intervention to promote optimal outcomes for students is
							emphasized. Students learn to administer, evaluate, and interpret various tests, rating scales, and
					Assessment		classroom based assessments to determine appropriate instructional strategies. Assessment procedures by
Individual					and		other service providers such as occupational therapists are observed. Curriculum-based assessment and
Differences,					Instruction of		measurement are used as an operational model to inform teaching and learning. Assistive technology
Observation and					Learners with		applications are explored to support assessment and instruction. Course required for an elementary and
Assessment	University of	School of	Teacher		Mild	http://registrar.uindy.edu/academic catalog/p	special education license in mild interventions. Register concurrently with EDUC-375. Prerequisites:
	,			EDUC274			, , , , , , , , , , , , , , , , , , , ,
Methods Individual	Indianapolis	Education	Education	EDUC374	Disabilities Developmenta	df/course_descriptions.pdf	EDUC-372 with a grade of C or higher and Admission to the Teacher Education Program.
Differences,			Health and		1 Differences		A study of the developmental disabilities of school age children and the motor development patterns of
Planning for		School of	Physical		in Physical	http://www.bethelcollege.edu/academics/cata	the various handicapping conditions. Includes an introduction to Public Law 94-142 and mainstreaming
Physical Learning	Bethel College	Education	Education	PHED351	Education	log/descriptions undergrad.pdf	as it affects the teaching of developmentally delayed students in physical education classes.
Individual	Dether Conege	Education	Education	THEDSST	The Adapted	log/descriptions_undergrad.pdr	as it affects the teaching of developmentarry delayed students in physical education classes.
Differences,			Physical		Program in		Study of activities suitable for students in adapted programs; knowledge of current special education
Planning for		School of	Education		Physical	http://www.butler.edu/registrar/classes/cours	laws and guidelines; assessment of basic locomotor and activity skills; information on different
Physical Learning	Butler University	Education	and Health	P325	Education	es	disabilities; observation of local facilities with special education students.
1 Hysical Ecalining	Butter Chryersity	Eddediton	una manti	1323	Education		Includes a historical perspective; legislative mandates; non-categorical approach; inclusion; categorical
					Motor		approach: mental retardation, learning disabilities, emotional disorders, deafness and hearing impairment,
Individual					Development		visual impairment, neurological and muscular disabilities, physical deviations and other disabling
Differences,					and Adapted		conditions; behavior management; the educational team; and administration of the program. Field trips to
Planning for		College of Liberal			Physical		local educational or rehabilitation settings. May be taken for one credit by participation in additional
Physical Learning	DePauw University	Arts	Kinesiology	KINS250	Education	http://www.depauw.edu/catalog/section3.asp	field experiences and correlating course work. Not open to students with credit in EDUC 250.
,	Ţ	Division of					
Individual		Education,					
Differences,		Kinesiology and			Adapted		Physical education methods with the atypical child. An overview of the characteristics of handicapped
Planning for		Recreation	Physical		Physical	http://www.huntington.edu/registrar/catalog/	students, the educational implications and teaching techniques for an integrated physical education
Physical Learning	Huntington University	Management	Education	PE361	Education	2009/HU-Catalog-2009-11.pdf	program.
Individual							
Differences,					Adaptive		General introduction to the history and characteristics of various handicaps, types of programs,
Planning for	Oakland City	School of Arts and	Physical		Physical		organization and administrative techniques, teaching theories, and evaluation criteria. Various adaptive
Physical Learning	University	Sciences	Education	PE301	Education	http://www.oak.edu/academics/index.php	activities are studied, demonstrated, and practiced in a laboratory setting.
Individual					Activity		
Differences,		College of			Modification		A study of dysfunctions and characteristics of people with atypical performances. Basic concepts and
Planning for	University of	Education and	Physical		for Special	1 *	techniques of modifying physical activity for people with special needs. Prerequisite: PED 200 level
Physical Learning	Southern Indiana	Human Services	Education	PED392	Populations	p.asp#activity_courses	classes.
Knowledge of Child							Examines the growth and transformation of basic psychological processes from prenatal development
and Adolescent		School of Natural				http://www.hanover.edu/academics/programs	through adolescence. Considers inborn mechanisms, physiological growth, cognitive and emotional
Development	Hanover College	Sciences	Psychology	Psy244	Adolescence	/	growth, social development, personality and moral development. Prerequisite: 111.
			1				This course is an introduction to the science of brain-behavior relationships. Topics will include the
							structure and functions of the nervous system, including mechanisms of sensory processing and motor
W 1.1 COLUM			1				control, sleep, sexual behavior, emotion, mental disorders, language, and learning and memory. In
Knowledge of Child		0.1 1 04 4	D. 1		D	1,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	addition, the course covers psychotropic medications, disorders, and symptomatology associated with
and Youth Development	Grace College	School of Arts and Sciences	Behavioral Sciences	BHS400	Brain and Behavior	http://www.grace.edu/academics/registrar/09- 10 catalog.php	various neurochemical disorders, psychological disorders, and addictions. Prerequisite: PSY100 or SOC100. Three hours.

Knowledge of Child							A psychological study covering the life span from early childhood to the adult stage with emphasis on the
and Youth		School of Arts and	Behavioral		Adolescent	http://www.grace.edu/academics/registrar/09-	pre-adolescent and adolescent period. This course stresses practical applications for working with the
Development	Grace College	Sciences	Sciences	PSY234	Development	10 catalog.php	adolescent in family, educational, and counseling settings. Three hours.
	arare contige				p		A study of the basic principles and theories of human development with special emphasis given to the
							determinants of the human life span from the beginning of life through infancy, childhood, adolescence
Knowledge of Child							and adulthood to death and dying. Emphasis is placed on the transitional life processes as they occur at
and Youth		School of Arts and	Behavioral		Life Span	http://www.grace.edu/academics/registrar/09-	each stage, and attention is given to physical, intellectual, social and personality development in each
Development	Grace College	Sciences	Sciences	PSY288	Development	10_catalog.php	stage of the life span. Prerequisite: PSY110. Three hours.
Knowledge of Child	Ü	Division of			Child and	_ 011	This course focuses on development from conception through adolescence. Physical, cognitive,
and Youth		Business and			Adolescent	http://www.huntington.edu/registrar/catalog/	psychosocial and moral development during this period are covered. Special emphasis is placed on the
Development	Huntington University	Social Sciences	Psychology	PY211	Development	2009/HU-Catalog-2009-11.pdf	dynamics of parent-child interaction and practical methods of enhancing the healthy growth of children.
						-	This course focuses on the basic processes of cognitive, moral and psychosocial development from
Knowledge of Child		Division of					conception through death. Attention is given to both theories and research regarding the stages and
and Youth		Business and			Human	http://www.huntington.edu/registrar/catalog/	transitions encountered by persons over the lifespan. Does not count in the psychology major or the
Development	Huntington University	Social Sciences	Psychology	PY230	Development	2009/HU-Catalog-2009-11.pdf	psychology minor.
		Division of					
		History, Behavioral					Developmental approach to the study and application of psychological concepts to the educational
Knowledge of Child		Sciences,					process as related to child and adolescent growth, learning theory, teaching effectiveness, individual
and Youth		Education and		ED250/PSY25	Educational	http://www.ancilla.edu/academics/course-	difference, measurement and research, and classroom management. Prerequisite: PSY 115, with a grade
Development	Ancilla College	Business	Psychology	0	Psychology	descriptions.htm	of "C" or better.
		Division of					
		History, Behavioral					A study of the physical, cognitive, emotional, social and moral development from the prenatal period to
Knowledge of Child		Sciences,			Human		death. Critical issues are explored which relate to education, learning theories, measurement of individual
and Youth		Education and		ED256/PSY25		http://www.ancilla.edu/academics/course-	differences, and critical periods throughout the life span. Prerequisite: PSY 115, with a grade of "C" or
Development	Ancilla College	Business	Psychology	6	Development	descriptions.htm	better.
Knowledge of Child							
and Youth					Child	http://www.manchester.edu/catalog/majormi	A study of the physiological, intellectual, sociological and psychological factors influencing the child
Development	Manchester College		Education	223	Development	<u>nor.htm</u>	from the time of conception to puberty. Field experience is required. Prerequisite: ENG 111. Spring.
Knowledge of Child					Junior		A study of the growth and development of students in grades 5-9 and the characteristics of a junior
and Youth					High/Middle	http://www.manchester.edu/catalog/majormi	high/middle school program that meets their needs. Must be taken the fall semester immediately prior to
Development	Manchester College		Education	348	School	<u>nor.htm</u>	student teaching. Field experience is required. Prerequisite: EDUC 230. Fall
W 1 1 001711							A study of the progressive change in movement behavior throughout life from infancy through older
Knowledge of Child			Exercise and		3.6		adulthood. Emphasis is placed upon developing the ability to identify the stages in a variety of motor
and Youth			Sport		Motor	http://www.manchester.edu/catalog/majormi	skills. Attention will also be given to the study of physical growth patterns and biological maturity and
Development	Manchester College		Sciences	145	Development	nor.htm	the relationship of each to motor performance. Fall
							This course focuses on the study and application of theory, practice, and research in child and adolescent
Vacando do COL'III					Child out 1		psychology. Emphasis is placed on the interaction of physical, cognitive, and social aspects of
Knowledge of Child					Child and	1.44//	development from conception through adolescence. In addition to three hours of lecture meetings per
and Youth	Manual and C 11		Daniel 1	222	Adolescent	http://www.manchester.edu/catalog/majormi	week, all students will participate in a field experience that provides hands-on exposure to course
Development	Manchester College		Psychology	220	Psychology	<u>nor.htm</u>	content. Prerequisite: PSYC 110. Spring.
Knowledge of Child		Cahaal afg. ::-1	Commit		Child	1. ttm. //	
and Youth	Montin IIni:	School of Social	Community	ECE205	Child	http://www.martin.edu/downloads/martin_cat	Charling the development of children from informating
Development Vnowledge of Child	Martin University	Science	Services	ECE205	Development	alog.pdf	Studies the development of children from infancy through adolescence
Knowledge of Child		Cahaal af Caaisl			I ifaaman	http://www.montin.odu/downloods/ti	
and Youth	Mandin III.: 1	School of Social	Daniel 1	D212	Lifespan	http://www.martin.edu/downloads/martin_cat	Condition that development of an arrange from high and development
Development	Martin University	Science	Psychology	Psy212	Development	alog.pdf	Studies the developmental process from birth to death.

				1			AED 202 provides a context for understanding and addressing teaching and learning issues encountered
Knowledge of Child							in the classroom. Students are introduced to the major benchmarks of children's social, emotional,
and Youth	University of Phoenix-				Child	http://www.phoenix.edu/programs/continuin	cognitive, and language development, as well as the notion of multiple intelligences. As each of these
Development	Indianapolis	Education	Education	AED202	Development	g-education/individual-courses.html	topics is addressed, the instructional implications are also discussed.
					- C. Cooperation	8	This course presents students with empirical research findings and theoretical frameworks to foster an
							understanding of the various stages and dimensions of human development across the lifespan. Emphasis
Knowledge of Child							is placed on biological, cognitive, emotional, and social development in a timeframe extending from
and Youth	University of Phoenix-		Human		Lifespan	http://www.phoenix.edu/programs/continuin	prenatal development through the elder years and on toward eventual end of life and bereavement
Development	Indianapolis	Social Sciences	Services	BSHS342	Development	g-education/individual-courses.html	processes.
					_ c.cop	8	This course is a study of the development of the individual from conception through adulthood. Theories
Knowledge of Child					Human		and factual content underlying current thinking and research are examined, as well as the processes and
and Youth	University of Phoenix-				Growth &	http://www.phoenix.edu/programs/continuin	influences affecting the developing person. The focus is on biological, social, emotional, and intellectual
Development	Indianapolis	Social Sciences	Psychology	PSY280	Development	g-education/individual-courses.html	aspects across the lifespan, and individual application is emphasized.
1	1		, ,,		·		This course focuses on a historical view of human development leading to the current life span approach
							to form an understanding of the developing individual, and it explores influences on human
Knowledge of Child					Lifespan		development, ranging from individual models to cross-cultural groups. Emphasis is given to personality,
and Youth	University of Phoenix-				Human	http://www.phoenix.edu/programs/continuin	social, intellectual, and physical development, and the major theories used to describe how people
Development	Indianapolis	Social Sciences	Psychology	PSY375	Development	g-education/individual-courses.html	change throughout their life span
							An introduction to the study of psychological growth and development of the individual from a lifespan
Knowledge of							approach. Child and adolescent development will be emphasized. An holistic approach to physical,
Child/Youth		College of Science			Developmenta	http://www.anderson.edu/registrar/catalog10	cognitive, affective and personality development, parenting, and stages of grief and dying is used.
Development	Anderson University	and Humanities	Psychology	PSYC2510	1 Psychology	12.pdf	Theorists considered may include Piaget, Erikson, Kohlberg, Mahler, and Kubler-Ross.
Knowledge of							An introduction to the scientific study of mental processes and behavior. Topics include history,
Child/Youth		College of Science			General	http://www.anderson.edu/registrar/catalog10	biological basis of behavior, sensation, perception, development, learning, memory, motivation, emotion,
Development	Anderson University	and Humanities	Psychology	PSYC2000	Psychology	12.pdf	social, abnormal, statistics, counseling, and therapy.
					The		
					Anthropology		
Knowledge of					of Physical	http://www.bsu.edu/web/catalog/undergradua	
Child/Youth		College of Science	Anthropolog		Growth and	te/programs/Programs02/anthro02_csh.html#	Children's physical growth and development; its regulation, variation, and assessment in different times
Development	Ball State University	and Humanities	y	ANTH306	Development	ANTHROPOLOGY%20(ANTH)	and places.
Knowledge of						1	Introductory course designed for students not majoring in science. Emphasizes human and social aspects
Child/Youth		College of Science			-		of biology: reproduction, development, genetic counseling, immunology, evolution, biodiversity,
Development	Ball State University	and Humanities	Biology	BIO100	Life Sciences	OLOGY%20(BIO)	ecology, and environmental concerns.
Knowledge of							
Child/Youth		College of Science			Developmenta	1 1	A survey of theory and research in perception, memory, learning, and cognition from an ontogenetic
Development	Ball State University	and Humanities	1 Science	PYSCH321	1 Psychology	te/programs/Programs02/psysc02_csh.html	perspective.
					Human	L	Focuses on human growth and development from the prenatal period through later adulthood. Biological,
Knowledge of							psychological, and social aspects of human behavior are discussed. The complex interaction between
Child/Youth		College of Science			the Social		
Development	Ball State University	and Humanities	Social Work	SOCWK330	Environment	CIOLOGY%20(SOC)	factors are highlighted. Emphasizes applying concepts and theories to assessment.
W 1 1 C						http://www.bsu.edu/web/catalog/undergradua	
Knowledge of					Human	te/programs/Programs02/edpsy02_tc.html#E	
Child/Youth	D Harris 1	m 1 1 0 11	Educational	EDDGMASS	Growth and	DUCATIONAL%20PSYCHOLOGY%20(E	Introduction to human development from birth through adolescence. Covers biological, cognitive, and
Development	Ball State University	Teacher's College	Psychology	EDPSY250	Development	DPSY)	social development, with application to life in the family, school, community, and broader social context.

		1	1	1	Human	1	
					Growth and	http://www.bsu.edu/web/catalog/undergradua	
Knowledge of					Development	1 0 0	Introduction to human development from birth through adolescence, emphasizing the preadolescent and
Child/Youth			Educational		for Secondary	DUCATIONAL%20PSYCHOLOGY%20(E	adolescent periods. Covers biological, cognitive, and social development as they apply to the middle
Development	Ball State University	Teacher's College	Psychology	EDPSY251	Education	DPSY)	school and high school settings.
Beveropment	Buil Built Chilversity	Teacher's conege	1 by chorogy	25151201	Human		Series and ingli series series
					Growth and	http://www.bsu.edu/web/catalog/undergradua	
Knowledge of					Development		Introduction to human development from birth through adolescence, emphasizing the preschool and
Child/Youth			Educational		for	1	middle childhood periods. Covers biological, cognitive, and social development as they apply to the
Development	Ball State University	Teacher's College	Psychology	EDPSY260	Elementary	DPSY)	preschool and elementary school settings.
					Human	,	
1					Growth and	http://www.bsu.edu/web/catalog/undergradua	!
Knowledge of					Development	te/programs/Programs02/edpsy02_tc.html#E	
Child/Youth			Educational		Across the	DUCATIONAL%20PSYCHOLOGY%20(E	This course will be an introductory course of research and developmental theory using a lifespan
Development	Ball State University	Teacher's College	Psychology	EDPSY270	Lifespan	DPSY)	perspective.
	,		, <u> </u>		•	http://www.bsu.edu/web/catalog/undergradua	
Knowledge of						te/programs/Programs02/edpsy02_tc.html#E	An upper-level study of adolescent development. Covers the biological, cognitive, and social
Child/Youth			Educational		Adolescence	DUCATIONAL%20PSYCHOLOGY%20(E	developmental processes from the beginning of puberty through the transition into early adulthood,
Development	Ball State University	Teacher's College	Psychology	EDPSY351	Psychology	DPSY)	emphasizing current research in adolescent development.
						http://www.bsu.edu/web/catalog/undergradua	
Knowledge of							Study of the psychological principles underlying teaching, learning, thinking, behavior, and motivation.
Child/Youth			Educational		Educational	DUCATIONAL%20PSYCHOLOGY%20(E	Content will cover the theories, research, and assessment of these concepts and their application in the
Development	Ball State University	Teacher's College	Psychology	EDPSY390	Psychology	DPSY)	school setting.
							A study of the basic principles and theories of human development with special emphasis given to the
							determinants of the human life span from the beginning of life through infancy, childhood, adolescence
Knowledge of		School of Business					and adulthood to death and dying. Emphasis is placed on the transitional life processes as they occur at
Child/Youth		and Social			Lifespan	http://www.bethelcollege.edu/academics/cata	each stage, and attention is given to physical, intellectual, social and personality development in each
Development	Bethel College	Sciences	Psychology	PSYC288	Development	log/descriptions_undergrad.pdf	stage of the life span.
							This course covers the physical, social, emotional and cognitive development of school-age children and
							adolescents, focusing on ages 3 to 18. Developmental issues such as language, identity, achievement,
							gender, sexuality, career formation, relationships with parents, family and peers, and age-specific
Knowledge of		School of Business			School age		problems are studied. Special attention is given to developmental theories and their application to the
Child/Youth		and Social			Growth and	_ =	educational setting and the role of the educator in the developmental process. Some discussion of
Development	Bethel College	Sciences	Psychology	PSYC287	Development	log/descriptions_undergrad.pdf	prenatal and infant development and its impact on school-age children will also be included.
Knowledge of		School of Business			Adolescent		A study of the development of the adolescent and the young adult. Special attention will be given to
Child/Youth		and Social			Growth and		physiological changes, intellectual development, the search for identity, relationships with parents,
Development	Bethel College	Sciences	Psychology	PSYC285	Development	log/descriptions_undergrad.pdf	relationships with peers, problems of adolescence, career development and choosing a personal lifestyle.
Knowledge of		School of Business			Child Growth		The physical, social, emotional and cognitive development of the child from conception to adolescence is
Child/Youth		and Social			and		examined. Special attention is given to techniques of managing behavior and to the role of the educator
Development	Bethel College	Sciences	Psychology	PSYC284	Development	log/descriptions_undergrad.pdf	in the development process.
Knowledge of							Behavioral, cognitive and developmental principles and theories of human psychological development.
Child/Youth		School of Liberal			Life Span		Special emphasis is placed on the development of intellectual, emotional, perceptual, linguistic and social
Development	Butler University	Arts	Psychology	PS320	Development	es	behavior.
Knowledge of							This course surveys the physical, emotional, social, moral, and mental development of children from
Child/Youth	Calumet College of				Educational	1 -	infancy to adolescence. Psychological factors that focus on and influence instruction, learning,
Development	St. Joseph		Education	EDU300	Psychology	alogs.html	management, assessment and motivation are examined.

							This course examines major theories and findings concerning human development from birth through the
Knowledge of							elementary years and the implications of these for the professional educator. Topics include physical
Child/Youth	Calumet College of				Child	http://www.ccsj.edu/academics/resources/cat	development, intelligence, perception, language, socio-emotional development, gender role development,
Development	St. Joseph		Education	EDU313	Development	alogs.html	moral development, and developmental issues relating to education. Field experience required
Beveropment	St. voseph		Buaranon	220010	Ветегоричн	l l l l l l l l l l l l l l l l l l l	This course examines the characteristics of growth in adolescents including physical, psychological,
Knowledge of							social, cognitive, emotional, and moral development with particular reference to relevance for the
Child/Youth	Calumet College of				Adolescent	http://www.ccsj.edu/academics/resources/cat	professional educator. Contemporary issues include drug and alcohol abuse, sexuality, and delinquent
Development	St. Joseph		Education	EDU314	Development	alogs.html	behavior. Field experience required.
Knowledge of	эс. зозерп		Natural and	LDC314	Development	alogs.htm	ochavior, i leid experience required.
Child/Youth	Calumet College of		Social		Develonmenta	http://www.ccsj.edu/academics/resources/cat	This survey course explores various factors that influence behavior throughout the life cycle from
Development	St. Joseph		Sciences	PSYC340	1 Psychology	alogs.html	prenatal issues to death.
Knowledge of	St. Joseph		Natural and	1310340	1 F Sychology	alogs.hum	prenatal issues to death.
Child/Youth	Calumet College of		Social		Davish alogy of	http://www.ccsj.edu/academics/resources/cat	This course serves as a study of the nature of adolescents with special reference to their physical, mental,
	1			PSYC342	Adolescence	alogs.html	
Development	St. Joseph		Sciences	PS1C342	Adolescence	alogs.numi	emotional, social, moral and religious problems and development. (includes field experience) Provides students with an understanding of the principles of psychology as
							they apply to P-12+ education. Projects and discussions focus on the application of such topics as: human
V					D1		* ** * * * * * * * * * * * * * * * * * *
Knowledge of		C 11 CT 1 1	E1		Developmenta		development, learning theories, instructional theories, student differences, student motivation, and
Child/Youth		College of Liberal	Education	LEDITION A	1 Theories in		evaluation in educational settings. Field experience is required and students should register for lab time
Development	DePauw University	Arts	Studies	EDUC222	Education	http://www.depauw.edu/catalog/section3.asp	concurrently. May not be taken pass/fail. This course centers on the scientific study of biosocial, cognitive, and psychosocial development across
							the lifespan. The fundamental issues in the field of development will be introduced and a person-context
							perspective will be emphasized throughout the course. Developmental principles that extend beyond
Knowledge of							specific domains or periods of psychological development will be underscored. Specific topics include
Child/Youth		College of Liberal			Developmenta		the development of emotion, perception, gender, identity, cognition, language, psychopathology, and the
Development	DePauw University	Arts	Psychology	PSY290	1 Psychology	http://www.depauw.edu/catalog/section3.asp	brain. Prerequisite: PSY 100.
							Provides a general introduction to contemporary psychological theory and research of human
							development. Two weekly classes consist primarily of lecture with some opportunity for class discussion,
Knowledge of							and one class is devoted to small group discussion of course readings. Students form small research
Child/Youth					Human	http://www.earlham.edu/curriculumguide/psy	teams to undertake a psychological case study of a single child. Prerequisite: Sophomore standing or
Development	Earlham College		Psychology	PSYC238	Development	chology/courses.html	above.
Knowledge of					Research in		
Child/Youth					Developmenta	http://www.earlham.edu/curriculumguide/psy	Review of major research questions, methodologies and empirical findings in the area of developmental
Development	Earlham College		Psychology	PSYC352	1 Psychology	chology/courses.html	psychology. Recent topics include creativity and adolescent psychology. Prerequisite: PSYC 115 or 238.
Knowledge of					Applied		
Child/Youth					Developmenta	http://www.earlham.edu/curriculumguide/psy	Focuses upon the use of developmental theory and data to foster optimal development of persons through
Development	Earlham College		Psychology	PSYC372	1 Psychology	chology/courses.html	individual interventions and/or public programs and policies. Prerequisite: PSYC 238.
-					Social		Explores the emergence of adolescence as distinctive cultural styles reflecting both the changing needs
Knowledge of					Construction		and moral preoccupations of industrial societies. Special attention to key sites of adolescent social
Child/Youth			Sociology/A		of Adolescents	http://www.earlham.edu/curriculumguide/soc	practice and ritual and to how young people interpret and perform culturally amid conflicting aspirations,
Development	Earlham College		nthropology	SOAN353	and Youth	iology/courses.html	opportunities, meanings and expectations.
Knowledge of			11 - 187			C, and the	, , , , , , , , , , , , , , , , , , , ,
Child/Youth					Child		Survey of the physical, social, emotional, and intellectual development of the child from infancy to
Development	Franklin College		Psychology	PSY 222	Development	http://www.franklincollege.edu/catalog	adolescence. <i>Prerequisite: PSY 117 recommended</i> . Spring, odd academic years.
Knowledge of	1 minim conege		1 5 Chology	1.01.222	2 5 veropinent	map.,,	additional forms of the forms o
Child/Youth					Adolescent		Survey of the physical, mental social and emotional development of the adolescent. <i>Prerequisite: PSY</i>
Development	Franklin College		Psychology	PSY 221	Psychology	http://www.franklincollege.edu/catalog	117. Spring, even academic years.
Develophicit	1 Tankini Conege	1	1 Sychology	1 0 1 441	1 Sychology	mup.// www.mankimeonege.edu/catalog	117. Spring, even academic years.

	1	1	1		1	T	This course explores typical and atypical patterns in human growth and development from conception
							through adolescence. Students will examine theories and research in key areas such as learning,
							intelligence, and motivation which impact the ability of the teacher to design and implement integrated
					Child		curriculum in the classroom. Students will become aware of current societal issues, such as child abuse
					Development		and neglect, changing family structures, and multiculturalism, which influence the lives of children. A
Knowledge of					and		variety of instructional strategies will be utilized including group presentations, analysis of journal
Child/Youth					Educational		articles, and case analysis. <i>Taken concurrently with EDP 222. Prerequisites: 2.25 GPA (A=4.00)</i>
Development	Franklin College		Education	EDU 222	Psychology	http://www.franklincollege.edu/catalog	documented Praxis I scores and EDU 124. Fall, sophomore year.
Knowledge of	Frankiiii Conege		Education	EDU 222	Educational	http://www.frankfinconege.edu/catalog	A study of physical, cognitive, psychosocial, emotional, linguistic, moral and identity development birth
Child/Youth					Psychology:	http://www.goshan.adu/agadamigs/danartman	through adolescence. Includes developmental theories, influence of cultural and social factors on
	Cashan Callaga		Education	EDUC309		intp://www.gosnen.edu/academics/departmen	development and school influences on children and adolescents.
Development Knowledge of	Goshen College		Education	EDUC309	Secondary Educational	ts/	A study of physical, cognitive, psychosocial, emotional, linguistic, moral and identity development birth
Child/Youth						http://www.coshon.odu/ooodomioo/donontonon	through adolescence. Includes developmental theories, influence of cultural and social factors on
	C1 C - 11		F 4	EDUCATO	Psychology:	ts/	
Development	Goshen College		Education	EDUC310	Elementary	TS/	development and school influences on children and adolescents. A study of developmental processes across the life span. Physical, social and cognitive changes provide
							the basic organization for this course. A variety of developmental theories will be examined including
Knowledge of							Piaget, Vygotsky, Erickson, social learning and psychodynamic. Current research and an understanding
Child/Youth					Davialammanta	http://www.goshen.edu/academics/departmen	
	Cashan Callaga		Davide ala au	PSYC210		ts/	
Development V novelodge of	Goshen College		Psychology	PS1C210	1 Psychology	ts/	instructor.
Knowledge of Child/Youth					Human	http://www.coshon.odu/ooodomioo/donontonon	A study of the individual through the life cycle within the social environment. Focus on physical,
	C1 C - 11		C: -1 337:1-	COMMISSO			
Development	Goshen College		Social Work School of	SOW K221	Behavior	ts/	psychological, social, cultural and religious factors in the development of the self.
			Social and			https://wa-	
Knowledge of			Behavioral			secure.indwes.edu/WebAdvisor/WebAdvisor	
Child/Youth	Indiana Wesleyan	College of Arts and			Davidonmento	?TOKENIDX=8507274391&SS=33&APP=	
	1	1 -		PSY250	1 Psychology	ST ST ST ST ST ST ST ST	A study of human dayslamment and share one throughout the Life and
Development	University	Sciences	Businesses School of	PS 1 230	1 Psychology	51	A study of human development and changes throughout the lifecycle
			Social and			https://wa-	
Knowledge of			Behavioral		Adolescent	secure.indwes.edu/WebAdvisor/WebAdvisor	Emphasizes mental, physical, and personality development of the individual during the transitional years
Child/Youth	Indiana Wesleyan	College of Arts and	Sciences and		Growth and	?TOKENIDX=8507274391&SS=33&APP=	from childhood to maturity as it relates to the principles of the learning process and methods of
		Sciences	Businesses	PSY252		ST ST ST ST ST ST ST ST	measurement and evaluation. Prerequisite: PSY-150.
Development	University	Sciences	Busiliesses	FS1232	Development Observation	http://www.marian.edu/Registrar/Documents	measurement and evaluation, Frerequisite, FS1-130.
Knowledge of					and	/2009-	This course focuses on the variety of ways of observing, recording, and analyzing children's
Child/Youth		School of			Description of	11%20Marian%20University%20Course%2	development and behavior. Naturalistic observation is the primary area of study. The course requires
Development	Marian University	Education	Education	EDU174	the Child	0Catalog.pdf	students to work in a classroom one morning a week. (SEM)
Development	Ivialian Olliveisity	Laucanon	Luucation	LD01/4	anc Cilliu	http://www.marian.edu/Registrar/Documents	Prerequisite: Permission of appropriate program director. This course examines children's physical,
Knowledge of				1	1	/2009-	cognitive, language and literacy, social, emotional, and moral development. Children's self-concept,
Child/Youth		School of		1	Child	11%20Marian%20University%20Course%2	identity and motivation, and exceptionality are also addressed. Working with parents and issues of
Development	Marian University	Education	Education	EDU510	Development	0Catalog.pdf	diversity are also woven into the course.
Development	ivialian University	Education	Laucanon	LD0310	Development	http://www.marian.edu/Registrar/Documents	Major theories, developmental stages, and current research in the area of human development are
Knowledge of			History and		Human	/2009-	studied. Emphasis is placed on the genetic and environmental factors that influence the physical,
Child/Youth		School of Liberal	Social	1	Growth and	11%20Marian%20University%20Course%2	cognitive, and social development of individuals throughout the lifespan. This course partially satisfies
Development	Marian University	Arts	Sciences	PSY220		0Catalog.pdf	the general education requirement in the individual and social understanding category. (SEM)
Development	Ivialian Oniversity	ni is	BUILLINES	1 0 1 4 4 0	Development	ocatarog.pur	the general education requirement in the murvidual and social understanding category. (SEM)

		ı	1	1		I	Prerequisite: 101. This course is a study of developmental issues and experiences of adolescence viewed
						http://www.marian.edu/Registrar/Documents	from major theoretical perspectives. Adolescent development is studied as a dynamic interaction of
Knowledge of			History and			/2009-	physical, cognitive, and social/contextual factors. Topics include puberty, cognition, identity, sexuality,
Child/Youth		School of Liberal	Social		Psychology of	11%20Marian%20University%20Course%2	family and peers, values and beliefs, and problems of youth. Analytical homework assignments and an
Development	Marian University	Arts	Sciences	Psy365	Adolescence	0Catalog.pdf	integrative project are required. (SPR)
Bevelopment	iviarian Omversity	71113	Belefices	139303	radieseenee	o Catalog.pai	Integrative project are required. (61 fc)
							Stages of growth (physical, emotional, cognitive, social) and development of children from early
Knowledge of							childhood through early adolescent and young adulthood will be examined in detail. Candidates are
Child/Youth	Oakland City	School of			Developmenta		required to study the relationship of human growth and development as it relates to peer relationships and
Development	University	Education	Education	EDUC213		http://www.oak.edu/academics/index.php	pressure, learning and learning styles, drugs, gender, culture, and work. Field experiences are required.
					1 2) 232228)		The stages of growth (physical, emotional, cognitive, social) and development of children from early
							childhood through early adolescent and young adulthood will be examined in detail. Students will be
Knowledge of							required to study the relationship of human growth and development as it relates to peer relationships
Child/Youth	Oakland City	School of Arts and			Developmenta		and pressure, learning and learning styles, drugs, gender, culture, and work. Field experiences will be
Development	University	Sciences	Psychology	PSY213	1 Psychology	http://www.oak.edu/academics/index.php	required.
Knowledge of			, <u> </u>		, ,		This course explores the psychological effect of physical maturity on the interests and intellectual
Child/Youth	Oakland City	School of Arts and			Adolescent		development of the adolescent, considered in depth, including study of the recreational activities,
Development	University	Sciences	Psychology	PSY302	Psychology	http://www.oak.edu/academics/index.php	educational needs, and the social and emotional problems of the age group.
			<u> </u>		Life Span		A survey of human development over the total life span from conception to death is considered.
Knowledge of					Human		Emphasis is placed on psycho-social development, biological and sociocultural contexts, and methods for
Child/Youth	Oakland City	School of Arts and			Behavior and		studying human development. Theories that address developmental changes in cognition, behavior,
Development	University	Sciences	Psychology	PSY360	Development	http://www.oak.edu/academics/index.php	personality, social roles, and interpersonal relationships are explored.
							This course is designed to provide students with knowledge and practical experience that will enhance
							their effectiveness in understanding and analyzing development as it relates to reflexes, fundamental
							motor skills, non-locomotor movements, locomotor skills, manipulative skills, perceptual motor,
					Psychomotor		perception and action in development, sensory motor, cognition, and social and cultural constraints in
Knowledge of					Development		development. Students need to be exposed to theoretical foundations and applications describing
Child/Youth			Physical		and Motor		development, an understanding of development and skill analyses necessary when providing services to
Development	St. Joseph College	Natural Science	Education	PE321	Learning	www.saintjoe.edu	improve movement patterns and to recognize delays over a lifespan.
Knowledge of							This course will study human development from conception to death. The development of human
Child/Youth					Developmenta		intellectual, emotional, social and psychological processes will be considered as well as certain aspects of
Development	St. Joseph College	Social Sciences	Psychology	PSY123	1 Psychology	www.saintjoe.edu	physical development. Prerequisite: PSY 110.
Knowledge of					Child and		This course will focus on the development of children and adolescents and include such topics as
Child/Youth					Adolescent		physical growth and the development of cognitive, social, emotional and intellectual processes.
Development	St. Joseph College	Social Sciences	Psychology	PSY124	Development	www.saintjoe.edu	Prerequisite: PSY 110.
Knowledge of						http://www.smwc.edu/academics/academic_a	Introduces study of the life-span development—an exploration of the biological, social and psychological
Child/Youth	St. Mary of the Woods				Growth and	ffairs/documents/Undergraduate_College_Ca	changes that occur from the beginning of life to its end. Observation of children and adults is utilized.
Development	College	Education	Education	ED200	Development	talog_2008-2010.pdf	Winter, every year.
Knowledge of			1			http://www.smwc.edu/academics/academic_a	
Child/Youth	St. Mary of the Woods	Social Behavioral	1		Developmenta	ffairs/documents/Undergraduate_College_Ca	Studies human physical, cognitive, personality, emotional, social and moral development and change
Development	College	Science	Psychology	PS206	1 Psychology	talog_2008-2010.pdf	from conception to death. Winter, even years. Prerequisite: PS 111.
Knowledge of						http://www.smwc.edu/academics/academic_a	
Child/Youth	St. Mary of the Woods				Adolescent	9 = 9 =	Studies physical, emotional, intellectual and moral development during adolescence; adjustment to
Development	College	Science	Psychology	PS261	Psychology	talog_2008-2010.pdf	change; peer, adult and institutional influences, relationships and pressure. Winter, even years.

	1		1	1	1	T	Development impries possibility. The purpose of this course is to examine an of the possibilities of
							development, beginning with conception and ending with adolescence. A person develops within a
							family, culture, and time period, so we will examine the process of development as it occurs within
							particular contexts. Although we will focus primarily on children ages 0-12, we will consider processes
							of development from within a life-span perspective. You will have opportunities to consider your own
							and others' hypotheses about development and to review research supporting or contradicting these
							hypotheses. Finally, because the best way to learn about development is to spend time with children, you
Knowledge of		Psychology and					will also have the chance to observe and interact with children at the Early Childhood Development
Child/Youth		Communicative			Developmenta		Center. Requirements: 4 exams and 7 structured observation exercises and a final in-class presentation.
Development	St. Mary's	Disorders	Psychology	Psyc301	1 Psychology		Prerequisite: Psyc 156. 4 credits.
_							The irrespan developmental psychology course focuses on the basic sequences and processes of numan
							development from the prenatal period through death. We will study the major developmental theories
							used to explain and to describe developmental changes and explore the unique nature of the lifespan
							approach to studying developmental and explore the multidimensional and multi contextual nature of
							growth and change. We will emphasize the unique nature of the lifespan approach to studying
							development and examine continuities and discontinuities, the interaction of nature and nurture, and age
Knowledge of		Psychology and			T : C		related non-normative influences on development. Students with interests in psychology, physical and
Child/Youth		Communicative	L		Lifespan		occupational therapy, speech and communication disorders, nursing, and gerontology will have the
Development	St. Mary's	Disorders	Psychology	Psyc305	Development		opportunity to apply lifespan principles directly to examples within their chosen fields of interest.
							examining biological, cognitive, emotional, and social transitions associated with adolescent behavior
							and development. Throughout the course, students will be introduced to the science of adolescent
							psychology including research design, methods, analytical strategies, and common problems associated
							in conducting research with adolescents. Students will learn about the grand and emergent theories of
							adolescent development. Adolescent development, behavior, and adjustment will be considered across
							age, gender, context, and culture. And, the importance of adolescent development will be communicated
Knowledge of		Psychology and					through the study of adolescent psychosocial problems, risk and protective factors for adjustment, and
Child/Youth		Communicative			Adolescent		the association between adolescent research and public policy. Evaluation will be based on exams,
Development	St. Mary's	Disorders	Psychology	Psyc403	Psychology		presentations, writing assignments, and discussion. Prerequisite: Psyc 156. 3 credits.
					Educational		
					Psychology:H		This course will focus on the proviol issues focing the innion bigh/widdle and secondary school acc
					uman Growth and		This course will focus on the special issues facing the junior high/middle and secondary school-age youngster. Motivation, classroom management techniques and test design are included within the
Knowledge of					Development		framework of three approaches to adolescent psychology; behaviorism, cognitivism, and humanism.
Child/Youth					of the		Discussion of several leading theories of moral development, cultural differences, and multicultural
Development	St. Mary's	Education	Education	EDUC350	Adolescent		concepts will be covered. *Field experience.
Development	St. Mary S	Education	Education	EDUCSSU	Adolescent		This course deals with the subject matter of developmental psychology (cognitive, physical, and socio-
Knowledge of			1	1			emotional development) and also applies the subject matter to those actively working with children,
Child/Youth			1	1	Child	http://www.taylor.edu/academics/files/catalo	including parents, teachers, coaches, etc. Meets general education general social science requirement.
Development	Taylor University	Liberal Arts	Psychology	PSY240	Psychology	g/1011 catalog/LA 2010-2011.pdf	Does not count in psychology major.
Knowledge of			7 89		1		This course is designed to provide a general overview of the developmental process in humans from
Child/Youth					Lifespan	http://www.taylor.edu/academics/files/catalo	conception through death and dying. Included is attention to the physical, cognitive psychosocial and
Development	Taylor University	Liberal Arts	Psychology	PSY250	Development	g/1011_catalog/LA_2010-2011.pdf	spiritual developments. Meets general education general social science requirement.

		I	1	ı			This course deals with the problems of adolescent development and resulting issues, including peer
							pressure and conformity, adult-adolescent conflicts, cognitive changes, adjustments to physical changes,
							struggles with identity, etc. Contemporary issues, including drug and alcohol use, eating disorders, and
Knowledge of							teen sexuality are also discussed. The focus is on a practical application of research literature with an
Child/Youth					Adolescent	http://www.taylor.edu/academics/files/catalo	integration of biblical principles. Meets general education general social science requirement. Offered
Development	Taylor University	Liberal Arts	Psychology	PSY340	Psychology	g/1011 catalog/LA 2010-2011.pdf	spring semester.
r	.,					<u> </u>	This course surveys the characteristics of growth and development of children through adolescence,
							including physical, psychological, social, cognitive, and emotional aspects. School-related contemporary
Knowledge of					Child and		issues such as child abuse, drug and alcohol use, peer pressure, and teenage sexuality are discussed.
Child/Youth					Adolescent	http://www.taylor.edu/academics/files/catalo	Meets general education general social science requirement. Does not count in psychology major.
Development	Taylor University	Liberal Arts	Psychology	PSY350	Psychology	g/1011 catalog/LA 2010-2011.pdf	Offered fall semester.
1			, ,,		Educational		
					Psychology		A study of the application of basic psychological principles to classroom instruction and the school
Knowledge of					for Middle		environment at the middle and high school levels. Motivation, principles of learning, crucial issues and
Child/Youth					and Secondary	http://www.trine.edu/academics/course_catal	alternative learning environments are explored. All developmental domains of the early adolescent
Development	Trine University	Education	Education	EDU232	Teachers	og/images/Course Catalog2010-2012.pdf	through young adult are examined. Field experience.
Knowledge of					Child and		An investigation into the development stages within the life of a human being, from birth through
Child/Youth					Adolescent	http://www.trine.edu/academics/course_catal	adolescence, with emphasis on the origin of personality and factors related to intellectual growth.
Development	Trine University	Arts and Sciences	Psychology	PSY353	Psychology	og/images/Course_Catalog2010-2012.pdf	Prerequisite: PSY 113
Knowledge of					Child and	http://www.trine.edu/academics/adult_studen	An investigation into the development stages within the life of a human being, from birth through
Child/Youth	Trine University-Fort				Adolescent	t_programs/course_catalog/TRINE_SPS_Co	adolescence, with emphasis on the origin of personality and factors related to intellectual growth.
Development	Wayne	Arts and Sciences	Psychology	PSY353	Psychology	urse_CatalogApril_10.pdf	Prerequisite: PSY 113
Knowledge of					Child and	http://www.trine.edu/academics/adult_studen	An investigation into the development stages within the life of a human being, from birth through
Child/Youth	Trine University-				Adolescent	t_programs/course_catalog/TRINE_SPS_Co	adolescence, with emphasis on the origin of personality and factors related to intellectual growth.
Development	South Bend	Arts and Sciences	Psychology	PSY353	Psychology	urse_CatalogApril_10.pdf	Prerequisite: PSY 113
							A detailed study of the physical, intellectual, social, and emotional characteristics of early adolescence
					Adolescent		(from about 14 to 18 years). Instructional implications of developmental patterns investigated. Topics
Knowledge of		College of			Development		include the developmental characteristics of youth as they relate to and determine curriculum goals,
Child/Youth	University of	Education and			and Learning	http://www.evansville.edu/docs/CourseCatal	relevance of content, instructional organization, independence and leadership development goals, career
Development	Evansville	Health Science	Education	EDUC472	Patterns	og2009-2011.pdf	education goals, and other special needs of the early adolescent and middle student.
							Presents typical human development from conception to death including functional changes in posture
							and movement. Presents processes of growth, maturation, adaptation, motor control, and motor learning.
Knowledge of					Human		Discusses concepts of critical period, health risk, physiologic reserve, and senescence. The relationship
Child/Youth	University of		Interdisciplin		Growth and	http://www.evansville.edu/docs/CourseCatal	of physical, cognitive, and social theories of human development and age-related system changes given.
Development	Evansville	Interdisciplinary	ary	ID433	Development	og2009-2011.pdf	Views motor behavior across life span within a social and psychological context.
Knowledge of					Child and		
Child/Youth	University of	College of Arts and			Adolescent	http://www.evansville.edu/docs/CourseCatal	Examines developmental stages from conception through adolescence, giving special emphasis to
Development	Evansville	Sciences	Psychology	PSYC226	Psychology	og2009-2011.pdf	physical, cognitive, social, and emotional aspects related to maturational as well as learning processes. Provides a foundation for the reflective teacher. Reflective teachers draw on theories and concepts from
							both educational and developmental psychology to plan and evaluate instruction and to be responsive to
					Davide do as - f		individual learners. In this course students will have an opportunity to study the field of human
W 1.1 C					Psychology of		development and psychology as they relate to learning and teaching. The study of human development
Knowledge of	II : :, c		T 1		Development,		will focus on the period from birth to late adolescence. Typical development in adulthood also will be
Child/Youth	University of	School of	Teacher	EDITOO	Learning and	http://registrar.uindy.edu/academic_catalog/p	explored. Course required for all levels of licensing. Register concurrently with EDUC-204. Prerequisite:
Development	Indianapolis	Education	Education	EDU203	Instruction	df/course_descriptions.pdf	EDUC-100 with a grade of C or higher.

	1	ı	1	1	T	1	Survey of the major theoretical perspectives and research findings in the study of prenatal development,
							infancy, childhood, and adolescence. Covers the description and explanation of cognitive, language,
Knowledge of					Child and		personality, social, emotional, and physical development during these age periods. This course also
Child/Youth	University of	College of Arts and	Social		Adolescent	http://registrar.uindy.edu/academic_catalog/p	acquaints students with current controversies, research methods, and applied issues in developmental
Development	Indianapolis	Sciences	Sciences	PSY220	Development	df/course descriptions.pdf	psychology. Prerequisite: PSY-120.
Вечеюринен	Паштароно	Berences	Sciences	151220	Growth and	directise_descriptions.pdf	psychology. Transquare. 1 of 120.
					Development:		Examines the early and current theories of adolescent/young adult development in the areas of physical,
Knowledge of		College of			Middle		psychosocial (cultural influences), and cognitive/language/literacy development of adolescent/young
Child/Youth	University of	Education and			childhood to	http://www.usi.edu/educ/teach/courses.asp#1	adult students. Focuses on the integration of research findings and theories of growth and development in
Development	Southern Indiana	Human Services	Education	EDUC202	Young Adult	96	high school practice. Guided field experience required.
					1		An examination of the theories, methods, and issues of lifespan human development. Biological,
							intellectual, emotional, linguistic, perceptual, and social aspects of growth and development from birth
Knowledge of							through old age are explored within the context of current and classical research in the field. Common
Child/Youth	University of	College of Liberal			Lifespan	http://www.usi.edu/libarts/psychology/descri	physiological, familial, and social stresses associated with individual stages of development are
Development	Southern Indiana	Arts	Psychology	PSY261	1 *	1 1 0	reviewed. Prereg: PSY 201. F, Sp
1			, <u>, , , , , , , , , , , , , , , , , , </u>		· ·		This course takes an in-depth look at physical, cognitive, and social-emotional development and the inter-
							relationships of each from conception to adolescence. Topics such as the effects of heredity as well as pre
Knowledge of					Child and		and post-natal environments on growth will be examined in the context of current and classical research
Child/Youth	University of	College of Liberal			Adolescent	http://www.usi.edu/libarts/psychology/descri	in the field. Emphasis will be placed on recent advances in the understanding of forces affecting adaptive
Development	Southern Indiana	Arts	Psychology	PSY361	Psychology	ption.asp	and maladaptive development. Prereq: PSY 201. F
•		School of Physical	, ,	P204	, ,		
Knowledge of	Indiana University	Education and					Motor learning and development principles throughout the life span. Emphasis on observing and
Child/Youth	Purdue University-	Tourism	Physical		Motor		analyzing characteristic movement behavior, motor learning, and motor performance, with application
Development	Indianapolis	Management	Education		Development	www.iupui.edu	to developmentally appropriate movement experiences.
		School of Physical		P390	Growth and		
Knowledge of	Indiana University	Education and			Motor		
Child/Youth	Purdue University-	Tourism	Physical		Performance		A study of growth and developmental characteristics of school-age youth. Emphasis is placed on motor
Development	Indianapolis	Management	Education		of K-12	www.iupui.edu	development and movement performance, and the relationship to cognitive and affective behavior.
				B310			Emphasizes the life span perspective of physical and motor, intellectual and cognitive, language, social
Knowledge of	Indiana University						and personality, and sexual development. Commonalities across the life span, as well as differences
Child/Youth	Purdue University-				Life Span		among the various segments of the life span, are examined. Theory, research, and practical applications
Development	Indianapolis	School of Science	Psychology		Development	www.iupui.edu	are stressed equally.
Knowledge of	Indiana University			B360	Child and		
Child/Youth	Purdue University-				Adolescent		Development of behavior in infancy, childhood, and adolescence, including sensory and motor
Development	Indianapolis	School of Science	Psychology		Psychology	www.iupui.edu	development and processes such as learning, motivation, and socialization.
Knowledge of					T:0 0		
Child/Youth					Life Span:		
Development,					Child and		The primary focus of this course is on characteristics of growth and development of young children
Individual	1	College of	L		Adolescent	http://www.anderson.edu/registrar/catalog10	through adolescence, including physical, psychological, social, cognitive, and emotional aspects.
Differences	Anderson University	Education	Education	EDUC2100	Development Child	12.pdf	Required of all visual arts education, physical education, and music education majors.
Knowledge of					Development:		
Child/Youth					Early and		Focuses on characteristics of growth and development of children from birth through middle childhood,
					1 -		
Development,		Callaga of			Middle	http://www.ondoncom.chi/www.intent.1.10	including physical, psychological, social, cognitive, and emotional aspects, as related to the practice of
Individual	Andone This :-:-	College of	Education	EDUCATO	Childhood	http://www.anderson.edu/registrar/catalog10	education. The effects of diversity of ethnicity, race, class, gender, sexual orientation, and culture on
Differences	Anderson University	Education	Education	EDUC2101	Focus	12.pdf	development will also be explored. Required of all education majors.

Knowledge of		1	1	1	Adolescent	I	Focuses on the characteristics of adolescent development including the three fundamental changes
Child/Youth					Development:		occurring biologically, cognitively, and socially. The course explores how these changes affect and are
Development,					Middle School		affected by the adolescent's family system, peer group, school environment, work experience, and leisure
Individual		College of			and High	http://www.anderson.edu/registrar/catalog10	activities. The psychosocial changes of adolescence such as identity, autonomy, intimacy, sexuality, and
Differences	Anderson University	Education	Education	EDUC2102	School Focus	12.pdf	achievement also will be considered.
Differences	Anderson University	Education	Education	EDUCZIOZ	School Pocus	12.pui	Co requisites: 163, 263. This course provides students opportunity to deepen their understanding of the
Knowledge of						http://www.marian.edu/Registrar/Documents	culture of middle schools by investigating how teachers support the cognitive, social, physical, and moral
Child/Youth					Middle School	1 2	development of early adolescents through collaboration with school administration, support staff,
Development,		School of			Support	11%20Marian%20University%20Course%2	parents, and community agencies. Learning about the responsibilities of middle school teachers occurs
Works with Families	Marian University	Education	Education	EDU168	Seminar	0Catalog.pdf	through readings, lecture, discussion, and interviews with school personnel. (SPR)
Works with runnings	Warian Chiversity	Education	Education	EDC100	Semma	o Cutulog.pui	This course expands upon Developmental Psychology (301), examining the changing ecology of
							Children's development and ways of supporting children in contemporary family systems. The course
					Psychology of		focuses on the effects on children of the following systems: dual career families, divorce, single parent
Knowledge of					Children and		and blended families, the role of the father, and daycare. The course is organized as a seminar, with
Child/Youth		Psychology and			Families in		assigned readings from texts and journal articles. Students will be asked to develop and administer a
Development,		Communicative			Contemporary		survey, and to write and present a short literature review on a topic of interest. Prerequisite: Psyc 301 or
Works with Families	St. Marv's	Disorders	Psychology	Pscy304	Society		permission of the instructor. 3 credits.
				,	Educational		F
					Assessment		Preparation for elementary and secondary education majors in knowledge bases of assessment and its
					for the		classroom use. Course includes knowledge and use of a variety of assessment designs, strategies, and
Observation and		College of			Classroom	http://www.anderson.edu/registrar/catalog10	interpretation to inform teaching. Students conduct action research and design a comprehensive unit
assessment	Anderson University	Education	Education	EDUC3120	Teacher	12.pdf	based on assessment.
							This course involves the learning and application of the methods of teaching science. In addition to some
							lecture and classroom discussion, students complete a practicum introduction to
							rubrics/grading/assessment. Emphasizes the key roles that a teacher's caring attitude and ability to
							engage students have in a successful learning environment. experience with a master teacher in a public
					Science		or private school setting. Topics covered and jointly pursued by AU faculty and the master teacher
Observation and		College of Science			Teaching	http://www.anderson.edu/registrar/catalog10	include learning theories, classroom management, inquiry-based teaching, history of science,
assessment	Anderson University	and Humanities	Chemistry	CHEM2700	Methods	12.pdf	special/gifted education.
							This course is a continuation of Science Teaching Methods I, with the addition of special topics. Team-
							taught by AU faculty and public school teachers. Topics include education policy and legislation,
							safety/liability considerations, short- and long-term objective writing, instructional strategies, using
					Science		rubrics/grading/assessment, the appropriate use of technology, science department budgets, professional
Observation and		College of Science			Teaching	http://www.anderson.edu/registrar/catalog10	development goals, and the support resources available to science teachers, such as journals and
assessment	Anderson University	and Humanities	Chemistry	CHEM4700	Methods II	12.pdf	professional organizations.
							This course offers students an opportunity to explore teaching as a vocation. The course will provide
					Explorations		students who enjoy science an introduction to the theory and practice of teaching science in diverse
Observation and		College of Science			of Teaching	http://www.anderson.edu/registrar/catalog10	settings. Students will meet together weekly to discuss science and to develop lessons for instructing one
assessment	Anderson University	and Humanities	Physics	PHYS1110	Science I	12.pdf	another and then elementary students in local public schools.
[Explorations		A continuation of Explorations of Teaching Science I with similar objectives but directed towards middle
Observation and		College of Science			of Teaching	http://www.anderson.edu/registrar/catalog10	school and junior high students. Upon completion of Explorations I and II students are generally able to
assessment	Anderson University	and Humanities	Physics	PHYS1120	Science II	12.pdf	make a decision as to whether science teaching is a desired vocation.
Observation and					General Mathada far		The study of corrientum methods and meterials commutes and isotions and tasches assessment of
Observation and					Methods for	http://www.monchostor-f-/t-1/	The study of curriculum, methods and materials, computer applications and teacher assessment of
Assessment	Manahaataa C-11		Edwartin	412	Adolescent	http://www.manchester.edu/catalog/majormi	student learning for grades 5-12. Must be taken in January prior to student teaching. Prerequisites: EDUC
Methods	Manchester College		Education	<u> 412</u>	Learners	nor.htm	230, 352, 360.

	l	1	1	1	Differentiation	http://www.marian.edu/Registrar/Documents	Prerequisite: Successful completion of Phase I. The course explores multiple ways of organizing
Observation and					Strategies for	/2009-	curriculum and assessing and instructing children. Styles of learning, multiple intelligences,
Assessment		School of			Teaching and	11%20Marian%20University%20Course%2	differentiated instruction, formal and informal assessment strategies, and use of state standards as part of
Methods	Marian University	Education	Education	EDU315	Learning	-	the planning model are components of this course. (FAL)
							Survey of child welfare services and intervention strategies. Course examines developmental, health,
Observation and					Working with		risk, service, legal, and advocacy problems and issues for human services professionals engaged in
Assessment	University of	College of Arts and	Social		Children and	http://registrar.uindy.edu/academic catalog/p	practice with children and youth. Assessment and intervention strategies for children and adolescents are
Methods	Indianapolis	Sciences	Sciences	SWOK200	Youth	df/course descriptions.pdf	included as determined by student interest. <i>Elective: Open to all students</i> .
Observation and						F	
assessment,					Educational		Planning and conducting an educational ministry with children in the local church. Approaches to
Appreciates		College of Science	Religious		Ministry with	http://www.anderson.edu/registrar/catalog10	teaching/learning that encourage achievement of objectives of Christian education with children through
Youth/Children	Anderson University	and Humanities	Studies	CMIN2230	Children	12.pdf	elementary years.
	,				Educational		Resources and models related to Christian family life education are explored. Focus on designing and
Observation/assess		College of Science	Religious		Ministry with	http://www.anderson.edu/registrar/catalog10	implementing family-life educational models that may be used in local, state, regional, or national church
ment	Anderson University	and Humanities	Studies	CMIN3230	Families	12.pdf	settings.
	j				Approaches to	•	Approaches to developing effective ministry with youth in the local congregation. Emphasizes historical
Observation/assess		College of Science	Religious		Youth	http://www.anderson.edu/registrar/catalog10	developments, biblical and theological foundations, relational elements, leadership and volunteer
ment	Anderson University	and Humanities	Studies	CMIN3260	Ministry		development, and structuring and implementing local youth ministry.
	·				Methods and	•	
					Materials for		
					Teaching	http://www.bsu.edu/web/catalog/undergradua	
		College of Applied	Family and		Family &	te/programs/Programs02/fcs02_cast.html#(F	
Observation/assess		Science and	Consumer		Consumer	AMILY%20AND%20CONSUMER%20SCI	
ment methods	Ball State University	Technology	Sciences	FCSED395	Sciences	ENCES%20(FCS)	Organization of teaching units and lesson plans; selection and use of teaching methods and materials.
			School of				
			Physical				
			Education,			http://www.bsu.edu/web/catalog/undergradua	
		College of Applied	Sport and		Evaluation in	te/programs/Programs02/ped02_cast.html#P	Measurement and evaluation in physical education with emphasis on underlying philosophy, tests,
Observation/assess		Science and	Exercise		Physical		construction, and use of test results. <i>Prerequisite</i> : physical education teaching majors must meet
ment methods	Ball State University	Technology	Science	PEP310	Education	/WELLNESS%20(PEFWL)	Decision Point 2 requirements.
					Evaluation		Designed as an introduction to evaluation and assessment strategies in school health. Students will
			Physiology		and		examine teacher behavior, classroom management, and design of instructional materials and techniques
Observation/assess		College of Science	and Health				related to school health; develop tools including rubrics for assessing student work; and participate in
ment methods	Ball State University	and Humanities	Sciences	HSC290	School Health	ml#HEALTH%20SCIENCE%20(HSC)	related field experience.
							The study of selected historical and philosophical foundations of American education. Engages students
							in evaluating their potential for teaching. Also includes: Bethel's teacher education program
							requirements, the supply and demand situation in teaching, the governance and financing of public
Observation/Assess		School of			Foundations	1	education, the role of teacher unions and professional associations and selected issues in education. Field
ment Methods	Bethel College	Education	Education	EDUC102	of Education	log/descriptions_undergrad.pdf	experiences at three levels are required: elementary, middle school/junior high and high school.
							This course introduces students to theories and research concerning teaching and learning. Discussion of
							the following are included: theories of learning; theories of classroom management; learning styles;
			1				motivation; research on effective teaching and effective schools; assessment and evaluation technique;
Observation/Assess		School of	1		Educational		how to interpret test scores; and how to explain them to parents. Fifteen hours of field experience are
ment Methods	Bethel College	Education	Education	EDUC205	Pedagogy	log/descriptions_undergrad.pdf	included.

	1	1		1	1	1	A skills acquisition course where the student achieves a minimal competency level in observation and
					Interviewing		evaluation, including listening, problem identification, goal setting and use of problem solving strategies.
Observation/Assess			Human		and People	http://www.bethelcollege.edu/academics/cata	The ethical guidelines related to the use of these skills will also be discussed. Supervised practice
ment Methods	Bethel College		Services	HS371	Helping Skills	1	includes extensive use of role playing, skill performance feedback and modeling.
Observation/Assess	Bether conege	School of Liberal	Bervices	115571	Social Work	http://www.butler.edu/registrar/classes/cours	includes extensive use of fore playing, skin performance recased and modernig.
ment Methods	Butler University	Arts	Sociology	SO383	Methods	les	An introduction to social work fields of practice and the methods used by social work professionals.
ment ivictious	Batter Chryerony	1110	Bociology	50303	Secondary		The goal of this course is to increase the pre-service teachers' skills and understanding of the teaching
Observation/Assess		School of	Secondary		General	http://www.butler.edu/registrar/classes/cours	process. Specifically this course will help students plan and evaluate a unit of study and also help them
ment Methods	Butler University	Education	Education	ED324	Methods	es	practice effective teaching methods and strategies.
ment wiethous	Dutier Oniversity	Education	Education	LD324	ivictious		This comprehensive course includes an historical, sociological, philosophical, and psychological analysis
1							of school curriculum, as well as an examination of theories, trends, and methods of curriculum
					Curriculum		construction. The course prepares the teacher candidate to work with individual students and groups
Observation/assess	Calumet College of				Development	http://www.ccsj.edu/academics/resources/cat	through the study of the teaching/learning process, evaluation of learning needs, lesson planning for both
ment methods	St. Joseph		Education	EDU342	in Education	alogs.html	individuals and groups, and choice and use of instructional media. Field experience required.
ment methods	эт. зовери		Laucation	LDC342	Measurement	arogs.ntm	This course highlights the fundamental principles of measuring the cognitive, affective, and psychomotor
Observation/assess	Calumet College of				and	http://www.ccsj.edu/academics/resources/cat	components of classroom learning. Teacher candidates are actively involved in constructing behavioral
ment methods	St. Joseph		Education	EDU370	Evaluation in	alogs.html	objectives, test items, and evaluation instruments. Field experience required.
ment methods	St. Joseph		Education	ED03/0	Evaluation in	alogs.iitiiii	This course provides an opportunity for the teacher candidate to gain the knowledge, disposition, and
ı							performance skills for effective classroom and instructional organization; the selection, arrangement, and
					Management		utilization of classroom materials, the implementation of rules and procedures for the management and
Observation/assess	Calumet College of				Strategies for	http://www.ccsj.edu/academics/resources/cat	assessment of student work; the maintenance of appropriate student behaviors; and communication
			F 4	EDIMA	1 -	1 3	, 11 1
ment methods	St. Joseph	+	Education	EDU436	the Classroom	alogs.ntmi	strategies for effective classroom management. Observation and work as an aide in elementary, middle or secondary schools. Activities include viewing
					Pre-		teacher and student behavior and assisting by tutoring, working with small groups, preparing
Observation/Assess					Professional	http://www.earlham.edu/curriculumguide/ed	instructional materials and conducting small research studies. Consent of the Education convener, faculty
ment Methods	Earlham College		Education	EDUC121	Practicum	ucation/courses.html	adviser and on-site supervisor required.
ment Methous	Earmam Conege		Education	EDUCIZI	Practicum	ucation/courses.ntmi	Reflects the central premise that prospective teachers need to do some teaching while they also read
							about teaching and its circumstances, thus integrating doing and learning. Focuses on the role of teaching
					Theory and		and curriculum theory while also giving students experience with a teaching practicum unit in
Observation/Assess					Practice of	http://www.earlham.edu/curriculumguide/ed	cooperation with a local school. Prerequisites: An Earlham Seminar and an Interpretive Practices and one
ment Methods	Earlham Callaga		Education	EDUC248	Education	ucation/courses.html	1 1
ment Methods	Earlham College		Education	EDUC248	Education	ucation/courses.ntmi	previous course in Education, or consent of the instructor. The first in the series of courses in the development of instructional approaches for both elementary and
1							secondary education students. The primary focus is on the knowledge and performance of basic lesson
					General		planning and assessment, plus general teaching and classroom management skills. Related areas include,
					Methods for		but are not limited to, cooperative learning strategies, classroom management, questioning techniques,
Observation / Assess							
Observation/Assess	F1-1: C-11		F 4	EDITOR	Effective	1.44//	and adapting lessons for the needs of special learners. <i>Taken concurrently with EFE/SFE 284</i> .
ment Methods	Franklin College		Education	EDU 225	Instruction Effective	http://www.franklincollege.edu/catalog	Prerequisites: 2.25 GPA (A=4.00), EDU 124, EDU 222 and EDP 222. Spring, sophomore year. A capstone course which explores the issues, trends, and direct application of selected assessment and
					Methods for		evaluation strategies used by classroom teachers. An emphasis is placed on the design of authentic
					Assessment		assessments, including portfolios. Other topics include standardized testing, recordkeeping, and
Observation / A				1	and		communication. Taken concurrently with EFE 484, EDU 315, EDE 443, EDE 444, EDE 499, FNA 420
Observation/Assess	F14: C 11		E4	 EDE 457	Evaluation	1.44//	and PED 322. Prerequisites: 2.50 GPA (A=4.00) and admission to the student teaching program. Fall,
ment Methods	Franklin College		Education	EDE 457	within Elem.	http://www.franklincollege.edu/catalog	senior year. A study of multiple forms of assessment and record keeping. Focuses on knowing how to select, use and
				1			
01						1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1	interpret a wide variety of formal and informal assessments and knowing how to communicate that
Observation/Assess	0 1 0 "			EDUCAL	Adaption and	http://www.goshen.edu/academics/departmen	information to parents and colleagues. Emphasis on using assessment to guide instruction for individuals
ment Methods	Goshen College		Education	EDUC344	Assessment	ts/	and groups.

			1	1		I	An investigation of measurement theory and its practical application and limitations in the classroom. A
Observation/Assess					Classroom	http://www.grace.edu/academics/registrar/09-	major emphasis is placed upon the construction and analysis of tests and other evaluation tools used by
ment Methods	Grace College	Teacher's College	Education	EDU333	Assessment	10 catalog.php	the classroom teacher. Prerequisite: EDU110, EDU235. Two hours.
ment incureds	Grace Conege	reactions contege	Education	EBC333	Curriculum,	To_cumog.pmp	and chassicom reaction. Trerequisite. EBC110, EBC255. Two floats.
					Planning and		
					Assessment in		
					the		Addresses careful design and planning of instruction that clearly defines (1) what the teacher wants
					Middle/Junior		students to be able to do; and (2) what evidence of student learning the teacher will accept. The course is
Observation/Assess		School of Social			/Senior High	http://www.hanover.edu/academics/programs	based on the assumption that all students should be assessed in multiple ways in order that they explain,
	Hanover College	Sciences	Education	EDU316	School	/	interpret, apply, have a perspective, empathize, and have self-knowledge. Field experience required.
		Division of			Early		
		Education,			Adolescent		This course, first in a sequence of secondary methods, addresses adolescent development along with an
		Kinesiology and			Curriculum		introduction to the concept of cultural proficiency. Middle school philosophy and curriculum provides
Observation/Assess		Recreation			and	http://www.huntington.edu/registrar/catalog/	the context for developing instructional strategy, traditional assessment forms and techniques for
ment Methods	Huntington University	Management	Education	ED311	Development	2009/HU-Catalog-2009-11.pdf	enhancing secondary reading. A 30-hour field experience is required.
		Division of				,	January and Grand and Francisco Inc.
		Education,			Adolescent		This course gives the secondary education candidate experience developing instructional strategies
		Kinesiology and			Curriculum		appropriate for high school curriculum with an emphasis on performance based learning and assessment.
Observation/Assess		Recreation			and	http://www.huntington.edu/registrar/catalog/	In addition, classroom management, student learning style, writing across the curriculum, along with
ment Methods	Huntington University	Management	Education	ED320	Development	2009/HU-Catalog-2009-11.pdf	further exploration of cultural proficiency will be addressed.
ment memous	Transmigton Chryvisky		Zuuvunon	22320	Бечегоринен	2003/110 0000105 2003 11.pu1	Introduction to the basic elements of youth ministry by first-hand observation in a local church setting.
						https://wa-	The student will identify a specific church setting for observation/practicum. Emphasis will be upon
			School of		Youth	secure.indwes.edu/WebAdvisor/WebAdvisor	exposure to and some participation in the general aspects of local church youth ministry especially
Observation/Assess	Indiana Weslevan	College of Arts and	Theology		Ministry	?TOKENIDX=8507274391&SS=33&APP=	related to those ministries with impact upon adolescents. An average of four hours of observation would
	University	Sciences	and Ministry	YTH220P	Observation	ST	be required each week. Co-requisite: YTH-220.
	,				Measurement		Teacher candidates will gain practical experience in the knowledge base, construction, and application of
Observation/Assess					Theory and		formal and informal assessments. Emphasis is placed on the documentation and analysis of student
ment Methods	St. Joseph College	Social Sciences	Education	EDC311	Assessment	www.saintjoe.edu	outcomes. Includes Professional Field Experience. Fee
	and the second						Examines the role of education evaluation in guiding the learning of children and students from birth
							through high school, and the improvement of teaching. Includes development and implementation of
							developmentally and contextually appropriate diagnostic probes, review of various formal and informal
					Assessment	http://www.smwc.edu/academics/academic_a	assessments, and evaluation/interpretation of data to understand and guide student outcomes and make
Observation/Assess	St. Mary of the Woods				and	ffairs/documents/Undergraduate College Ca	curricular decisions. Winter, every year. Requires admission to the Teacher Education Program. Course
ment Methods	College	Education	Education	ED308	Evaluation	talog 2008-2010.pdf	fee.
							A study of methods of assessment and evaluation that include standardized tests, teacher-made tests,
Observation/Assess					Educational	http://www.trine.edu/academics/course catal	authentic assessment, rubrics, portfolios, performance assessment, informal assessment. Prerequisite:
ment Methods	Trine University	Education	Education	EDU462	Measurement	og/images/Course Catalog2010-2012.pdf	Benchmark #2
	,				Assessment,		
					Evaluation		Students learn the nature of educational assessment by studying the principles and practices of diagnostic
					and		procedures in special education. Examines formal and informal assessments, standardized tests, test
					Remediation		administration, test interpretation, and summary writing in the primary academic areas of reading,
		College of			of Students		mathematics, and written expression. Learn to utilize assessment as a means for formulating educational
Observation/Assess	University of	Education and			with Special	http://www.evansville.edu/docs/CourseCatal	goals and instructional objectives along with measuring a student's progress. An instructional
ment Methods	Evansville	Health Science	Education	EDUC464	Needs	og2009-2011.pdf	remediation practicum in reading, mathematics, and written expression assigned.
				 		1	
l		College of		1	Observation		
Observation/Assess	University of	Education and			and	http://www.usi.edu/educ/teach/courses.asp#1	Examines the importance of observation and documentation to the assessment process. Techniques for

Observation/Assess	1	1	1	1	Differentiated	T	
ment Methods,					Methods for		This course will focus on the use of assessment to drive instruction in the academic curriculum.
Individual					Exceptional		Curriculum development, technology applications, instructional strategies, and evaluation of students
Differences	St. Joseph College	Social Sciences	Education	EDC214	Needs	www.saintjoe.edu	with diverse needs in both general and special education settings will be addressed. Fee
Differences	St. Joseph Conege	Social Sciences	Education	EDC214	ineeds	www.samtjoe.edu	This course focuses on the referral and placement process for students with mild disabilities. Multiple
							forms of assessment and the mild disability teacher's role in administration will be examined. Emphasis
Observation/Assess					Assessment		will be placed on the selection, use and interpretation of various instruments, and use of assessment
ment Methods.					Strategies/Exc		information in the identification and placement of students with mild disabilities. Exploration of the
Individual					eptional		assessment process in relation to Individualized Educational Plans will be a specific focus. *Field
Differences	St. Mary's	Education	Education	EDUC365	Learners		experience. Prerequisites: EDUC 230, 240
Observation/assess	St. Mary S	Education	Education	EDUCIO	Educational		experience. Frerequisites. EDUC 230, 240
ment, Works with		College of Science	Peligious		Ministry with	http://www.anderson.edu/registrar/catalog10	Approaches to planning and conducting youth ministry in the local church. Focus on teaching/learning
families	Anderson University	and Humanities	Studies	CMIN2260	Youth	12.pdf	procedures that encourage achievement of objectives of Christian education with adolescents.
Planning for	Anderson University	and Humanities	Studies	CMIN2200	Speech	12.pui	procedures that encourage achievement of objectives of Christian education with adolescents.
Cognitive and			Communicat		Disorders	http://www.anderson.edu/registrar/catalog10	Survey of speech disorders as might be found in the classroom. Recommended for both elementary and
Language Learning	Anderson University	College of Arts		COMM2100	Survey	12.pdf	high school teachers.
Planning for	Anderson University	College of Arts	ions	COMMINIZIOO	Communicatio	12.pui	Advanced communication for the language arts teaching major. Course content includes intrapersonal
Cognitive and			Communicat		ns for	http://www.anderson.edu/registrar/catalog10	and interpersonal communication, listening, verbal and nonverbal communication, small group
~	Anderson University	College of Arts		COMM2410	Language Arts	1 1	dynamics, and oral interpretation.
Language Learning	Anderson University	College of Arts	ions	COMM2410	Language Arts	12.pui	Exploration of principles of second language learning and various theories and research pertaining to
							language acquisition. Students will explore different types of proficiencies (BICS – Basic Interpersonal
Planning for					Principles of		Communication Skills and CALP – Cognitive Academic Language Proficiency) and investigate the role
Cognitive and		Callaga of			1	http://www.andargan.adu/ragistrar/actalag10	of psycholinguistic and sociolinguistic principles, motivation, affective, and other factors that can
	A 4	College of	F.4	EDITC3400	Language	http://www.anderson.edu/registrar/catalog10	
Language Learning Planning for	Anderson University	Education	Education	EDUC3400	Acquisition	12.pdf	influence language learning.
_		Cabaal af			Childrenle	http://www.hotholoolloop.odu/oodomics/ooto	A study of children's literature for the elementors and as considering the conjugations times with attention
Cognitive and	D-4-1 C-11	School of	F.4	ELED221	Children's	http://www.bethelcollege.edu/academics/cata	A study of children's literature for the elementary grades, considering the various types, with attention
Language Literacy Planning for	Bethel College	Education	Education	ELED221	Literature Specific	log/descriptions_undergrad.pdf	given to the reading and evaluation.
		Sahaal of			Methods in	http://www.bathalaallaga.adu/aaadamiag/aata	
Cognitive and	Dethal Callaga	School of	Education	SCED445		http://www.bethelcollege.edu/academics/cata	Mathodo and materials for too ships English are assemined and prosticed. Field assembly as a required
Language Literacy Planning for	Bethel College	Education	Education	SCED445	English	log/descriptions_undergrad.pdf	Methods and materials for teaching English are examined and practiced. Field experience is required. This course covers primarily genres and themes in young adult literature applicable for middle and high
Cognitive and		Cabaal af			A dalagaant	http://www.hotholoolloop.adv/acadamica/acta	. , , , , , , , , , , , , , , , , , , ,
	D-4-1 C-11	School of	F.4	GCED220	Adolescent	http://www.bethelcollege.edu/academics/cata	school curriculum with some children's literature. Along with surveying contemporary literature and
Language Literacy	Bethel College	Education	Education	SCED329	Literature	log/descriptions_undergrad.pdf	professional resources, lesson planning and reading theory will be discussed.
Planning for		C-11-CI :11	C		T	1.44//141	Mind and a single second and a second
Cognitive and	D (1 II : '/	School of Liberal	Communicat	GOV 4222	Language	http://www.butler.edu/registrar/classes/cours	Major theoretical approaches to language acquisition, the perspectives and nature of language, normal
Language Literacy	Butler University	Arts	ions Middle and	COM332	Development	es	and abnormal language behavior and basic management will be considered. This introductory course in children's literature is designed to acquaint and develop an appreciation of a
Planning for			Early				wide variety of traditional and contemporary literature available for children. Pre-service students are
		School of	Childhood		Children's	http://www.butlor.adu/ragistrar/alcasas/aa	provided opportunities to prepare, present, and evaluate the effective use of literature in curriculum
Cognitive and	Dutlan Hairransite			ED207		http://www.butler.edu/registrar/classes/cours	
Language Literacy	Butler University	Education	Education Middle and	ED307	Literature Reading and	es	planning. This course will provide students with opportunities to explore the nature of literacy for middle
Planning for			Early		Language		childhood. Students will become familiar with current theoretical perspectives on developing literacy,
_		Sahaal of	Childhood			http://www.butlor.adu/ragistrar/alagass/aa	
Cognitive and	Dutlor University	School of		ED200W	Arts: Middle	http://www.butler.edu/registrar/classes/cours	explore a wide variety of texts to support literacy growth and learning, and gain practical experience in
Language Literacy	Butler University	Education	Education	ED308W	Childhood	es	instruction and assessment.

	1		1	I	Teaching		
Planning for					Reading in		This course increases the pre-services teacher's ability to improve reading comprehension in secondary
Cognitive and		School of	Secondary		Secondary	http://www.butler.edu/registrar/classes/cours	school students. Strategies for engagement and improvement of the reading process are studied and
Language Literacy	Butler University	Education	Education	ED329	Schools	es	practiced. Field experience required.
					Young Adult		F
Planning for					Literature and		This course familiarizes students with a wide variety of young adolescent fiction and non-fiction that
Cognitive and		School of	Secondary		Strategies for	http://www.butler.edu/registrar/classes/cours	include multicultural and ethical considerations. At the same time, good teaching strategies will be
Language Literacy	Butler University	Education	Education	ED420	Teaching It	es	modeled and practiced.
a gangi ii ai					8		An examination of children's literature, attending to its history, canon and audience - both children and
Planning for							adults - and to selected topics, such as storytelling and censorship. Establishing criteria for several
Cognitive and		College of Liberal			Children's		genres, students read widely to judge poetry, realistic fiction, picture books, fantasy, etc. and to compile
Language Literacy	DePauw University	Arts	English	ENG292	Literature	http://www.depauw.edu/catalog/section3.asp	bibliographies. May be counted toward a major in English. Offered second semester.
							A critical examination of a wide variety of literature for children and young people. Values of literature
Planning for					Children's and		for children, standards for judging quality, exposure to books about other cultures, and methods of
Cognitive and					Adolescent		encouraging responses to literature are emphasized. Elementary education students must take
Language Literacy	Franklin College		Education	EDU 223	Literature	http://www.franklincollege.edu/catalog	concurrently with EDP 222 and EDU 222. Fall.
							Methods and materials for teaching literacy in the elementary school. Emphasizes emergent and
							developmental literacy processes and the role of the teacher as a knowledgeable decision-maker in the
Planning for					Teaching and		instruction of reading, writing, listening, speaking, and viewing in a diverse community of learners.
Cognitive and					Learning		Taken concurrently with EFE 384, EDE 365, and SCI 334 Prerequisites: 2.50 GPA (A=4.00) and
Language Literacy	Franklin College		Education	EDE 344	Literacy I	http://www.franklincollege.edu/catalog	admission to the teacher education program. Fall, junior year.
Earliguage Effectacy	Trankim Conege		Laucution	LDL 344	Diteracy 1	http://www.nankimeonege.edu/eatalog	Continues the study of methods and materials and the teacher's role from EDE 344. Emphasizes
							individual differences within a diverse community of literacy learners; formal and informal assessment
Planning for					Teaching and		techniques; and professional development. <i>Taken concurrently with EFE 385, EDE 366, and SCI 335</i> .
Cognitive and					Learning		Prerequisites: 2.50 GPA (A=4.00), EDE 344, and admission to the teacher education program. Spring,
Language Literacy	Franklin College		Education	EDE 345	Literacy II	http://www.franklincollege.edu/catalog	iunior vear.
Eanguage Eneracy	Trankim Conege		Laucation	LDL 343	Encracy II	http://www.nankimeonege.edu/eatalog	Designed to model creative strategies to promote reading comprehension, vocabulary development, and
							study skills in the various content areas for students in middle and high school. Through an emphasis on
							technology based interdisciplinary units, students learn to apply, combine, and adapt instructional
Planning for					Teaching		strategies that will accommodate the learning styles and special needs of a diverse classroom. <i>Taken</i>
Cognitive and					Reading in		concurrently with EDS 456 and SST 489. Prerequisites: 2.50 GPA (A=4.00) and admission to student
Language Literacy	Franklin College		Education	EDS 422	_	http://www.franklincollege.edu/catalog	teaching program. Spring, first four weeks, senior year.
Eunguage Energy	Trankim Conege		Laucution	LD5 422	Content 7 treas	http://www.nankimeonege.edu/eatalog	A study in the development of reading, writing, listening and speaking. Focus on instructional methods,
							assessment and developing authentic engagement that leads to a life-long enjoyment of reading and
Planning for					Literacy		writing in many modes and styles. A study of literacy development, methodology and curricular options
Cognitive and					_	http://www.goshen.edu/academics/departmen	for K-6 learners. Includes study of literacy and exceptional needs learners. Opportunity to work with
Language Literacy	Goshen College		Education	EDUC303	tal	te/	children and teachers in diverse classroom settings.
Planning for	Goshen Conege		Education	EDUCIO	Children and	ts/	clinidicii and teachers in diverse classioonii settings.
Cognitive and					Adolescent	http://www.gochen.edu/academics/departmen	A survey of children's and young adolescent literature studying genre, authors, illustrators, the art of
Language Literacy	Goshen College		Education	EDUC307	Literature	ts/	writing and illustration; extensive reading in the field as well as writing a book for children.
Planning for	Goshell College		Education	EDUC307	Literature	LS/	This course develops the knowledge, skills, and teaching strategies essential in implementing a balanced
_					Davidonmente		
Cognitive and	Ct. Manuala	F.4	Education	EDITC304	Developmenta		classroom reading program that includes an emphasis on the use of word study, context, and meaningful
Language Literacy	St. Mary's	Education	Education	EDUC304	1 Reading		text. *Field experience.
Planning for					Childmanla		The study of various genres of children's literature appropriate for integration in the elementary and
Cognitive and	Gt. Manuala	Education	Eduari.	EDLIGGO	Children's		middle school curriculum. Practical applications and experiences for extending literature will be
Language Literacy	St. Mary's	Education	Education	EDUC308	Literature		provided. *Field experience.

			l	1	l	I	This course is designed to enable students to identify pupils who have difficulty reading regular class
							material and to prescribe an appropriate course of action for the remediation of the pupils' skills.
Planning for							Emphasis will be placed on the reading process and teaching methodologies, causes of reading
Cognitive and					Corrective		difficulties, utilization of diagnostic materials and remedial techniques for all children. Spring semester
Language Literacy	St. Mary's	Education	Education	EDUC406	Reading		only. *Field experience.
Language Literacy	St. Mary S	Education	Education	EDUC400	Reading		only. Freid experience.
Planning for					Strategies in		
Cognitive and	Columnt Collage of				_	httm://www.cosi.cdm/coodomico/mocoumoco/cot	This course develops and sector dime of and shift in solving moding model and an example of the second day.
	Calumet College of		P.1	EDITION	Secondary	1 2	This course develops understanding of and skill in solving reading problems encountered by secondary
Language Literacy	St. Joseph		Education	EDU324	School	alogs.html	school students in subject matter materials.
D1 : C							This course is a survey of diverse traditional and contemporary literature from kindergarten through
Planning for						<u> </u>	junior high school. Emphasis is placed on types of literature, methods for use, authors, and illustrators.
Cognitive and	Calumet College of				Children's	http://www.ccsj.edu/academics/resources/cat	Teacher candidates are required to develop and implement multi-media presentations. Field experience
Language Literacy	St. Joseph		Education	EDU400	Literature	alogs.html	required.
Planning for					Studies in		Combines theoretical foundations of second-language acquisition with practical classroom techniques
Cognitive and					Language		and procedures. Examines principles of proficiency-oriented instruction, language functions,
Language Literacy					Learning and	http://www.earlham.edu/curriculumguide/ed	sociocultural variables, and comparison of first- and second-language acquisition. Also listed as TESO
Learning	Earlham College		Education	EDUC344	Teaching	ucation/courses.html	344.
Planning for							A study of the philosophy, genres, and implications of teaching literature at the Middle School level. The
Cognitive and							course stresses the transition from reading as a component in developmental, elementary language arts, to
Language Literacy		School of Arts and	English and		Adolescent	http://www.grace.edu/academics/registrar/09-	reading as an investment in lifelong, personal learning skills. Course participants both explore theoretical
Learning	Grace College	Sciences	Journalism	LIT365	Literature	10 catalog.php	principles of instruction and experience representative works of merit. Two hours.
					Methods in		
					Junior		
Planning for					High/Middle		
Cognitive and					School and		An analysis of the general topics of testing, curriculum and organization, and legal aspects of teaching as
Language Literacy		School of Social			High School:	http://www.hanover.edu/academics/programs	well as the integration of specific methods related to the teaching of English. Includes field experience.
Learning	Hanover College	Sciences	Education	EDU333	English.	/	Prerequisite: 316.
Bearining	Transver conege	Division of	Education	EBC333	English.		Trorquiste. 310.
Planning for		Education,					This course acquaints the student with various types of literature for adolescents, theories of supporting
Cognitive and		Kinesiology and					reading in secondary classrooms and using reading as a communication device. The course addresses
Language Literacy		Recreation			Adolescent	http://www.huntington.edu/registrar/catalog/	literacy issues, required vs. open reading, pleasure reading and methods for integrating reading into the
Learning Learning	Huntington University	Management	Education	ED273	Literature	2009/HU-Catalog-2009-11.pdf	secondary curriculum.
Learning	Huntington University	Division of	Education	ED2/3	Literature	2009/HO-Catalog-2009-11.pdf	secondary curriculum.
Planning for		History, Behavioral			Communicatio		An overview of the fields of early speech-language development and literacy skills. Equal attention is
		-					
Cognitive and		Sciences,			n and	1	given to the development of specific speech sounds, language acquisition, and phonemic awareness, all
Language Literacy		Education and	l		Emergent	http://www.ancilla.edu/academics/course-	of which are prerequisites to reading, and the field of early children's literature. Prerequisite: ED 205;
Learning	Ancilla College	Business	Education	ED362	Literacy	descriptions.htm	Prerequisite or concurrent: ED/PSY 256. Prerequisite(s) must have a grade of "C" or better.
Planning for						https://wa-	Literature for Adolescents emphasizes applying criteria for evaluation, selection, and utilization of
Cognitive and			<u></u>		l	secure.indwes.edu/WebAdvisor/WebAdvisor	literature by reading actual selections, reader response, and discussion. Cultural diversity, developmental
Language Literacy	Indiana Wesleyan	College of Arts and			Literature and	?TOKENIDX=8507274391&SS=33&APP=	appropriateness, appreciation for literature, and lifelong learning are set in the context of current
Learning	University	Sciences	Education	EDU265	Adolescents	ST	research. The integration of faith and learning is a strong component of the course.
Planning for							Prerequisites: 130 or 230, PSY 220, and successful completion of Phase I. This course integrates reading
Cognitive and					Elementary	/2009-	and oral and written communication theory and teaching strategies in grades K-6. The course includes
Language Literacy		School of			Reading and	11%20Marian%20University%20Course%2	study of skills and strategies, methods of teaching, materials and resources, and evaluating and
Learning	Marian University	Education	Education	EDU346	Language Arts	0Catalog.pdf	organizing to meet students' individual needs. A practicum is required for this course. (FAL)

	1		1	1	ı		Prerequisites: 346 and successful completion of Phase I. Co requisite: 325. This course integrates
Planning for					Elementary	http://www.marian.edu/Registrar/Documents	elements of reading and the study of children's literature. The course includes diagnosis and techniques
Cognitive and					Reading and	/2009-	for assisting children with reading problems, use of diagnostic instruments, and remedial instruction. It
Language Literacy		School of			Children's	11%20Marian%20University%20Course%2	also includes a focus on genres of children's literature, selecting and evaluating and using children's
Learning	Marian University	Education	Education	EDU347	Literature	0Catalog.pdf	literary materials in and out of the classroom. A practicum is required for this course. (SPR)
Planning for	Triarian Chiversity	Education	Eddedion	EBCST	Enteratare	ocaaarog.par	includy interests in and out of the oldsofoom. It practically is required for all occurse. (51 ft)
Cognitive and							
Language Literacy		School of Liberal			Children's	http://www.martin.edu/downloads/martin_cat	
Learning	Martin University	Arts	English	ENG302	Literature	alog.pdf	Studies the varieties in children's literature from the various genres
<u>U</u>	ĺ				Middle and	<i>5</i> 1	Ü
Planning for					Secondary		
Cognitive and					Reading		Reading problems encountered by students in middle school and high school are studied. Assessment of
Language Literacy	Oakland City	School of			Problems and		student ability, learning styles, and potential are covered. A field experience is required. Pre-service
Learning	University	Education	Education	EDUC330	Intervention	http://www.oak.edu/academics/index.php	teachers will mentor small groups of students. (Same as SPED 330.)
Planning for	j					1 1	
Cognitive and							
Language Literacy	Oakland City	School of			Reading in		Explores methods and materials that are developmentally appropriate to use in teaching middle school
Learning	University	Education	Education	EDUC334	Middle School	http://www.oak.edu/academics/index.php	students. Field experience required.
Planning for					Adolescent		
Cognitive and					and Young		
Language Literacy	Oakland City	School of Arts and			Adult		Criteria for the selection and study of literature written especially for adolescents and young adults in
Learning	University	Sciences	English	ENG326	Literature	http://www.oak.edu/academics/index.php	middle and high schools; classical and contemporary literature enjoyed by youth globally.
Planning for							
Cognitive and					Literacy		Examines developing languages and literacy abilities in children. Includes overview of child
Language Literacy	St. Mary of the Woods				Development	_ = = =	development theory and its relationship to communication skills; effects of environment; and techniques
Learning	College	Education	Education	ED227	I	talog_2008-2010.pdf	to support a child's natural process of learning. Fall, every year. Course fee.
Planning for					T	1,, ,,	
Cognitive and	0.1.				Literacy	http://www.smwc.edu/academics/academic_a	Examines development and progression of methods, materials and theories necessary for the teaching of
Language Literacy	St. Mary of the Woods				Development		the six language arts: literacy, writing, talking, listening, viewing, and visually representing. Winter,
Learning	College	Education	Education	ED228	II	talog_2008-2010.pdf	every year. Course fee.
Planning for							Major emphasis is placed on selection and reading of quality children's literature associated with early
Cognitive and					C1:11 1	1,,, // , , , , , , , , , , , , , , , ,	childhood, middle childhood, and early adolescent stages of development. Literary genres are studied in
Language Literacy	T. II	E1 .:	F1 /	EDIJ252	Children's		relation to their value to children. Ways to best present literature in the classroom are explored, including
Learning	Trine University	Education	Education	EDU353	Literature	og/images/Course_Catalog2010-2012.pdf	children's responses to literature. Open to elementary education majors only. A study of multiple approaches used in the teaching of reading including balanced reading programs,
							phonics, and literature-based programs. A study of reading methods, strategies, and techniques designed
Planning for							to help children who are
Cognitive and							experiencing difficulties learning to read. Open to elementary majors only. Prerequisite: Benchmark #2;
Language Literacy					Teaching of	http://www.trine.edu/academics/course_catal	Corequisite: EDU 441
	Trine University	Education	Education	EDU445	_	og/images/Course Catalog2010-2012.pdf	Corcquisite, EDO 441
Learning	Time University	Education	Education	EDU443	Reading	og/mages/Course_Catalog2010-2012.pdf	Examines linguistic development in humans from the initial attempts at speech and language to the
Planning for							production of mature language. Content assists the prospective talker in identifying speech disorders and
Cognitive and		College of					evaluating speech and language development. Theories of language acquisition presented along with
Language Literacy	University of	Education and			Develonmenta	http://www.evansville.edu/docs/CourseCatal	their implications for language arts programming from infancy through the junior high/middle school.
Learning Learning	Evansville	Health Science	Education	EDUC325	1 Linguistics	og2009-2011.pdf	Lab experiences and report writing included. Prerequisites: Education 100, 200; Psychology 226.
Learning	Lvansvinc	Treattii Science	Laucation	LD00323	1 Linguistics	082007-2011.pui	Lab experiences and report writing included. Freequisites, Education 100, 200, Esychology 220.

for kindergarten through young adult reviewed.
instructor. Fall.
e to nine) and junior and senior high school
er. Teachers and community leaders are trained
elected to further the interests, tastes, and values
ation literature course; Education 100, 200; or
ssroom teacher are discussed. Emphasizes
on kinds of reading problems. Clinical
on 422. Spring.
mprehension and vocabulary skills for the
prehension development are examined, and
lacement included.
accinent included.
d. Stresses basic knowledge and competency
eading programs in the elementary school. Basic
criptive instructional design. teach literacy in classrooms. Emphasis is placed
lidates develop proficiency in administering,
lized reading inventories, and writing samples
diagnostic tools, the candidates design and
nd meet the needs of students. Course required
an endorsement in Mild Interventions.
anning. Students learn specific strategies related
aching English language learners. Students
mental texts, and applications of Web 2.0. The
rategies and applications appropriate to various
de licensure. Register concurrently with EDUC-
Education Program.
nd formats (e.g., picture books, magazines, and
e in elementary classrooms. Students learn how
ese texts to support their future students'
Special attention is given to motivating students
h a grade of C or higher. Course required for
and young adults. Participants will critique
res of young adult literature in middle school
ine see a la l

Planning for	1	1	ı	I	Literacy for		
Cognitive and					-	https://wa-	Addresses the literacy needs of the adolescent and adult learner with exceptional needs through an
Language Literacy					with	secure.indwes.edu/WebAdvisor/WebAdvisor	integrated, balanced literacy approach. Special emphasis is placed on expository reading/writing and the
Learning, Individual	Indiana Wasleyan	College of Arts and	Teacher		Exceptional	?TOKENIDX=8507274391&SS=33&APP=	study skills required in the middle and high school classroom. Functional literacy skills are also
Differences	University		Education	EDS324	1	ST ST	
Planning for	University	Sciences	Education	ED8324	Needs	51	examined.
Cognitive and							
~					Intercultural		
Language Literacy,		0 1 1 01 1 1					
Respect for Diverse	D.d. III.	School of Liberal	Communicat	G01 52 50		http://www.butler.edu/registrar/classes/cours	The purpose of this course is to lead students to acquire the concepts and skills needed to manage
Cultures	Butler University	Arts	ions	COM359	ns	es	effectively communicative encounters in which intercultural factors make a difference.
Planning for						http://www.bsu.edu/web/catalog/undergradua	An overview of children's literature and an intensive study of various genres of grades K to 6 with an
Cognitive and		College of Science			Literature for	te/programs/Programs02/english02_csh.html	emphasis on Standard 3 of the Indiana Academic Standards for English Language Arts. Cannot be
Literacy Learning	Ball State University	and Humanities	English	ENG204	Children	#ENGLISH%20(ENG)	counted as an elective in English.
					Teaching		
Planning for		l			Writing in		Focuses on theory, research, methods, strategies and program models for teaching writing in the
Cognitive and		College of Science			Elementary	te/programs/Programs02/english02_csh.html	elementary classroom; includes a guided laboratory experience that develops reading/writing
Literacy Learning	Ball State University	and Humanities	English	ENG304	School	#ENGLISH%20(ENG)	connections, and includes listening, speaking, viewing, and visual representing.
Planning for						http://www.bsu.edu/web/catalog/undergradua	
Cognitive and		College of Science			~ ~	1 1 5 5 5 =	handwriting, and literature in the elementary grades. Cannot be counted as an elective in major or minor
Literacy Learning	Ball State University	and Humanities	English	ENG311	Methods	#ENGLISH%20(ENG)	programs in English.
Planning for						http://www.bsu.edu/web/catalog/undergradua	
Cognitive and		College of Science			Young Adult	te/programs/Programs02/english02_csh.html	Recent literature suitable for students of varying abilities in junior high/middle and secondary schools.
Literacy Learning	Ball State University	and Humanities	English	ENG414	Literature	#ENGLISH%20(ENG)	Emphasizes reading of selections with some attention given to methodology.
Planning for						http://www.bsu.edu/web/catalog/undergradua	Basic understanding of environments and planned activities that foster positive attitudes and interests
Cognitive and					Emergent	te/programs/Programs02/elem02_tc.html#E	related to reading, procedures that stimulate early literacy development, and related practical experiences
Literacy Learning	Ball State University	Teacher's College	Education	EDRDG390	Literacy	DUCATION:%20READING%20(EDRDG)	with young children.
		Ü			Teaching of		Designed to review the current thinking, approaches, and methodology of teaching reading in today's
Planning for					Reading in	http://www.bsu.edu/web/catalog/undergradua	schools. Attention is directed to theories of reading, emergent literacy, comprehension, vocabulary, and
Cognitive and					Today's	te/programs/Programs02/elem02 tc.html#E	work analysis strategies as well as the planning of the total developmental reading program, with
Literacy Learning	Ball State University	Teacher's College	Education	EDRDG400	School	DUCATION:%20READING%20(EDRDG)	emphasis on reading at the elementary level.
, ,						http://www.bsu.edu/web/catalog/undergradua	
Planning for						te/programs/Programs02/seced02_tc.html#E	
Cognitive and			Educational		Materials for	DUCATION:%20ADULT%20AND%20CO	Reading and examining books and other materials for the enrichment of library programs for preschool
Literacy Learning	Ball State University	Teacher's College	Studies	EDLIB461	Children	MMUNITY%20(EDAC)	through upper elementary.
				-	Art in the		
Planning for			Art and		Elementary	http://www.anderson.edu/registrar/catalog10	Explores the means of developing creative potential in elementary students through a concentrated study
Creative Learning	Anderson University	College of Arts	Design	ARTS3500	School	12.pdf	of two- and three-dimensional art media and processes appropriate to developmental stages
Planning for	1 magison om reisity	2011080 0171103	Art and	1111100000		http://www.anderson.edu/registrar/catalog10	Survey of art in public education, with emphasis on selection and organization of art curriculum and
Creative Learning	Anderson University	College of Arts	Design	ARTS4580	Art Education	12.pdf	materials
Clourive Dearning	1 macison oniversity	conege of Aits	Design	711(15-1500	Methods of	12.put	I I I I I I I I I I I I I I I I I I I
					Teaching Art		
Planning for			Art and		in the Public	http://www.anderson.edu/registrar/catalog10	Clarifies the role of art teachers in the public school system. Gives practical knowledge about art and
Creative Learning	Anderson University	College of Arts	Design	ARTS4700	School	12.pdf	teaching that leads to success in the classroom.
Planning for	Anderson University	Conege of Aits	Communicat	AK154/00	Acting for	http://www.anderson.edu/registrar/catalog10	Designed to introduce students to the fundamental principles of performance. Emphasis will be placed on
Creative Learning	Anderson University	College of Arts	ions	THEA2350	Everyone	12.pdf	Spolin-styled theatre games and developing competent improvisational skills.
Creative Learning	Anderson University	College of Arts	10118	THEA2330	Everyone	12.pu1	sporm-styred meanie games and developing competent improvisational skins.

		I	ı	I	Strategies for	I	
Planning for			Communicat		Teaching	http://www.anderson.edu/registrar/catalog10	
Creative Learning	Anderson University	College of Arts	ions	THEA4700	Theatre Arts	12.pdf	Methodology of teaching theatre arts in secondary school.
Planning for					Music in the	http://www.anderson.edu/registrar/catalog10	Materials and methods used for middle school general music and beginning choral and instrumental
Creative Learning	Anderson University	College of Music	Music	MUED3100	Middle School		instruction. Includes study of early adolescent student development as it relates to music.
8					Music in the	Τ "	
Planning for					Elementary	http://www.anderson.edu/registrar/catalog10	Materials and methods of teaching music in the elementary school. Observation opportunities for music
Creative Learning	Anderson University	College of Music	Music	MUED3100	School	12.pdf	majors.
					Vocal Music	1	
Planning for					in Secondary	http://www.anderson.edu/registrar/catalog10	Materials and methods of teaching choral music in the secondary school. Observation opportunities for
Creative Learning	Anderson University	College of Music	Music	MUED3120	Schools	12.pdf	music majors.
					Instrumental		·
Planning for					Music	http://www.anderson.edu/registrar/catalog10	Materials and methods available for instrumental groups at elementary and secondary levels. Observation
Creative Learning	Anderson University	College of Music	Music	MUED3130	Education	12.pdf	opportunities for music majors.
	•				Methods of		
					Teaching		
Planning for					Public in	http://www.anderson.edu/registrar/catalog10	Taught in conjunction with the professional semester. Materials and methods adapted to the specific areas
Creative Learning	Anderson University	College of Music	Music	MUED4700	Public	12.pdf	and levels in which students are involved in student teaching.
			School of				
			Physical				
			Education,			http://www.bsu.edu/web/catalog/undergradua	
		College of Applied	Sport and			te/programs/Programs02/ped02_cast.html#P	Focuses on developing teaching methods and dance skills for K-12 instruction in social forms of dance
Planning for		Science and	Exercise			HYSICAL%20EDUCATION:%20FITNESS	such as folk, square, line, and country western. Includes cultural background, basic steps, and
Creative Learning	Ball State University	Technology	Science	PEP108	K-12 Dance	/WELLNESS%20(PEFWL)	methodology.
						1 .	Introduction to art history, art criticism, aesthetics, and studio art processes of drawing, painting,
Planning for		College of Fine			Understanding		printmaking, and sculpture. Lecture and studio experiences integrate art criticism, aesthetics, and art
Creative Learning	Ball State University	Arts	Art	AED200	Art	:%20CRAFTS%20(ACR)	history with hands-on studio art projects
					Introduction		Introduction to art education as a teaching profession. Emphasizes investigating artistic growth of normal
Planning for		College of Fine			to Art		and special populations and the materials, techniques, tools, art concepts, and strategies appropriate for
Creative Learning	Ball State University	Arts	Art	AED201	Education	:%20CRAFTS%20(ACR)	teaching art to such students.
DI : 0		C II CE:			Art	http://www.bsu.edu/web/catalog/undergradua	
Planning for		College of Fine	l .		Curriculum		Designed to develop the art students' abilities to make art-curricular judgments by developing art-
Creative Learning	Ball State University	Arts	Art	AED304	and	:%20CRAFTS%20(ACR)	curriculum plans and designing art experiences.
					Introduction		
D1		C-11 CE:			to Fine Arts:	1.44//	
Planning for	D 11 Ct + II : 't	College of Fine	F: 4 /	GEA 101	Art, Drama,		Interdisciplinary course offering students experiences with visual art, dance, music, and theatre as
Creative Learning	Ball State University	Arts	Fine Arts	CFA101	Music and Principles of	te/colleges/Collpages/col_cfa02.html#(CFA) http://www.bsu.edu/web/catalog/undergradua	approaches to reality. Emphasizes developing basic vocabulary and exploring a range of historical styles.
			1		Music	te/programs/Programs02/school of music02	Overview of the music teaching profession emphasizing basic terminology, instructional procedures, and
					Teaching:	cfa.html#SCHOOL%20OF%20MUSIC%2	curricular concepts. Performance-based assessment for all developmental levels, technology, and
Planning for		College of Fine	1		Seminar &	0(MUSCH)#SCHOOL%20OF%20MUSIC%	portfolio development experiences. Practicum includes directed observation, demonstration, and
_	Ball State University	Arts	Music	MUSED100	Practicum	20(MUSCH)	supervised participation experience in K-12 music programs.
Creative Learning	Dan State University	AILS	iviusic	MIOSEDIO	1 Tacticulii	http://www.bsu.edu/web/catalog/undergradua	supervised participation experience in K-12 music programs.
						te/programs/Programs02/school of music02	
			1		Classroom	cfa.html#SCHOOL%20OF%20MUSIC%2	Development of fundamental vocal performance techniques and performance skills on guitar, recorder,
Planning for		College of Fine			Instruments	0(MUSCH)#SCHOOL%20OF%20MUSIC%	and other classroom instruments. Peer teaching experiences and introduction to classroom music
Creative Learning	Ball State University	Arts	Music	MUSED150	and Voice	20(MUSCH)	repertoire for K-12 settings.
Creative Learning	Dan Duic Oniversity	1110	1,10,510	1.100000100	Tana voice	20111000111	reportone for it 12 bettings.

			1			http://www.bsu.edu/web/catalog/undergradua	
						te/programs/Programs02/school of music02	
					Basic Music	cfa.html#SCHOOL%20OF%20MUSIC%2	Designed to build on the future teacher's sensory musical experience toward development of basic music
Planning for		College of Fine			for Classroom	0(MUSCH)#SCHOOL%20OF%20MUSIC%	reading, use of social and keyboard instruments, and expansion of acquaintance with the heritage of the
Creative Learning	Ball State University	Arts	Music	MUSED265	Teachers	20(MUSCH)	world's music
Creative Ecanning	Buil State Chrycistry	7110	iviasie	MESEBZOS	reactions	http://www.bsu.edu/web/catalog/undergradua	World 5 Music
						te/programs/Programs02/school of music02	Focuses on philosophy, approaches/methods, and materials needed to teach a general music course in
					Elementary	cfa.html#SCHOOL%20OF%20MUSIC%2	elementary school settings. Emphasizes teaching skill development, musical development of children,
Planning for		College of Fine			General Music	0(MUSCH)#SCHOOL%20OF%20MUSIC%	performance-based assessment, technology, classroom management, continued portfolio development,
Creative Learning	Ball State University	Arts	Music	MUSED351	Methods	20(MUSCH)	and field experiences.
	j					http://www.bsu.edu/web/catalog/undergradua	
						te/programs/Programs02/school_of_music02	Focuses on philosophy, techniques, and materials needed to teach a general music course in middle and
					Secondary	cfa.html#SCHOOL%20OF%20MUSIC%2	high school settings. Emphasizes teaching skill development, musical characteristics, needs of
Planning for		College of Fine			General Music	0(MUSCH)#SCHOOL%20OF%20MUSIC%	adolescents, performance-based assessment, technology, classroom management, continued portfolio
Creative Learning	Ball State University	Arts	Music	MUSED353	Methods	20(MUSCH)	development, and field experiences.
						http://www.bsu.edu/web/catalog/undergradua	
						te/programs/Programs02/school_of_music02	
					Music in the	_cfa.html#SCHOOL%20OF%20MUSIC%2	
Planning for		College of Fine			Elementary	0(MUSCH)#SCHOOL%20OF%20MUSIC%	Covers current teaching and learning strategies in music. Focuses on appropriate musical experiences and
Creative Learning	Ball State University	Arts	Music	MUSED365	School	20(MUSCH)	materials for children.
					Introduction		
					to Teaching		Theory and practice of teaching theatre in middle and secondary schools. Includes curriculum
Planning for		College of Fine			Methods for	$te/programs/Programs02/theat02_cfa.html\#D$	development, instructional planning, classroom management techniques, methods and strategies of
Creative Learning	Ball State University	Arts	Theatre	THEAT395	Theatre	ANCE%20(DANCE)	instruction, assessment, and use of instructional aids and activities for the classroom.
							A study of the vicissitudes of artistic development in regards to high school art students who may or may
					Art Education		not be contemplating a future in the visual arts. Projects and topics include: teaching portfolio
Planning for		School of Arts and			in Secondary	http://www.bethelcollege.edu/academics/cata	
Creative Learning	Bethel College	Sciences	Traditional	AART317	School	log/descriptions_undergrad.pdf	Lecture and lab.
D1 : 6					36.1.1.	1 // 1.4.1.11 1./ 1 / /	The seminar class for Pre-Art Therapy majors covering the techniques, methods and practices of the art
Planning for	D 4 1 C 11	School of Arts and	Art Non	1 1 DEC.	Methods in	http://www.bethelcollege.edu/academics/cata	therapist. Observations take place out of class and in directly applicable situations. This course must be
Creative Learning	Bethel College	Sciences	Traditional	AART303	Art Therapy Art Education	log/descriptions_undergrad.pdf	taken in the spring of junior year, prior to senior internship.
					in the		A study of the artistic growth and developmental stages of children in relation to creative expression.
Planning for		School of Arts and	A at Non		1 1	http://www.bethelcollege.edu/academics/cata	Students will study theory and developmentally appropriate practice for teaching art in the elementary
	Dathal Callaga		Art Non Traditional	AART312	Elementary School	log/descriptions undergrad.pdf	classroom and experiment with visual art materials. Fieldwork required.
Creative Learning	Bethel College	Sciences	Traditional	AAR1312	Infusing the	log/descriptions_undergrad.pdi	classroom and experiment with visual art materials. Fleidwork required.
			Middle and		Arts into Early		
			Early		and Middle		This course is designed to prepare the pre-service teacher to use the fine arts of dance, music, theatre and
Planning for		School of	Childhood		Childhood	http://www.butler.edu/registrar/classes/cours	visual arts to enrich classroom life and enhance learning across the curriculum, as well as to enhance
Creative Learning	Butler University	Education	Education	ED204	Education	es	personal aesthetic development.
Cicative Learning	Dunci Oniversity	Laucanon	Luucation	LD204	Foundations		An introduction to the field of music education and the music education program at Butler University. On
Planning for		Jordan College of			in Music	http://www.butler.edu/registrar/classes/cours	site experiences with K-12 students is required. Additionally, students will experience basic musicianship
Creative Learning	Butler University	Fine Arts	Music	ME101	Education I	es	through Dalcroze and Laban activities.
Cicative Learning	Duner University	I me Ans	IVIUSIC	WIETUI	Foundations		unough Daicroze and Lavan denvities.
Planning for		Jordan College of			in Music	http://www.butler.edu/registrar/classes/cours	A continuation of ME 101 with additional work in instrumental and vocal techniques and conducting.
Creative Learning	Butler University	Fine Arts	Music	ME102	Education II	es	Continuation of field experiences and work in Dalcroze and Laban pedagogies.
Cicative Leanning	Dutier Oniversity	I HIE ALIS	iviusic	IVIE 102	Euucail011 11	Co .	Continuation of ficial experiences and work in Datcioze and Laban pedagogies.

		1	1	I	General Music	1	A Study of the objectives and pedagogical approaches to non-performance music classes in secondary
Planning for		Jordan College of			Methods:	http://www.butler.edu/registrar/classes/cours	schools, grades 6-12. Current issues and trends will be addressed in relation to state and national
Creative Learning	Butler University	Fine Arts	Music	ME326	Secondary	es	standards. A review of various teaching models through field experience in approved schools is required.
Creative Learning	Butter Oniversity	Time rates	iviusie	IVILUE	Administratio		standards. A review of various teaching models among in refer experience in approved senions is required.
					n of the		
Planning for		Jordan College of			School Music	http://www.butler.edu/registrar/classes/cours	This course examines the organizational skills and legal issues necessary for administering a school
Creative Learning	Butler University	Fine Arts	Music	ME425	Program	es	music program at the elementary and secondary level.
Creative Ecarining	Butter Chryersity	Time Tites	Titusie	111111111111111111111111111111111111111	Methods of		industry program at the elementary and secondary level.
Planning for	Calumet College of				Teaching	http://www.ccsj.edu/academics/resources/cat	
Creative Learning	St. Joseph		Education	EDU476	Visual Arts	alogs.html	Instructional processes appropriate for teachers of the visual arts at the secondary level are discussed.
							Introduces the student to the music teaching profession. Emphasis is placed upon teacher-student
					Introduction		relationships, role of the music teacher in schools and the individual examination and refinement of
Planning for			Music		to Music		personal attitudes and skills needed to become an effective music teacher. Field experiences are required
Creative Learning	DePauw University	School of Music	Education	MUS150	Education	http://www.depauw.edu/catalog/section3.asp	for all students.
	,						A study of major points of view in contemporary American education and those knowledge bases that
					Foundations		influence educational decisions. Survey of the historical, sociological, philosophical and psychological
Planning for			Music		of Music		factors and functions of music in general education as they relate to principles and practices in education
Creative Learning	DePauw University	School of Music	Education	MUS170	Education	http://www.depauw.edu/catalog/section3.asp	today.
					Music in the		The fundamentals of music and methods of teaching general music to children in grades kindergarten
Planning for			Music		Elementary		through six. Includes a survey of materials and observations in the local public schools. <i>This course is</i>
Creative Learning	DePauw University	School of Music	Education	MUS261	Classroom	http://www.depauw.edu/catalog/section3.asp	open only to liberal arts students preparing to teach in the elementary grades.
							Introduction to the role of music in the education of students with diverse needs (students with
							disabilities, economically disadvantaged students, gifted students, etc.). Includes the history and major
					Music for		issues of special education, considers characteristics of students with diverse needs and the
Planning for			Music		Students with		development/adaptation of curricular and instructional approaches designed to guide the musical
Creative Learning	DePauw University	School of Music	Education	MUS263	Diverse Needs	http://www.depauw.edu/catalog/section3.asp	development of these students. Prerequisites: MUS 150 & 170, EDUC 170, or consent of instructor.
					Elementary		
					General		Methods and materials suitable for teaching vocal music in the elementary school. General survey of
					Music:		elementary music curricula. Includes analysis of texts and literature relevant to the elementary music
					Methods,		program. Incorporates theories of learning, curriculum development, organization and evaluation and
Planning for			Music		Material and		teaching strategies and techniques. Observation of music teaching and participation in music teaching are
Creative Learning	DePauw University	School of Music	Education	MUS351	Curricula	http://www.depauw.edu/catalog/section3.asp	included in the coursework.
							Methods and materials appropriate for teaching vocal music at the middle and high school levels.
					Secondary		General survey of middle and high school curricula and study of philosophical bases of curriculum
					Vocal Music:		design. Includes an analysis of texts, literature and representative materials outlining related
					Methods,		responsibilities of the vocal music teacher. Provides detailed consideration of organization, development,
Planning for			Music		Materials and		maintenance and evaluation of comprehensive choral programs in secondary schools. Observation of
Creative Learning	DePauw University	School of Music	Education	MUS352	Curricula	http://www.depauw.edu/catalog/section3.asp	music teaching and participation in music teaching are included in the coursework.
					Elementary		Methods of teaching instrumental music in the elementary and secondary schools, including an analysis
n			l		and Secondary		of texts and literature for the concert band, jazz band, orchestra and small ensembles and representative
Planning for			Music		Instrumental		material outlining related responsibilities of the instrumental music teacher. <i>Prerequisite: MUS 213 &</i>
Creative Learning	DePauw University	School of Music	Education	MUS354	Materials	http://www.depauw.edu/catalog/section3.asp	223. Applicable only to degrees in the School of Music.

	I	ı	1	1	Secondary	I	
					General		
							Introduction to teaching general music in the secondary schools. Examination of the objectives,
					Music:		
					Methods,		organization and operation of a secondary general music program. Study of teaching materials, curricula,
Planning for			Music		Materials and		instructional methods and assessment practices appropriate for adolescent learners. Observation of and
Creative Learning	DePauw University	School of Music	Education	MUS355	Curricula	http://www.depauw.edu/catalog/section3.asp	participation in music teaching are included in the coursework.
							Explores the artistic dimensions of teaching and examines the relationships between teaching and
							performing as art forms. Topics such as creativity, attitude, perception and intuition are covered. Unique
							parallels are drawn between classrooms and other educational settings and theater, with a specific focus
					Artistic		on the teacher role. Activities include pantomime, role playing and oral interpretation as vehicles to
Planning for		College of Liberal	Education		Dimensions of		improve self-confidence, voice and positive approaches to the nuances of the classroom. May not be
Creative Learning	DePauw University	Arts	Studies	EDUC332	Teaching	http://www.depauw.edu/catalog/section3.asp	taken pass/fail.
8					8	T G G G G G G G G G G G G G G G G G G G	This course provides prospective elementary teachers a practical working knowledge of various fine arts
							activities to assist them in discovering ways to integrate the fine arts into all facets of the school
							curriculum. Special emphasis will be placed on using fine arts activities to explore content in other
					Fine Arts for		disciplines. Taken concurrently with EFE 484, EDE 444, EDE 443, EDE 457, EDE 499, EDU 315, and
Planning for					Elementary		PED 322. Prerequisites: 2.50 GPA ($A=4.00$) and admission to student teaching program. Fall, senior
Creative Learning	Franklin College		Fine Arts	FNA 420	Teachers	http://www.franklincollege.edu/catalog	vear.
Creative Learning	Trankim Conege		Tille Arts	111/1420	Teachers	http://www.nankimeonege.edu/cataiog	Fundamentals of musical notation, scales, keys, and intervals introduced in such a way as to give
							prospective elementary music teachers a practical working knowledge of the various facets of music
Planning for					Music		(reading, singing, playing, listening, and creating) needed to conduct an effective music program in a
	Enoughlin College		Music	MUS 359	Methods	httm://www.frontslin.collogo.odu/cotologo	classroom. Prerequisites: 2.50 GPA (A=4.00) and admission to the teacher education program.
Creative Learning	Franklin College		Music	MUS 339	Methods	http://www.franklincollege.edu/catalog	A methods course introducing the issues, concepts, philosophy and content of teaching art for art
							education students (K-12) or others with an interest in teaching art in other settings. Emphasis on
D1 : C					m 1:		curriculum and lesson planning, reading in art education, art classroom management and evaluation.
Planning for					Teaching	http://www.goshen.edu/academics/departmen	Includes field work. All art majors strongly encouraged to take this course. Visual art education majors
Creative Learning	Goshen College		Art	ART312	Visual Art	ts/	must take it for 4 credits; others may take it for 3 credits.
Planning for					Fine Arts for	http://www.goshen.edu/academics/departmen	A study of drama, art and music as it pertains to the elementary classroom. Participatory experiences,
Creative Learning	Goshen College		Education	EDUC330	Children	ts/	integration across the arts and integration of the arts into the classroom.
					Methods in		
					Junior		
					High/Middle		
					School and		An analysis of the general topics of testing, curriculum and organization, and legal aspects of teaching as
Planning for		School of Social			High School:	http://www.hanover.edu/academics/programs	well as the integration of specific methods related to the teaching of art. Includes field experience.
Creative Learning	Hanover College	Sciences	Education	EDU322	Art.	/	Prerequisite:316.
	<u> </u>	Division of					
		Education,					
		Kinesiology and					Organization, selection and use of art materials for elementary, middle and secondary schools. Curricula
Planning for		Recreation			Visual Arts	http://www.huntington.edu/registrar/catalog/	and methods designed to develop pupil capabilities for perception, appreciation and creation of art are
Creative Learning	Huntington University		Education	ED342	Methods	2009/HU-Catalog-2009-11.pdf	explored.
Cloud ve Dearning	Transmigron University	Division of	Daucation	LD372	menious	2007/110 Catalog 2007-11.pul	vaprorou.
		Education,					
		Kinesiology and					A study of the techniques of improvisational dramatics, including physical, social and psychological
Dlamina for			Dogmonting -1		Canatina	http://www.homtinaton.adv/masiatus://t-1/	
Planning for	III	Recreation	Recreational	D C 252	Creative		exercises. Special attention will be given to ways of expressing ideas and emotions and to the use of
Creative Learning	Huntington University	ivianagement	Management	KC253	Dynamics	2009/HU-Catalog-2009-11.pdf	original dramatizations as teaching tools. <i>Identical with TH 253</i> .

		Division of Visual				Middle School		The study of the musical development of children and young adolescents ages 10-14 years as well as
Planning for		and Performing				Music	http://www.huntington.edu/registrar/catalog/	methods and materials for teaching general music, guitar class, piano class, beginning band, beginning
Creative Learning	Huntington University	Arts	Music	MU325		Methods	2009/HU-Catalog-2009-11.pdf	choir and exploratory music appreciation courses in middle school or junior high. This course includes study in art, music and movement, and play. Art: introduction of materials and
								methods suitable for presenting art experiences for the young child. Focus on expressive and experimental opportunities available through art media. Examine the place of art activities in the
						Curriculum		curriculum. Music and Movement: Introduce the relationship of music and movement to the
		Division of				Development		development of the young child. Analyzes methods and materials appropriate for integrating music and
		History, Behavioral				Using Art,		movement into the early childhood curriculum. Play: Introduce the importance of play in a young child's
		Sciences,				Music,		life. Examine how play increases the child's ability to learn. Different faculty members will teach each
Planning for		Education and				Movement	http://www.ancilla.edu/academics/course-	area of study during the course of the semester. Prerequisite: ED 205; Prerequisite or concurrent:
Creative Learning	Ancilla College	Business	Education	ED260		and Play	descriptions.htm	ED/PSY 256. Prerequisite(s) must have a grade of "C" or better.
Creative Ecarring	7 mema conege	Business	Education	LD200		Art for	https://wa-	A course designed to acquaint the elementary major with many methods of teaching art in the public
			School of			Elementary	secure.indwes.edu/WebAdvisor/WebAdvisor	school. It includes teaching techniques and skills in handling the various art materials suitable for the
Planning for	Indiana Wesleyan	College of Arts and	Arts and			School	?TOKENIDX=8507274391&SS=33&APP=	elementary school classroom. A strong emphasis is placed on correlating art into the other elementary
Creative Learning	University	Sciences	Humanities	ART371		Teachers	ST	subjects.
						Elementary		A course to develop skills in handling various media for use in the elementary and junior high/middle
Planning for						Art Education	http://www.manchester.edu/catalog/majormi	schools. It combines a study of the art curriculum at these levels with a study of the general elementary
Creative Learning	Manchester College		Art		205	Techniques	<u>nor.htm</u>	curriculum and how the two are interrelated. Lab fee required.
								A companion course to ART 205 with emphasis placed on the construction and application of various
								craft media to the elementary and junior high/middle schools. There is further study of the art curriculum
Planning for						Elementary	http://www.manchester.edu/catalog/majormi	and its relationship to the total curriculum of the elementary and junior high/middle schools. Lab fee
Creative Learning	Manchester College		Art	<u> </u>	216	Arts & Crafts	nor.htm http://www.marian.edu/Registrar/Documents	required
							/2009-	
Planning for		School of Liberal					11%20Marian%20University%20Course%2	Prerequisite: PSY 230. A survey of art therapy techniques, history, and case studies. One hour lecture, six
Creative Learning	Marian University	Arts	Visual Arts	Art371		Art Therapy	0Catalog.pdf	hours contact per week. Cross-listed as PSY 371. (2FE)
Crounty Domining	Trianan Chironoly	1110	, 13 uu 1111ts	111071		The Therapy	o culting, pur	Prerequisites: Jumor or senior art major concentrating in art therapy, 3.00 in both art and psychology
								courses, a 3.00 overall GPA, ART 371, completed resume, and department permission, interview and
								approval of site. This course is an approved, not-for-pay internship or work experience for Marian
								College students majoring in art therapy. Students must have completed 80 credits towards degree with at
							_	least 30 credits taken at Marian College. Field experience is contracted between the student and the
							/2009-	cooperating establishment with the approval of the department liaison. The contract includes goals,
Planning for		School of Liberal				Art Therapy	11%20Marian%20University%20Course%2	procedures, credit assignment, supervision and evaluation criteria. Credits earned in the internship are not
Creative Learning	Marian University	Arts	Visual Arts	Art465		Internship	0Catalog.pdf	included in the 40-credit limit in the student's major. Graded S/U. (SEM)
								This course considers the expressive arts—visual arts, drama, dance and movement, music, technology, media, physical education, and health and nutrition—in relation to the Indiana Academic Standards, the
								NSAE Standards and the content areas of language arts, math, science, and social studies.
							http://www.marian.edu/Registrar/Documents	Developmentally appropriate practices in arts methods and materials are presented and discussed with an
							/2009-	emphasis on process rather than product. Assignments may include writing and presenting integrated
Planning for		School of				Expressive	11%20Marian%20University%20Course%2	activity plans that are developmentally appropriate, designing an arts and content-related bulletin board,
Creative Learning	Marian University	Education	Education	EDU221		Arts	0Catalog.pdf	observing and interviewing a "specials" teacher and attending an arts-related event. (SEM)
Creative Learning	1.1u.luli Ollivoisity	Laucution	Laucation	200221		1110	осиштов.рит	For prospective teachers, with emphasis on the current Indiana Association Board requirements,
						Introduction		Discipline Based Art Education, and the National Art Education Standards. Course includes the
Planning for	Oakland City	School of Arts and				to Art		foundations of art education, observations, teaching experiences, lesson plan development, evaluation
Creative Learning	University	Sciences	Art	ART235		Education	http://www.oak.edu/academics/index.php	techniques, special needs issues, and multi-cultural experiences.

Planning for	Oakland City	School of Arts and		1	Elementary		
Creative Learning	University	Sciences	Art	ART325	Art Methods	http://www.oak.edu/academics/index.php	Art teaching methodology specific to the elementary grades.
Planning for	Oakland City	School of Arts and	7111	711(1323	Middle School	http://www.ouk.ouk.oud/ucudefilies/ilidex.php	The educing memodology specific to the elementary grades.
Creative Learning	University	Sciences	Art	ART326	Art Methods	http://www.oak.edu/academics/index.php	Art teaching methodology specific to the middle school grades.
	Oakland City	School of Arts and	ZIII	711(1320	Secondary Art	http://www.oux.edu/aeadennes/mdex.pnp	The teaching methodology specific to the initiatic school grades.
Creative Learning	University	Sciences	Art	ART327	Methods	http://www.oak.edu/academics/index.php	Art teaching methodology specific to high school
Creative Learning	Omversity	Sciences	Ait	ARTS27	Wicthous	http://www.oak.edu/academies/index.pnp	Focuses on development of creative abilities in children, with emphasis on planning and implementing
Planning for	Oakland City	School of			The Creative		teaching-learning experience in play, music, art, drama, and movement. Examines the exploration of the
	,		Education	EDUC240	Arts	http://www.coloods/codomics/index.mbm	
Creative Learning	University	Education	Education	EDUC240	Music	http://www.oak.edu/academics/index.php	arts in settings from early childhood through middle childhood.
					Education:		Methods and materials for middle school/junior high music teaching. Instruction will focus on
Planning for	Oakland City	School of Arts and	Music		Middle/Junior		curriculum development, special skills materials, and techniques needed to design and teach general
- C	,			MIICOLL		http://www.coloods/codomics/index.mbm	
Creative Learning	University	Sciences	Education	MUS311	High School	http://www.oak.edu/academics/index.php http://www.smwc.edu/academics/academic a	music classes. Psychology of children's development and expression and the skills necessary to stimulate and guide
Dlamina for	St. Mary of the Woods	Business, Art and			Elamantamy		their art activities accordingly. Investigates the history of art as it affects cultural and aesthetic awareness.
Planning for	,	,	A4	A D 240	Elementary		
Creative Learning	College	Media	Art	AR340	Art Methods Teaching Art	talog_2008-2010.pdf	Fall, every year.
					in Teaching Art	http://www.smwc.edu/academics/academic a	
Dlamina for	Ct. Mamy of the Woods	Dusinses Antond					Philosophy of art education and methods and materials for teaching art at the secondary level. Winter,
Planning for	St. Mary of the Woods	,	l	A D 2 4 1			
Creative Learning	College	Media	Art	AR341	Middle School	talog_2008-2010.pdf	even years. Focuses on the value of the arts to all children. This methods course includes dance, movement, music,
					Music,	http://www.smwc.edu/academics/academic a	theatre, visual arts, and physical activities as media for communication, cultural understanding, enhanced
D1	C4 Manage C41 - We - 1-				· ′		
Planning for	St. Mary of the Woods	E1	F1 .:	ED202	Movement		motor development (for both typically developing and delayed children), and self-expression. Fall, every
Creative Learning	College	Education	Education	ED303	and the Arts	talog_2008-2010.pdf	year. Requires admission to the Teacher Education Program. Coursefee. Examine methodology and teaching practices in art, organizing and writing the art curriculum, classroom
							management, assessment of student progress, and general strategies and methods for conducting an art
							program for the middle and high school level students. In addition, studio work will be utilized to create
							,
D1 . C					G 1 A 4	1.44 //	a portfolio of art projects suitable for middle and high school students. Written assignments for the
Planning for	T 1 T 1	T 11 1 1 1 1	l	L DESCO	_	1 * *	course will be added to the professional portfolio. <i>Prerequisites: EDU 150, 260, and approval into the</i>
Creative Learning	Taylor University	Liberal Arts	Art	ART309	Methods	g/1011_catalog/LA_2010-2011.pdf	Teacher Education Program. Corequisite: EDU 309.
D1 . C					F1 .	1.44 //	Theory and foundations for the development of skills and learning experiences for use in the elementary
Planning for		***			Elementary	1 2	art classroom. The Discipline-Based Art Education model will be utilized in preparing lesson plans,
Creative Learning	Taylor University	Liberal Arts	Art	ART310	Art Education	g/1011_catalog/LA_2010-2011.pdf	studio projects and practical application content.
n						L	A study of discipline-based art education as it applies to the elementary classroom. Emphasis on the
Planning for					Art for	_ =	preparation of art projects and the use of art as a tool of learning using a variety of mediums and
Creative Learning	Trine University	Education	Education	EDU452	Teachers	og/images/Course_Catalog2010-2012.pdf	materials. Open to elementary majors only. Field experience. Prerequisite: Benchmark #2
					Art in		
Planning for	University of	College of Arts and			Elementary	http://www.evansville.edu/docs/CourseCatal	Examination of the perceptual, creative, and aesthetic growth and development of children through art
Creative Learning	Evansville	Sciences	Art	ART102	Schools Methods of	og2009-2011.pdf	experiences. Some basic studio instruction with art appreciation and historical overview. Spring.
					Teaching Art		
					in High		
			1		School/Jr		
					High/Middle		
			1		School and		This course explores the creative and mental growth of elementary, middle school, and secondary school
Planning for	University of	College of Arts and	1		Elementary	http://www.evansville.edu/docs/CourseCatal	students participating in classes for the visual arts. In addition, development of an area-specific portfolio
Creative Learning	Evansville	Sciences	Art	ART497	School	og2009-2011.pdf	is required. This class is for art education majors only.

							Examines theoretical, performance, pedagogical, technological, and integrative skills applied in
					Secondary		secondary music education. Introduces strategies for teaching and designing both performing and non-
Planning for	University of	College of Arts and			Methods in	http://www.evansville.edu/docs/CourseCatal	performing music courses. Investigates approaches to curriculum development, computer-assisted
Creative Learning	Evansville	Sciences	Music	MUS371	General Music	og2009-2011.pdf	instruction, assessment of standards and lesson planning.
					Teaching of		Preparation for the teaching of art in elementary grades. Basic skills, techniques, and materials are
Planning for	University of	College of Arts and			Elementary	http://registrar.uindy.edu/academic_catalog/p	discussed, evaluated, and handled so that the student becomes acquainted with suitable forms of
Creative Learning	Indianapolis	Sciences	Art	ART280	School Art	df/course_descriptions.pdf	expression in art and its relationship to the total curriculum.
					Art Methods		Designed for the classroom teacher, an introduction to art fundamentals with methods, materials, and
Planning for	University of	College of Arts and			for	http://registrar.uindy.edu/academic_catalog/p	rationale for integrating art into the elementary curriculum. Must be taken concurrently with student
Creative Learning	Indianapolis	Sciences	Art	ART351	Elementary	df/course_descriptions.pdf	teaching.
							An introduction to teaching music in the public schools required of all students considering a music
							education major. Students are introduced to the K–12 National Music Standards, INTASC standards, and
							Indiana licensing procedures. Through reading, writing, field experiences, and discussions, student
							consider the implications of a particular philosophy of music education, various styles of
					Explorations		teaching/learning, and music knowledge and skills, as well as dispositions necessary to become an
Planning for	University of	School of	Teacher		in Music	http://registrar.uindy.edu/academic_catalog/p	excellent music teacher. Issues related to music assessment, classroom management, and different types
Creative Learning	Indianapolis	Education	Education	MUS104	Education	df/course_descriptions.pdf	of school settings are considered. Field experience.
							This course will focus on the theoretical and pragmatic aspects of establishing, building, and maintaining
							a successful choral music program in the middle, junior high, and senior high school levels. Through
							weekly observation and assisting of master teachers, students will demonstrate teaching strategies for
					Secondary		performing and nonperforming classes based on national and state standards. They will establish a firm
Planning for	University of	School of	Teacher		Choral	http://registrar.uindy.edu/academic_catalog/p	philosophical ground for teaching music and acquire a basic knowledge of secondary school budgets,
Creative Learning	Indianapolis	Education	Education	MUS390	Methods	df/course_descriptions.pdf	human resources, and technology. Field experience.
							This course will focus on the theoretical and pragmatic aspects of establishing, building, and maintaining
							a successful instrumental music program in the middle, junior high, and senior high school levels.
					G 1		Through weekly observation and assisting of master teachers, students will demonstrate teaching
D1 : 6		0.1.1.0			Secondary	1 //	strategies for performing and nonperforming classes based on national and state standards. They will
Planning for	University of	School of	Teacher		Instrumental	http://registrar.uindy.edu/academic_catalog/p	establish a firm philosophical ground for teaching music and acquire a basic knowledge of secondary
Creative Learning	Indianapolis	Education	Education	MUS391	Methods Teaching the	df/course_descriptions.pdf	school budgets, human resources, and technology. Field experience.
					Arts, Music,		
					Physical		
Planning for					Education and		This same in some metas on intermetal common shifts music and who sized advection, and health. Together
Creative Learning,					Health in		This course incorporates an integrated approach to music, art, physical education, and health. Teacher candidates will learn aspects of the pedagogy, principles, and performance of each of the four disciplines.
Planning for	Calumet College of					1. ttm. //	Methods and teaching strategies will be incorporated into each lesson, providing the teacher candidate
			F1 (*	EDITA02	Elementary	http://www.ccsj.edu/academics/resources/cat	
Physical Learning Planning for Inter-	St. Joseph		Education	EDU487	Schools	alogs.html	with hands-on experiences and materials for both teaching and assessment Field experience required. Provides an introduction to the theoretical and practical knowledge and skills of character education. A
Personal and Intra-					Leadership in		framework for implementing character education in the classroom and school will be explored. This
Personal		College of			Character	http://www.anderson.edu/registrar/catalog10	course fulfills one component for students to earn a "specialization" in character education. Open to non-
Development	Anderson University	Education	Education	EDUC3500	Education	12.pdf	education majors.
Development	Anucisum University	Education	Luucation	ED0C3300	Education	12.pu1	Examines the interrelationship of self and society in the everyday world of social interaction. Particular
Planning for Inter-							emphasis on theoretical perspectives of the self, and related conceptions of self-concept and self-esteem,
Personal and Intra-							social roles, and identity. The importance of society in the development and expression of self is
Personal		College of Science			Self and	http://www.anderson.edu/registrar/catalog10	examined through a focus on socialization processes, language, deviance, and gender, with a particular
Development	Anderson University	and Humanities	Sociology	SOCI2200	Society	12.pdf	emphasis on a postmodern context.
Development	Anderson University	and Humanities	Bociology	BOC12200	Buciety	12.pu1	Chiphasis on a positiouchi context.

			1	I		I	Examines contemporary theories, concepts, models, and pertinent research related to the communication
							process in relatively unstructured face-to-face settings. Particular emphasis is given to understanding
Planning for Inter-		College of				http://www.bsu.edu/web/catalog/undergradua	message exchanges between people and how they affect the people involved. Introduces students to the
personal and Intra-		Communications.			Interpersonal	1	approaches, variables, and topics that influence social interaction. Special attention is given to
personal		Information and	Communicat			ml#COMMUNICATION%20STUDIES%20	communication models, perception, symbols, systems, self-concept, attitudes, meaning, and nonverbal
Development	Ball State University	Media	ions	COMM440	ns	(COMM)	message cues.
Planning for Inter-	Dan State Chiversity	ivicuia	10113	COMMITTO	113	http://www.bsu.edu/web/catalog/undergradua	message cues.
personal and Intra-					Human		An introduction to the basic psychological principles and techniques of enhancing relationships with self
personal			Counseling		Relationships	#COUNSELING%20PSYCHOLOGY%20(and others. Emphasizes understanding self-limiting behavior, self-understanding, and skill development
Development	Ball State University	Teacher's College	Psychology	CPSY230	Development	CPSY)	and knowledge in the dynamics of interaction with others.
Planning for Inter-	Buil State Chivelsity	reactions contege	rsychology	C1 51 250	Ветегоричен		and knowledge in the dynamics of interaction with others.
Personal and Intra-					Small Group		
Personal		School of Liberal	Communicat		Communicati	http://www.butler.edu/registrar/classes/cours	Theory and practice in group discussion, leadership, decision making and interpersonal communication
Development	Butler University	Arts	ions	COM351	on	es	in small groups.
Planning for Inter-	Butter Chiversity	71110	10115	00111331	on		in sman groups.
Personal and Intra-					Interpersonal		
Personal		School of Liberal	Communicat			http://www.butler.edu/registrar/classes/cours	The study of recent theory and practice governing dyadic interactions in conversations and relationships.
Development	Butler University	Arts	ions	COM353W	ns	es	Writing intensive.
Planning for Inter-							
personal and Intra-			Communicat		Interpersonal		An introduction to the theories and skills involved in two-person interactions. Attention will also be
Personal		College of Liberal	ions and		Communicatio		given to the development of competencies and skills relevant to various interpersonal contexts. <i>Not open</i>
Development	DePauw University	Arts	Theatre	COMM125	ns	http://www.depauw.edu/catalog/section3.asp	to students with credit in COMM 225.
Planning for Inter-	,				Public		
personal and Intra-			Communicat		Communicatio		An exploration of the nature and methods of persuasive communication, including motivational theories,
Personal		College of Liberal	ions and		ns and		attention, logical argument, audience analysis and the role of personality, integrated with practice in
Development	DePauw University	Arts	Theatre	COMM223	Controversy	http://www.depauw.edu/catalog/section3.asp	public speaking.
Planning for Inter-	,				j		
personal and Intra-			Communicat		Small Group		The communication processes of small group participation and leadership with an emphasis on the
Personal		College of Liberal	ions and		Communicati		dynamics of small group discussion and decision making. Not open to students with credit in COMM
Development	DePauw University	Arts	Theatre	COMM224	on	http://www.depauw.edu/catalog/section3.asp	124.
							(Cross-listed from Comm 322) An exploration of communication within organizations, as well as
							communication between organizations and the larger society. Topics include theories of communication
Planning for Inter-							and organizational structure; examination of power, culture, and conflict in organizations; and analysis of
personal and Intra-					Organizational		verbal and nonverbal messages in interpersonal, small-group and public settings. Assignments will assist
personal					Communicatio	http://www.goshen.edu/academics/departmen	students in developing skills in listening, analysis, speaking and writing. Prerequisite: Comm 240 or Bus
Development	Goshen College		Business	BUS322	n	ts/	316.
Planning for Inter-							(Cross-listed from Psyc 305) A study of theories and empirical research concerned with positive human
personal and Intra-			1				interaction. Topics of special focus include altruism, empathy and service from the perspective of both
personal			Peace and		Pro-Social	http://www.goshen.edu/academics/departmen	the helper and the recipient. Some attention to applications in education, government and church
Development	Goshen College		Justice	PJCS305	Behavior 3	ts/	agencies. Offered alternate years.
Planning for Inter-							Using a systems approach, students will explore conflicts in organizations and communities, locating and
personal and Intra-			1				examining models for assessment, diagnosis, intervention and evaluation. Working with case studies and
personal			Peace and		Conflict in	http://www.goshen.edu/academics/departmen	real life situations of structural injustice and conflict, students will learn practical strategies for dialogue,
Development	Goshen College		Justice	PJCS426	Groups 3	ts/	problem-solving, healing, reconciliation and system change. Prerequisite: PJCS 325.

Planning for Inter-	1			1		T	
_							A study of the easier behavior of the individual and the energy Denticular attention in the state
personal and Intra-			D 1		G : 1	1,4, 4, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1,	A study of the social behavior of the individual and the group. Particular attention is given to the
personal		School of Arts and	Behavioral		Social		development and dynamics of social groups, social perception, motivation, attitudes and values.
Development	Grace College	Sciences	Sciences	BHS327	Psychology	10_catalog.php	Prerequisite: PSY230 or PSY234. Three hours.
Planning for Inter-							An examination of the process of communication and interpersonal relationships focusing on the role of
personal and Intra-					Interpersonal		the self, people perception, the environment, and the interaction of interpersonal orientations. Personal
personal		School of Arts and	Communicat		Communicatio	http://www.grace.edu/academics/registrar/09-	skills in resolving conflict and stimulating friendships are examined through exposure to theory, practical
Development	Grace College	Sciences	ions	COM213	ns	10_catalog.php	exercises, and the analysis of experiences in current relationships. Three hours.
Planning for Inter-							
personal and Intra-					Small Group		An examination of the theory, processes, and applications of small group communication. Specific topics
personal		School of Arts and	Communicat		Communicati	http://www.grace.edu/academics/registrar/09-	of consideration include leadership, roles, norms, decision making, problem solving, group cohesiveness,
Development	Grace College	Sciences	ions	COM216	on	10_catalog.php	management of member participation and conflict management. Three hours.
Planning for Inter-							
personal and Intra-							Explores psychological approaches to group processes and to understanding individual behavior in
personal		School of Natural			People in	http://www.hanover.edu/academics/programs	
development	Hanover College	Sciences	Psychology	PSY166	Groups	/	members. Partially satisfies the Modern Society LADR.
Planning for Inter-	Transver conege	Selences	1 by chology	151100	Groups		Explores sociological approaches to the study of group dynamics and their role in understanding
personal and Intra-							phenomenon in contemporary society such as race and ethnicity, the family and other institutions.
personal		School of Social			People in	http://www.hanover.edu/academics/programs	Partially satisfies the Modern Society LADR. Serves as a gateway course in Sociology. Not open to
development	Hanover College	Sciences	Sociology	SOC166	Groups.	/ www.nanover.edu/academies/programs	students who have taken soc 161, 161, 163, 164, 167 or 211.
Planning for Inter-	Tranover Conege	Sciences	Sociology	300100	Groups.	/ 	A skill development course that addresses perception checking, behavioral descriptions, language,
personal and Intra-					Interpersonal	http://www.smwc.edu/academics/academic a	paraphrasing, active listening, responses to criticism, sending clear messages, and win-win negotiating.
1-	Ct. Mamy of the Woods	I amana ana 0.	Communicat				Reading assignments give a foundation for action. Activities stress practice and demonstrate acquisition
personal	St. Mary of the Woods			GO112			
Development Planning for Inter-	College	Literacy	ions	CO112	ns	talog_2008-2010.pdf	skills. Fulfills general studies requirement. WED only.
1		Cii			I		
personal and Intra-		Communicative			Interpersonal		
personal		Studies, Dance &	Communicat		Communicatio		A study of interpersonal communication theories and concepts. Focus on the role of communication in
Development	St. Mary's	Theatre	ions	C200	ns		understanding and maintaining healthy interpersonal relationships.
Planning for Inter-							
personal and Intra-		Communicative			Small Group		
personal		Studies, Dance &	Communicat		Communicati		A study of the process and theories of communication in small groups. The focus is on improving
Development	St. Mary's	Theatre	ions	C203	ons		individual communication in groups.
Planning for Inter-							
personal and Intra-					Interpersonal		The study of self-esteem, empathic listening, language, nonverbal behavior, conflict and ethics in
personal			Communicat		Communicatio	http://www.taylor.edu/academics/files/catalo	interpersonal communication designed to expand students' understanding of themselves and human
Development	Taylor University	Liberal Arts	ions	CAS120	ns	g/1011_catalog/LA_2010-2011.pdf	relationships. Meets general education speaking requirement.
-	<u> </u>					<u> </u>	Communication concepts and principles are pragmatically applied to interpersonal communication in
Planning for Inter-							work, college, dating, family, and social settings. Communication exercises, role plays, and case studies
personal and Intra-					Interpersonal		enable students to analyze communication dynamics and improve communication skills employing
personal			Communicat		Communicatio	http://www.trine.edu/academics/course catal	language, nonverbal communication, listening, perception of self and others, relationship development,
Development	Trine University	Arts and Sciences	ion	COM163	l _n	og/images/Course Catalog2010-2012.pdf	and assertiveness. Extensive training in conflict management skills and analysis.
Planning for Inter-	11o Omitolony	1115 una Serences	1011	2311103	Team	og/mmges/course_cum/og2010/2012.pui	and account of the control of the co
personal and Intra-					Building and		Theoretical foundations and practical skills for examining and applying communication principles in
personal	University of	College of Arts and	Communicat		Group	http://www.evansville.edu/docs/CourseCatal	groups. Surveys concepts such as cohesiveness, leadership, groupthink, deviance, networks, choice shift,
1*	1	_		COMM282		og2009-2011.pdf	and brainstorming as they relate to communication. Prerequisite: Communication 130.
Development	Evansville	Sciences	ions	COMM382	Communicatio	ogzooz-zorr.par	and brainstorning as they relate to communication. Prerequisite: Communication 130.

	1	I	1	1	ı		Surveys the nature and applications of principles of human communication derived from classical and
Planning for Inter-					Introduction		contemporary theory and research. Course will present concepts, principles, theories, and research
personal and Intra-					to Human		findings relevant to understanding the complexities of human communication. It further will provide
personal personal	University of	College of Arts and	Communicat			http://registrar.uindy.edu/academic catalog/p	insights into the multidimensional contexts of communication, including facets of understanding the self,
1*	1	-		COM 1125			
Development	Indianapolis	Sciences	ion	COMM135	n	df/course_descriptions.pdf	relational transactions, group interactions, public speaking, organizational behavior, and cultural diversity.
Planning for Inter-					C		Examines communicative interaction in small groups. Students study theory and research in group
personal and Intra-					Group		communication, participate in discussions, and develop skills in small-group transactions. Stress is
personal	University of	College of Arts and			Communicatio	http://registrar.uindy.edu/academic_catalog/p	placed on verbal and nonverbal messages, problem solving, norms, roles, cohesiveness, conflict, and
Development	Indianapolis	Sciences	ion	COMM330	n	df/course_descriptions.pdf	leadership.
							Provides the student with information, insight, and current theory concerning communication on an
Planning for Inter-							interpersonal level. Emphasis is placed on self-awareness, self-disclosure, barriers, supportiveness in
personal and Intra-					Interpersonal		verbal transactions, nonverbal messages, message reception, and interpersonal relationships. The student
personal	University of	College of Arts and	Communicat		Communicatio	http://registrar.uindy.edu/academic_catalog/p	is given the opportunity and specific means for learning and internalizing the relevant concepts through
Development	Indianapolis	Sciences	ion	COMM331	ns	df/course_descriptions.pdf	research and experiential vehicles.
Planning for Inter-					Introduction		Increases understanding of oneself, the many roles one plays in the communication process, and the
personal and Intra-					to		interpersonal relationships of individuals in society. Course includes nonverbal communication, the role
personal	University of	College of Liberal	Communicat		Interpersonal	http://www.usi.edu/libarts/comm/CMST/des	of language in structuring interpersonal situations, and the importance of dialogue in resolving
Development	Southern Indiana	Arts	ion Studies	CMST107	Communicati	cription.asp	interpersonal conflicts. F, Sp, Su
Planning for Inter-					Group and	1 1	Introduces students to the basics of group and team communication. Students learn about the dynamics of
personal and Intra-					Team		group interaction with emphasis on leadership, decision making, and group preparation. Students will be
personal	University of	College of Liberal	Communicat		Communicatio	http://www.usi.edu/libarts/comm/CMST/des	exposed to a variety of group types, including standing committees, ad hoc groups, task forces, special
Development	Southern Indiana	Arts	ion Studies	CMST214	n	cription.asp	interest groups, and administrative groups. F, Sp
Planning for Inter-							
personal and Intra-							
Personal			Sociology				An introduction to social psychology from a sociological perspective. Several major theories in social
Development,			and				psychology are discussed in relation to topics, such as interpersonal relationships, person perception,
Respect for Diverse		College of Liberal	Anthropolog		The Individual		motivation, socialization, self and the social construction of reality. <i>Prerequisite: one course in SOC 100</i> ,
Cultures	DePauw University	Arts	v	SOC319	and Society	http://www.depauw.edu/catalog/section3.asp	PSY 100 or ANTH 151. Not open to students who have credit in PSY 260 and 261.
Cultures	Der auw Oniversity	Aits	l y	500317	and Bociety	http://www.ucpauw.edu/eataiog/sections.asp	Provides students with an understanding of communication encountered in various social settings, with
Planning for						https://wa-	an emphasis on both theoretical and practical aspects. Students will gain an understanding of
Interpersonal and			School of		Human	secure.indwes.edu/WebAdvisor/WebAdvisor	communication as it affects the individual in message construction, interpersonal interaction, group and
	Indiana Wesleyan	Callaga of Amta and	Arts and			?TOKENIDX=8507274391&SS=33&APP=	organizational settings, public settings, cultural settings, and mass communication settings. Also
Intrapersonal	,	College of Arts and		COM115	Communicatio		
Development Planning for	University	Sciences	Humanities	COM115	n	ST https://wa-	examines the ethics of communication, and participate in group projects, leading to presentations. Provides background and skills related to small group communication theory and practice. Students
_			C-11-6		C11 C	-	
Interpersonal and	I. 1: W 1	Callana CA /	School of	1	Small Group	secure.indwes.edu/WebAdvisor/WebAdvisor	participate in group projects leading to class presentations. Topics include leadership, discussion, roles,
Intrapersonal	Indiana Wesleyan	College of Arts and	Arts and	G0. 1200	Communicati	?TOKENIDX=8507274391&SS=33&APP=	consensus, organization, decision-making, and persuasion. Standards for ethical conduct are considered.
Development	University	Sciences	Humanities	COM209	on	ST	Prerequisite: COM-115 or permission of Division.
Planning for						https://wa-	
Interpersonal and	L		School of		Interpersonal	secure.indwes.edu/WebAdvisor/WebAdvisor	
Intrapersonal	Indiana Wesleyan	College of Arts and	Arts and		Communicatio	?TOKENIDX=8507274391&SS=33&APP=	Practical study through examination of theory, actual practice, and criticism of the speech
Development	University	Sciences	Humanities	COM352	n	ST	communication process in relatively unstructured face-to-face settings.
Planning for							
Interpersonal and					Interpersonal		A study of the factors involved in sending and receiving messages in interpersonal relationships. The
- I							
Intrapersonal			Communicat		Communicatio	http://www.manchester.edu/catalog/majormi	student is encouraged to develop increased awareness of the effect one's communicating has on others

Planning for	1	<u> </u>	1	ı	ı	Γ	An introduction to small group communication theory and practice. Lectures and assignments will
Interpersonal and					Small Group		provide the opportunity to examine the impact of the following on communication in a small group
Intrapersonal			Communicat		Communicati	http://www.manchester.edu/catalog/majormi	setting: group roles, leadership, group interaction patterns and group formation and development. C-
	Manuella antoni Callana			212			
Development Planning for	Manchester College		ions	212	on	<u>nor.htm</u>	3RC.
Interpersonal and		0.1 1 00 11			C		
Intrapersonal		School of Social			Group		Explores the psychological and theoretical foundations of group counseling and analyzes the dynamics of
Development Planning for	Martin University	Science	Psychology	Psy330	Dynamics	alog.pdf	groups.
Interpersonal and							
Intrapersonal			_		a ar		
Development,			Peace		Conflict	http://www.manchester.edu/catalog/majormi	An advanced study of how to deal constructively with interpersonal, intra-organizational, and intergroup
Guidance Skills	Manchester College		Studies	320	Resolution	<u>nor.htm</u>	conflict.
Planning for							
Interpersonal and					Interpersonal		
Intrapersonal		Division of	Communicat		Communicatio	http://www.huntington.edu/registrar/catalog/	This course introduces human communicative interaction in dyads and small groups. Theory is applied
Relationships	Huntington University	Communications	ions	CO246	ns	2009/HU-Catalog-2009-11.pdf	through participation in laboratory exercises and observation of dyads and groups on and off campus.
							This course examines the dynamics of effective interpersonal relationships and how those dynamics are
Planning for							applied within the counseling field. Topics include personal factors that influence relationships, verbal
Interpersonal and		Division of					and nonverbal behavior, barriers to effective communication and conflict, contextualized to basic
Intrapersonal		Business and			Interpersonal	http://www.huntington.edu/registrar/catalog/	counseling concepts and skills. Practical exercises and group work to develop those basic skills are an
Relationships	Huntington University	Social Sciences	Psychology	PY321	Relationships	2009/HU-Catalog-2009-11.pdf	integral part of the course.
Planning for							
Interpersonal and					Small Group		Introduction to effective use of the task-oriented group. Topics include the special nature of group
Intrapersonal		Division of	Communicat		Communicati	http://www.ancilla.edu/academics/course-	communications, leadership styles, problem solving methods, special types of problems, and applications
Relationships	Ancilla College	Humanities	ions	COMM116	on	descriptions.htm	to various social organizations.
Planning for							
Interpersonal and					Interpersonal		Study of communication between individuals. Topics include the developing self-concept, recognizing
Intrapersonal		Division of	Communicat		Communicatio	http://www.ancilla.edu/academics/course-	differences in perception, learning from emotion, finding meaning in verbal and non-verbal expressions,
Relationships	Ancilla College	Humanities	ions	COMM215	ns	descriptions.htm	and resolving conflicts.
				S322	Human		
					Behavior and		
Planning for					Social		Examination of the significance of the small group as context and means for social development of
Intrapersonal and	Indiana University				Environment		individuals and as agent of change in the social environment. Discussion of the individual as a member
Interpersonal	Purdue University-	School of Social			II: Small		of a variety of groups, including the family. The course considers the formal organization as a composite
Development	Indianapolis	Work	Social Work		Group	www.iupui.edu	of groups.
					Foundations		Emphasizes fundamentals necessary to lead effective group exercise activities based on exercise
Planning for		College of Science			for Exercise	http://www.anderson.edu/registrar/catalog10	prescription applications. Develops applicable teaching methodology in various activity and lecture
Physical Learning	Anderson University	and Humanities	Kinesiology	EXSC2451	Leadership I	12.pdf	situations.
<u> </u>			5,		Foundations	•	Introduces a continuation of fundamentals necessary to lead effective group exercise activities based on
Planning for		College of Science			for Exercise	http://www.anderson.edu/registrar/catalog10	exercise prescription applications. Applies teaching methodology in various activity and lecture
Physical Learning	Anderson University	and Humanities	Kinesiology	ExSC2452	Leadership II	12.pdf	situations.
, <u>s</u>					Introduction	'T "	
					to Teaching		Introduces foundational concepts in physical education teacher education, including historical and
Planning for		College of Science			Physical	http://www.anderson.edu/registrar/catalog10	philosophical orientations, sub-disciplinary movements, career development, and physical education
Physical Learning	Anderson University	and Humanities	Kinesiology	PETE1300	Education	12.pdf	issues.
nysicai Leanning	Anderson University	and Humannies	Trincsiology	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Laucation	12.pu1	15500-5.

Planning for		College of Science		I	Teaching	http://www.anderson.edu/registrar/catalog10	Develops content knowledge and teaching skills in selected team sports. Emphasizes teaching
Physical Learning	Anderson University	and Humanities	Kinesiology	PETE1350	Team Sports	12.pdf	progressions, rules and strategies, skill assessment, and management.
1 Hydreat Ecarming	7 macroon chrycisty	una Tramameres	Temesiology	TETETSSO	Teaching	12.pui	progressions, rates and strategies, skin assessment, and management.
					Individual,		
					Dual,		
					Recreational,		Develops content knowledge and teaching skills in selected individual, dual, recreational, and lifetime
Planning for		College of Science			and Lifetime	http://www.anderson.edu/registrar/catalog10	sports. Emphasizes teaching progressions, rules and strategies, skill assessment, and management. Fee
Physical Learning	Anderson University	and Humanities	Kinesiology	DETE2250	Sports	12.pdf	required.
Planning for	Anderson University	College of Science	Killesiology	FEIE2330	Teaching		Reviews current activity levels and fitness of youth, promotes lifetime physical activity, analyzes field
Physical Learning	Anderson University	and Humanities	Kinesiology	PETE3350	Fitness	12.pdf	testing, and implements fitness activities for physical education programs. Uses the Physical Best model.
rilysical Learning	Anderson University	and Humanities	Killesiology	relessou	Secondary	12.pui	testing, and implements nuless activities for physical education programs. Uses the Physical Best model.
					Health and		
D1 . C					Physical	1,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Planning for	D 1 10 11	School of		0.000	Education		Methods and materials for teaching physical education are examined and employed. Field experience is
Physical Learning	Bethel College	Education	Education	SCED441	Methods	log/descriptions_undergrad.pdf	required
L			Health and	1		L	A study of sports and recreation activities with emphasis on mastery of performance skills, teaching
Planning for		School of	Physical	1			methods and techniques, and designing of unit and lesson plans. Includes lab. Available as an elective
Physical Learning	Bethel College	Education	Education	PHED168	Team Sports	log/descriptions_undergrad.pdf	only by approval of PE Department Head.
			Health and		Foundations		An introduction to the historical development of physical education and its growth and continuing role in
Planning for		School of	Physical		of Physical		the modern school and society. Emphasis is placed on the aims and objectives, scientific basis,
Physical Learning	Bethel College	Education	Education	PHED166	Education	log/descriptions_undergrad.pdf	curriculum development and career opportunities.
							This course focuses on how and what to teach in the secondary school physical education setting. The
					Fundamental		curriculum will be based on promoting a lifetime of physical fitness that will produce competent and
					Skills in		confident participants. Skill themes and movement concepts will be refined in sport specific and wellness
			Health/Phys		Secondary		activities for secondary students with and without disabilities. Prerequisites: PE K-12 majors - PED 250,
Planning for			Ed/Recreatio		Physical		PED 234, PED 345, EDU 225. Must also be enrolled in EFE/SFE 385. Recreation majors - PED 234,
Physical Learning	Franklin College		n	PED 350	Education	http://www.franklincollege.edu/catalog	250; or consent of department. Spring.
, c							This course focuses on how and what to teach in the middle school physical education setting. The
					Fundamental		curriculum will be based on a variety of movement forms and will assist the students in exploring
					Skills in		developmentally appropriate activities that are personally enjoyable and meaningful to middle school
			Health/Phys		Middle School		students with and without disabilities. Prerequisites: PE K-12 majors - PED 234, PED 250, EDU 225.
Planning for			Ed/Recreatio		Physical		Must also be enrolled in EFE/SFE 384. Recreation majors - PED 234, PED 250; or consent of
Physical Learning	Franklin College		n	PED 345	Education	http://www.franklincollege.edu/catalog	department. Fall.
					Organization		
					and Admin. of		
			Health/Phys		Physical		
Planning for			Ed/Recreatio	1	Education		Administrative and organizational procedures and techniques involved in conducting successful K-12
Physical Learning	Franklin College		n	PED 341	Programs	http://www.franklincollege.edu/catalog	physical education programs. Fall, odd academic years.
r nysicai Leanning	Frankini Conege		11	FED 341	ivietnous of	http://www.frankfineonege.edu/catalog	physical education programs. Pan, odd academic years.
					Teaching		
				1	Health,		
				1	Physical		
					Education and		The unique contributions of health, physical education, and safety, as they relate to the total development
			Haalth/Dhara	1			of the elementary child, will be covered. Methods, materials management, and motivational and
Dlamina for			Health/Phys		Safety in the		
Planning for	F 11' C "		Ed/Recreatio	DED 222	Elementary		evaluation techniques for elementary children including the exceptional child will be covered.
Physical Learning	Franklin College		n	PED 322	Schools	http://www.franklincollege.edu/catalog	Prerequisite: Students must be enrolled in EFE/SFE 384 or 484. Fall.

			T	1	Introduction	1	This course serves as an introduction for students who may enter a profession that includes the teaching
					to Teaching		and/or coaching of physical activities. Students will be presented with history, philosophies, and
			Health/Phys		and Coaching		principles underlying the current status and nature of physical activity and sport within the school
Planning for			Ed/Recreatio		Physical		curriculum and society. The course will introduce background information and include discussion on
Physical Learning	Franklin College		n	PED 234	Activities	http://www.franklincollege.edu/catalog	sport psychology, pedagogy, and physiology. Fall.
Tilysical Ecanoling	Transmir conege			122 23 .	Fundamental	indp.,, v. v. v. indiministrating conduction of the conduction of	This course focuses on how and what to teach in the elementary school physical education setting. The
					Skills in		curriculum will be based on skill themes, movement concepts, and fundamental motor, manipulative and
			Health/Phys		Elementary		body management skills for elementary students with and without disabilities. <i>Prerequisite: PE K-12</i>
Planning for			Ed/Recreatio		Physical		majors - PED 234, EDU 124. Must also be enrolled in EFE/SFE 284. Recreation majors - PED 234 or
Physical Learning	Franklin College		n	PED 250	Education	http://www.franklincollege.edu/catalog	consent of department. Spring.
, , , , , , , , , , , , , , , , , , ,						3	This is an applied course focusing on fundamental techniques in a variety of sports. Content includes
					Teaching		theory, best practice in secondary level pedagogy and skill content. There is a special focus on
Planning for			Physical		Sport Skill	http://www.goshen.edu/academics/departmen	organization and management for teaching, skill progressions, and common problems/corrections of
Physical Learning	Goshen College		Education	PHED308	Strategies 3	ts/	basic and intermediate-level skills and tactics.
j					Physical		Philosophy, methods and materials for teaching physical education to children. Some practical
Planning for			Physical		Education for	http://www.goshen.edu/academics/departmen	experience with children included. While this course is open to any student, there is a clear focus on
Physical Learning	Goshen College		Education	PHED309	Children	ts/	preparing students to teach elementary physical education.
, c		Division of					71 7
		Education,			Physical		
		Kinesiology and			Education		Students learn creative and effective planning, instructional strategies and current curricular theories for
Planning for		Recreation			Curriculum	http://www.huntington.edu/registrar/catalog/	teaching middle school and high school physical education courses. The course examines Indiana PE
Physical Learning	Huntington University	Management	Education	ED410PHY	and Methods	2009/HU-Catalog-2009-11.pdf	curriculum standards and PE teacher standards. A 20-hour field experience is required.
		Division of					
		Education,					
		Kinesiology and					
Planning for		Recreation	Physical		Pedagogy of	http://www.huntington.edu/registrar/catalog/	The focus of this course is the development of teaching techniques, performance skills and rule
Physical Learning	Huntington University	Management	Education	PE211	Team Sports I	2009/HU-Catalog-2009-11.pdf	comprehension of leisure time. Sports include soccer, football and volleyball.
		Division of					
		Education,					
		Kinesiology and					The focus of this course is on the development of teaching techniques, performance skills and rule
Planning for		Recreation	Physical				comprehension of leisure time and individual sports. Sports include basketball, racquetball, track and
Physical Learning	Huntington University	Management	Education	PE221	Team Sports II	2009/HU-Catalog-2009-11.pdf	field and softball.
		Division of					
		Education,					
		Kinesiology and			Pedagogy of		The focus of this course is the development of teaching techniques, performance skills and rule
Planning for		Recreation	Physical		Recreational		comprehension of leisure time and individual sports. Sports include tennis, archery, golf, badminton and
Physical Learning	Huntington University	Management	Education	PE241	Sports	2009/HU-Catalog-2009-11.pdf	bowling.
			Exercise and		Teaching		Students will develop personal skills, learn basic rules, and focus on teaching progressions, analyzing
Planning for			Sport		Team	http://www.manchester.edu/catalog/majormi	skills, and selecting appropriate skill tests for specific team activities. Concurrent enrollment in ESS 250.
Physical Learning	Manchester College		Sciences	205	Activities	<u>nor.htm</u>	Fall.
			Exercise and		Teaching		Students will develop personal skills, learn basic rules, and focus on teaching progressions, analyzing
Planning for			Sport		Individual and	http://www.manchester.edu/catalog/majormi	skills, and selecting appropriate skill tests for specific individual and dual sports, and noncompetitive
Physical Learning	Manchester College		Sciences	206	Dual Sports	<u>nor.htm</u>	lifetime activities. Concurrent enrollment in ESS 260. Prerequisite: ESS 205 and 250. Spring.

	1		1	1			Γ	Methods for teaching fundamental motor skills and developmentally appropriate physical education
								activities based on the needs, interest and characteristics of the elementary school child are stressed
			Exercise and			Teaching		within an interdisciplinary context. Concurrent enrollment with ESS 350 (waived for elementary
Planning for			Sport Sport			Fundamental	http://www.manchester.edu/catalog/majormi	education majors). Prerequisite: ESS 206, 260, and successful completion of Praxis I (elementary
Physical Learning	Manchester College		Sciences			Movement	nor.htm	education majors exempted from all prerequisites). Fall.
r ilysicai Leaining	Manchester Conlege		Sciences		301	Health and	<u>nounun</u>	education majors exempted from an prerequisites). Pair.
						Physical	http://www.marian.edu/Registrar/Documents	
			Education-			Education	/2009-	HPE Teaching Strategies designed to assist the HPE teaching major or minor in the development of
Planning for		School of	Sport			Teaching	11%20Marian%20University%20Course%2	lesson planning, leadership skills, methodology, and classroom procedures in the physical education
Physical Learning	Marian University	Education	Science	ESS145		Methods	0Catalog.pdf	environment. (2SE).
Planning for	Oakland City	School of Arts and	Physical	EDDT 13		Rhythmic	o catarog.par	Fundamental rhythms and patterns with emphasis on folk and square dancing, aerobic dance, and
Physical Learning	University	Sciences	Education	PE220		Activities	http://www.oak.edu/academics/index.php	children's rhythms. Rhythms are demonstrated and practiced.
Planning for	Oakland City	School of Arts and	Physical			Recreational		Play from a scientific point of view, the educational value of play, and play organization games are
Physical Learning	University	Sciences	Education	PE225		Activities	http://www.oak.edu/academics/index.php	demonstrated and practiced. Teaching methods are covered.
<u></u>	,					Physical		
1						Education		
						Methods/Adol		Covers teaching techniques, problems, yearly unit curriculum, and courses of study. Also emphasized are
Planning for	Oakland City	School of Arts and	Physical			escents &		teaching aids, characteristics and identification of physical growth, safety and first aid information,
Physical Learning	University	Sciences	Education	PE335		Young Adults	http://www.oak.edu/academics/index.php	evaluation, and computer literacy.
						Activities for		An overview of dramatic play, games, rhythmics, playground/gymnasium procedures and methods
Planning for			Physical			Elementary		relating to planning and implementing lesson plans with an emphasis on developing professional
Physical Learning	St. Joseph College	Natural Science	Education	PE215		Grades	www.saintjoe.edu	leadership values that promote expertise and professionalism.
			l			Teaching		The purpose of this class is to give the student an understanding of the skills, rules, and strategies for a
			Health and			Sport and		wide range of sports. The use of proper teaching progressions and techniques will be covered and the
Planning for			Physical			Recreational		students will be asked to write lesson plans and demonstrate their ability to teach. (Sport Management
Physical Learning	Trine University	Education	Education	HPE103		Activities I	og/images/Course_Catalog2010-2012.pdf	and Exersice Science majors/minors only.) This class builds on what was taught in HPE 103. The purpose of this class is to give the student an
			II a a laba a mad			Teaching		
Dlamina fan			Health and			Sport and Recreational	http://www.tmine.edu/eeddemiee/eeumee.edu/	understanding of the skills, rules, and strategies for a wide range of sports. The use of proper teaching progressions and techniques will be covered and the students will be asked to write lesson plans and
Planning for	Trine University	F.4	Physical	LIDE 122		Activities II	_	
Physical Learning	Trine University	Education	Education	HPE123		Curriculum	og/images/Course_Catalog2010-2012.pdf	demonstrate their ability to teach. (Sport Management and Exersice Science majors/minors only.)
						Development		
		College of	Exercise and			in Lifetime		Gives an understanding of the concepts, movements, skills, and abilities needed to teach and participate
Planning for	University of	Education and	Sport			Fitness	http://www.evansville.edu/docs/CourseCatal	in various health-related fitness and recreational activities throughout life. Also gives student an
Physical Learning	Evansville	Health Science	Science	EXSS383	,	Activities	og2009-2011.pdf	opportunity to teach various health-related fitness and recreational activities to diverse populations.
1 Hysical Ecanning	E vans vine	Treater Serence	Science	Ertobooo	,	Curriculum	og2007 2011.pui	opportunity to teach various health related miless and recreational activities to diverse populations.
						Development		
		College of	Exercise and			in Individual		Gives student understanding of the teaching of individual and team sports. Also gives studentopportunity
Planning for	University of	Education and	Sport			and Team	http://www.evansville.edu/docs/CourseCatal	to teach the movements and skills needed to participate in lifetime individual sports, as well as design
Physical Learning	Evansville	Health Science	Science	EXSS482	2	Sports	og2009-2011.pdf	and implement lesson plans. Focus of course on secondary physical education.
	1					-	-	Course focuses on skill development, teaching methodology, and curricular models for selected
						Teaching		individual and dual games for K-12 students (e.g., tennis, badminton, golf, tennis, and pickleball)
						Individual and		through participation and guided reflection. Analysis of skills, progressions, error analysis and correction,
Planning for	University of	School of				Dual	http://registrar.uindy.edu/academic_catalog/p	teaching techniques, unit planning, skill assessment, evaluation, and teaching experiences also will be
Physical Learning	Indianapolis	Education	Kinesiology	KINS180)	Activities	df/course_descriptions.pdf	addressed.

	1	1	1	1	1	Ī	Course focuses on skill development, teaching methodology, and curricular models for selected team
							field, court, and invasion games for K–12 students (e.g., soccer, basketball, volleyball, team handball,
					Teaching of		and football) through participation and guided reflection. Analysis of skills, progressions, error analysis
Planning for	University of	School of			Team	http://registrar.uindy.edu/academic catalog/p	and correction, teaching techniques, unit planning, skill assessment, evaluation, and teaching experiences
Physical Learning	Indianapolis	Education	Kinesiology	VINIC105	Activities	df/course descriptions.pdf	will be addressed.
r nysicai Leanning	iliulaliapolis	Education	Killesiology	KINS165	Activities	di/codise_descriptions.pdf	Laboratory experiences providing opportunities for students to develop physical education teaching
							strategies, as well as classroom and laboratory experiences providing opportunities for the student to
					Teaching and		develop instructional strategies for leading and developing physical activity. Teaching methods and
					Methods of		learning environments are analyzed; organizational and administrative techniques in sport and physical
					Conducting		education areas also are discussed. This course prepares the student to teach physical skills effectively
Planning for	University of	School of			Physical	http://registrar.uindy.edu/academic catalog/p	and lead learners through an effective physical activity program. <i>Prerequisites: EDUC-220, KINS-180</i> ,
Physical Learning	Indianapolis	Education	Kinesiology	KINS220	Education	df/course descriptions.pdf	KINS-185.
1 Hysical Ecalling	Indianapons	Laucation	Kinesiology	KIINBZZO	Recreational	di/eodise_descriptions.pdf	KING-105.
Planning for	University of	School of				http://registrar.uindy.edu/academic_catalog/p	Study of the purpose of recreational activity. Knowledge of recreational group activities and games for
Physical Learning	Indianapolis	Education	Kinesiology	KINS240	Games	df/course descriptions.pdf	all ages, as well as exploration of methods used to develop desirable behavioral traits through their use.
1 Hysical Ecalining	Indianapons	Laucation	Kilicsiology	KIINDZHO	Games	di/course_descriptions.pdr	Study of educational games, educational dance, and educational gymnastics, fitness, and wellness
					Teaching		appropriate to the age and development of the child. The course focuses on the need for a high-quality
					Physical		physical education program in the elementary school and the unique outcomes of such a program.
					Education in		Developing curriculum, effective planning, discipline techniques, and legal liability are all areas that are
Planning for	University of	School of			Elementary	http://registrar.uindy.edu/academic catalog/p	covered in this course. For specialists in physical education, classroom teachers, and elementary school
Physical Learning	Indianapolis	Education	Kinesiology	KINS285	Schools	df/course descriptions.pdf	administrators.
<i>y</i>		College of	12 2 28,				Students will learn how to teach team sports. Students will learn proper skill progressions, transition
Planning for	University of	Education and	Physical		Teaching	http://www.usi.edu/educ/physed/coursedescri	techniques that are used to link fundamental movement with sport skills, and how to evolve simple
Physical Learning	Southern Indiana	Human Services	Education	PED294	Team Sports	p.asp#activity courses	strategies into more complex offenses and defenses.
,		College of			i	7_	0 1
Planning for	University of	Education and	Physical		Methods of	http://www.usi.edu/educ/physed/coursedescri	A course designed to prepare students to design and implement lessons that progressively and safely
Physical Learning	Southern Indiana	Human Services	Education	PED385	Group Fitness	p.asp#activity courses	develop health-related fitness for people of varied fitness levels.
Planning for					•		
Physical Learning,							
Assures a Safe and					Methods of		Develops pedagogical knowledge and skills in teaching health. Reviews class organization, class
Healthy		College of Science			Teaching	http://www.anderson.edu/registrar/catalog10	management, and program planning in health education. Surveys media and Web-based instructional
Environment	Anderson University	and Humanities	Kinesiology	PEHS4710	Health	12.pdf	aids. Includes field experience in health classroom.
			School of				
Planning for			Physical				
Physical Learning,			Education,				
Assures a Safe and		College of Applied	Sport and		Foundations		An introduction to such topics as career opportunities, exercise, nutrition, life-style changes, related
Healthy		Science and	Exercise		of Exercise	te/programs/Programs02/ped02_cast.html#fi	professional organization and publications, physiological and psychological research, and other current
Environment	Ball State University	Technology	Science	EXSCI190	Science	g2	information for wellness and fitness professionals.
Planning for					Teaching		
Physical Learning,					Methods of		An examination of K-12 health and physical education curricula, effective teaching methods, classroom
Assures a Safe and			Exercise and		Health and		materials and assessment of student learning. Students will participate in 20 hours of observation and
Healthy			Sport		Physical	http://www.manchester.edu/catalog/majormi	teaching experience in a public school classroom. Must be taken the semester prior to student teaching.
Environment	Manchester College		Sciences	440	Education	<u>nor.htm</u>	Prerequisite: formal approval to student teach. Fall.

		I	ı	ı	1		Study of conditions that require physical education programs to be adapted to special needs of
							individuals. Principles and practices in application of exercises and activities appropriate for specific
Planning for					Introduction		handicap conditions will be discussed. The course will identify various kinds of handicapped and
Physical Learning,					to Adapted		learning-disabled students respective of characteristics and needs. One focus will be defining and
Individiual	University of	School of			Physical	http://registrar.uindy.edu/academic_catalog/p	understanding terms applicable to adapted, handicapped, and mainstreaming concepts. Principles and
l l	Indianapolis	Education	Kinesiology	KINS290	Education	df/course descriptions.pdf	organization of specific programs for the physically handicapped and learning disabled will be outlined.
Planning for	mulanapons	Education	Kilicslology	KINS290	Physical	di/codisc_descriptions.pdf	Introduces students to the physically, mentally, and emotionally handicapped. Acquaints students with
Physical Learning,					Education for		characteristics and behavioral patterns, and with land and water activities that benefit the physiologically
Individual		College of Science			Special	http://www.anderson.edu/registrar/catalog10	and socially handicapped. Includes teaching practicum with special education classes in the Anderson
Differences	Anderson University	and Humanities	Kinesiology	PETE3720	Populations	12.pdf	Community Schools.
Differences	Anderson University	and Humanities	School of	FE1E3720	ropulations	12.pui	Community Schools.
			Physical		Introduction		
Planning for			Education,		to Adapted	http://www.bsu.edu/web/catalog/undergradua	Introductory knowledge of disabilities with emphasis on referral, placement, and programming in
Physical Learning,		College of Applied	·		Physical		physical education and physical activity; relevant federal and state laws that pertain to the education and
Individual		Science and	Exercise		,		physical education of students with disabilities; and activity programming across the lifespan. Students
Differences	Ball State University	Technology	Science	PEP227	ivity	/WELLNESS%20(PEFWL)	are required to participate in field experiences.
Differences	Dan State University	reciniology	Belefice	T LT ZZ/	TVILY	/ WELEINESS/020(1 E1 WE)	This course, required for all physical education teacher licensure and general physical education majors,
							will examine attitudes, methods, techniques, and special considerations important in addressing physical
Planning for					Adapted		activity needs and interests of children and adolescents with disabilities. Critical aspects of motor
Physical Learning,					Physical		development will be studied early in the semester, followed by adaptive programming and leadership of
Individual			Physical		,	http://www.goshen.edu/academics/departmen	physical activity in inclusive settings. A concurrent field placement will be a required part of the class.
Differences	Goshen College		Education	PHED320	Sport	ts/	This class is an elective for students in the sport management or sport communication concentrations.
Planning for	Goshen conege		Education	THEB320	Sport	http://www.marian.edu/Registrar/Documents	This class is an elective for stadents in the sport management of sport communication concentrations.
Physical Learning,			Education-		Adaptive	/2009-	This course is designed to provide basic knowledge pertaining to students with disabilities in the physical
Individual		School of	Sport		Sport	11%20Marian%20University%20Course%2	education classroom. Additionally, federal and state laws pertaining to the education of individuals with
Differences	Marian University	Education	Science	ESS363	Education	0Catalog.pdf	disabilities are addressed. Practical, on-site work at a local school is included. (ADD)
Planning for	Warian Chiversity	Education	Belefice	E55505	Education	ocuurog.pur	disabilities are addressed. Fractical, on site work at a focul school is included. (1155)
Physical Learning,					Adapted		This course will provide content and disciplinary concepts related to understanding how individuals with
Individual			Physical		Physical		disabilities differ in their approach to learning and development. It is designed to prepare teachers to plan
	St. Joseph College	Natural Science	Education	PE331	Education	www.saintjoe.edu	developmentally appropriate verbal and nonverbal instructional units adapted to these differences.
Planning for	sa vesepa conege	T tatalar Solono	Lauvanon	12331	Introduction	- Hambanige Ceau	avvolopmentally appropriate velous and nonvelous institutional and adapted to these amoretices.
Physical Learning,			Health and		to Adaptive		
Individual			Physical		Physical	http://www.trine.edu/academics/course catal	Classroom discussion and supervised lab experience that familiarizes students with a general knowledge
Differences	Trine University	Education	Education	HPE202	Education	og/images/Course Catalog2010-2012.pdf	of various disability groups and the physical education needs of these special students.
Planning for							services asserting greenpo and the projects education needs of these operations
Physical Learning,			Health and		Adaptive		
Individual			Physical		Physical	http://www.trine.edu/academics/course catal	Classroom discussion and supervised lab experience that familiarizes students with a general knowledge
Differences	Trine University	Education	Education	HPE212	Education	og/images/Course Catalog2010-2012.pdf	of adaptive physical education and the inclusion process from assessment to writing I.E.P. goals.
					Curriculum		and the state of t
					Development		
Planning for					and		Examines the integration of content, instruction, and assessment to the principles and practices of
Physical Learning,					Assessment in		program development. Requires the creation of teaching documents that shape the physical education
Observation and		College of Science			Physical	http://www.anderson.edu/registrar/catalog10	curriculum. Provides a field experience that promotes the application of curriculum development in three
assessment	Anderson University	and Humanities	Kinesiology	PETE4300	Education	12.pdf	age-level settings. Reviews administrative issues facing physical education teachers.
assessinent		Tana Transantico	12.mesiology	1.212.300		Pa-	age rever seamings. The rever duminimodulary loodes facing physical education reducities.

Planning for	1	I		I	1		
Physical Learning,					Physical	http://www.marian.edu/Registrar/Documents	This course is designed to incorporate physical activities and game into the elementary physical
Uses Indoor and			Education-		Activities for	/2009-	education classroom. Emphasis will be on activities of play, games, lifetime fitness,
Outdoor		School of	Sport		Elementary	11%20Marian%20University%20Course%2	playground/gymnasium procedures and lesson planning. This course requires the student to elementary
Environments	Marian University	Education	Science	ESS269	Grades	0Catalog.pdf	classroom a minimum of 32 hours per semester. (2SO)
Planning for	Trianan Chiversity	Education	Belefice	200207	Grades	vedurog.pur	emostoon a minimum of 32 nouts per semester. (250)
Physical Learning,						http://www.marian.edu/Registrar/Documents	
Uses Indoor and			Education-			/2009-	A study of rules, skills, strategy, and self-testing relating to team sports. The student receives instruction
Outdoor		School of	Sport			11%20Marian%20University%20Course%2	in teaching techniques in volleyball, softball, soccer, touch and flag football, basketball, and other team
Environments	Marian University	Education	Science	ESS160	Team Sports	0Catalog.pdf	sports. (2SE)
Planning for							
Physical Learning,						http://www.marian.edu/Registrar/Documents	
Uses Indoor and			Education-		Movement	/2009-	This study and teaching application of the skills associated with movement, rhythmic, and associated
Outdoor		School of	Sport		and Rhythmic	11%20Marian%20University%20Course%2	activities in the physical education environment. Emphasis will be on the fundamental skills,
Environments	Marian University	Education	Science	ESS228	Activity	0Catalog.pdf	appreciation, and instructional strategies and teaching methods. (2FE).
	,		School of		j		
Planning for			Physical				
Physical Learning,			Education,				
Uses		College of Applied	Sport and			http://www.bsu.edu/web/catalog/undergradua	
Indoor/Outdoor		Science and	Exercise		Group Fitness	te/programs/Programs02/ped02_cast.html#fi	Develops practical knowledge and skills necessary to instruct group fitness programs through active
Environments	Ball State University	Technology	Science	EXSCI148	Instruction	g1	participation.
			School of				
Planning for			Physical				
Physical Learning,			Education,			http://www.bsu.edu/web/catalog/undergradua	
Uses		College of Applied	Sport and		Introduction	te/programs/Programs02/ped02_cast.html#P	
Indoor/Outdoor		Science and	Exercise		to Physical	HYSICAL%20EDUCATION:%20FITNESS	Introduction to technology, resistance training principles, youth fitness training, and appropriate fitness
Environments	Ball State University	Technology	Science	PEP150	Fitness	/WELLNESS%20(PEFWL)	instruction/assessment in a physical education setting.
DI : 0			School of				
Planning for			Physical				
Physical Learning,			Education,		Introduction	http://www.bsu.edu/web/catalog/undergradua	
Uses		College of Applied	Sport and		to Teaching	te/programs/Programs02/ped02_cast.html#P	
Indoor/Outdoor		Science and	Exercise		Physical	HYSICAL%20EDUCATION:%20FITNESS	Introduction to content development, teaching styles, and assessment within the areas of games and
Environments	Ball State University	Technology	Science	PEP209	Education	/WELLNESS%20(PEFWL)	rhythms primarily in the elementary school curriculum. Field experience required.
Dlamain a fan			Natural				
Planning for			Resources and				The rele of outdoor repression in modern equipty. Decreasing from level to also I Fermination
Physical Learning,					Outdoo:		The role of outdoor recreation in modern society. Perspectives ranging from local to global. Examination
Uses		G-11	Environment		Outdoor	1.44//	of the history of outdoor recreation in the United States to the present day, with emphasis on issues in
Indoor/Outdoor	D-11 Ct-t- III-i 't	College of Science	al	NIDEM 271	Recreation		both public and private sectors. May require one weekend field trip in addition to regular laboratory
Environments	Ball State University	and Humanities	Management Natural	NKEM3/1	and Society	te/programs/Programs02/natres02_csh.html	periods.
Planning for			Resources				
Physical Learning,			and				
Uses			Environment		Teaching		Opportunities for enriching instruction through environmental education in formal and non-formal
Indoor/Outdoor		College of Science	al			http://www.ben.edu/web/eetalog/undargradus	educational settings. Studies conservation, outdoor and environmental education, including teaching
Environments	Ball State University	and Humanities		NIDEM205	Education	te/programs/Programs02/natres02 csh.html	techniques and instructional resources used in each.
Environments	Dan State University	and Humanines	Management	INKEWI393	Education	te/programs/Programs02/natres02_csn.ntml	techniques and instructional resources used in each.

П			Natural	1	1		T
Planning for			Resources		Outdoor		
Physical Learning,			and		Recreation		
Uses			Environment		Planning and		
Indoor/Outdoor		Callaga of Sajanaa	al		Administratio	http://www.hay.adu/wah/aatalag/undargradua	Application of bosic principles and procedures for the planning and administration of resource based and
	D 11 Ct + II : 't	College of Science		NIDEN 472	Administratio		Application of basic principles and procedures for the planning and administration of resource-based and
Environments Planning for	Ball State University	and Humanities	Management	NREM4/3	n	te/programs/Programs02/natres02_csh.html	activity-based recreation areas. May require one weekend field trip as well as in-class field trips.
1							
Physical Learning,							
Uses		G 11 07 11 1			a		Coaching techniques with emphasis upon methods, tactics and strategy. Students choose one outdoor
Indoor/Outdoor		College of Liberal			Coaching		sport and one indoor sport from the following: A. outdoor sports: football or soccer; and B. indoor sports:
	DePauw University	Arts	Kinesiology	KINS211	Techniques I	http://www.depauw.edu/catalog/section3.asp	volleyball or basketball. Three meetings a week of lecture and laboratory.
Planning for							
Physical Learning,							
Uses							Coaching techniques with emphasis upon methods, tactics and strategy. Students choose two sports from
Indoor/Outdoor		College of Liberal			Coaching		the following: A. first half of semester: tennis or golf; and B. second half of semester: baseball, softball
	DePauw University	Arts	Kinesiology	KINS212	Techniques II	http://www.depauw.edu/catalog/section3.asp	or track. Three meetings a week of lecture and laboratory. <i>Prerequisite: experience in the selected sports.</i>
Planning for							Instruction in the methods of teaching team sports to students of physical education or participants in a
Physical Learning,							different sport setting, such as camps, commercial clubs or community recreation centers. Such topics as
Uses					Methods of		appropriate equipment, safety considerations, teaching progression, game rules, grade-level sequencing
Indoor/Outdoor		College of Liberal			Teaching		and lesson plan format are presented along with laboratory experiences in the performance of and
Environments	DePauw University	Arts	Kinesiology	KINS231	Team Sports	http://www.depauw.edu/catalog/section3.asp	teaching of basketball, softball/baseball, soccer and volleyball. Five meetings a week of lecture and lab.
					1		Instruction in the methods of teaching rhythmic and physical activities to students of physical education
							or participants in a different activity setting, such as camps, commercial clubs or community recreation
Planning for					Methods of		center. Methods will include fundamental skills and rules, progression in learning, sequencing for
Physical Learning,					Teaching		different ages, safety, unit plans and lesson plans. There are laboratory experiences in the performance of
Uses					Rhythmic and		and teaching of rhythmic activities, such as basic movement, folk and square dance; and the physical
Indoor/Outdoor		College of Liberal			Physical		activities of weight training, racquet sports, leisure activities, and track and field. Five meetings a week
	DePauw University	Arts	Kinesiology	KINS232	Activities	http://www.depauw.edu/catalog/section3.asp	of lecture and lab.
Planning for	Del daw Omversity	71105	Kinesiology	KII VOZOZ	rectivities	intp://www.depadw.edd/eddiog/sections.asp	or rectare and tao.
Physical Learning,			School of			https://wa-	
Uses			Physical and		Active	secure.indwes.edu/WebAdvisor/WebAdvisor	Students in this course will lead, develop, and explain new games that are related to active
	Indiana Wesleyan	College of Arts and	Applied		Recreation	?TOKENIDX=8507274391&SS=33&APP=	participation. A goal of the course is to improve fitness, enjoy indoor and outdoor activity, and
	University	Sciences	Sciences	PHE122		ST ST	expand each student's inventory of useful games.
Planning for	University	Sciences	Sciences	PHE122	Games	51	expand each student's inventory of useful games.
Physical Learning,			School of			https://wa-	
Uses					Rec Games		The recreation games portion of the course will include ice breakers, social mixers, quiet games, table
	I., 4: 337- 1	C-11CA / 1	Physical and			secure.indwes.edu/WebAdvisor/WebAdvisor	
	Indiana Wesleyan	College of Arts and	Applied	DEG166		?TOKENIDX=8507274391&SS=33&APP=	games, and group activities. The intramural sports portion of the course will explore the planning,
	University	Sciences	Sciences	REC180	Sports	ST	organization, and the overall administration of an intramural program.
Planning for Physical		School of Physical		P212	l		
Learning, Uses	Indiana University	Education and			Introduction		[
· ·	Purdue University-	Tourism	Physical		to Exercise		An introduction to the science of exercise and human movement. Special topics in exercise physiology,
	Indianapolis	Management	Education		Science	<u>www.iupui.edu</u>	sport biomechanics, sports medicine, and motor integration.
Planning for Physical		School of Physical		P324			Course provides an overview of the programmatic elements and techniques that currently exist in
, , , , , , , , , , , , , , , , , , ,	Indiana University	Education and			Recreational		recreational sports. Specific topics include informal, intramural, club, and extramural programming;
Indoor/Outdoor	Purdue University-	Tourism	Physical		Sports		value of recreational sports; programming techniques; publicity and promotion; facility utilization;
Environments	Indianapolis	Management	Education		Programming	www.iupui.edu	equipment concerns; safety; liability; and program observation.

	1	I	1	I D 44 O	Pnysicai	T	<u></u>
				P410	Activity		
Planning for Physical					Programming		
Learning, Uses					for Individuals		
Indoor/Outdoor		School of Physical			with		Course focuses on the provision of physical activity programs in community settings for individuals with
Environments,	Indiana University	Education and			Disabilities		special needs. Topics include laws relating to service delivery, conditions which may lead to impairment
Individual	Purdue University-	Tourism	Physical		and Special		of ability to participate in physical activity, facility and equipment accessibility, activity modifications,
Differences	Indianapolis	Management	Education		Populations	www.iupui.edu	contraindications to activity, and organized disabled sport.
Dillerences	iliulaliapolis	ivianagement	Education	P475	Motor	www.iapai.eaa	contramucations to activity, and organized disabled sport.
				P475	Assessment		
Planning for Physical					and Service		
Learning, Uses					Delivery for		
Indoor/Outdoor		School of Physical			Children,		Selecting and applying appropriate evaluation techniques for individuals with disabilities. Using
Environments,	Indiana University	Education and			Youth and		assessment results to plan and implement appropriate physical activity programs. Service delivery
Individual	Purdue University-	Tourism	Physical		Adults with		models for physical education in public school and community settings, including consulting and
Differences	Indianapolis	Management	Education		Disabilities	www.iupui.edu	conferencing skills.
Differences	malanapons	Wanagement	Eddedtion		Disabilities	www.napan.eaa	A study and application of physical activity practices of persons with common disabilities found across
							the lifespan. A review of the historical and philosophical basis for adapted physical activity and the
							impact of state and federal legislation are included. Analysis of the roles and responsibilities of the
Planning for							adapted physical education specialist and the inclusive educational environment also are examined. The
Physical Leraning,					Adapted		main focus of this course will be applying and practicing concepts in a teaching environment. Various
Individual	University of	School of			Physical	http://registrar.uindy.edu/academic_catalog/p	placements will be utilized throughout the city. This course is applicable to all disciplines pertaining to
Differences	Indianapolis	Education	Kinesiology	KINS295	Education	df/course descriptions.pdf	the disabled individual. Prerequisite: KINS-290.
			13 1 30				Designed for the prospective teacher education student to examine and understand one's values, beliefs,
							motivations, and goals; to be aware of and able to evaluate one's personal learning characteristics; to be
							knowledgeable about the developmental stages in becoming a teacher; and to develop a view of
							education as related to self, students, teachers, schools, community, the teaching profession, foundations,
Professional		College of			Teaching as a	http://www.anderson.edu/registrar/catalog10	reform, and the future. The course draws heavily upon class participation, classroom observations,
Development	Anderson University	Education	Education	EDUC2000	Profession	12.pdf	research, and oral and written communication skills.
•	·	College of				http://www.bsu.edu/web/catalog/undergradua	
		Communications,				te/programs/Programs02/comstud02_ccim.ht	Examines the principles and types of interviews, with application of the principles in informational,
Professional		Information and	Communicat			ml#COMMUNICATION%20STUDIES%20	persuasive, and employment interviews. Special attention is given to the various communication facets of
Development	Ball State University	Media	ions	COMM325	Interviewing	(COMM)	the employment interview process: résumés, cover letters, selection interviews, and appraisal interviews.
					Professional		A senior level course which includes the redesign of the teacher education program's compliance
					Development		portfolio into a tool for successful job searching and the Impact on Student Learning Project. Strategies
					and		for demonstrating past leadership plus future career placement and advancement explored. Same as EDS
Professional					Performance		456. Taken concurrently with EDE 457 and EST 489. Prerequisites: 2.50 GPA (A=4.00) and admission to
Development	Franklin College		Education	EDE 456	Assessment	http://www.franklincollege.edu/catalog	student teaching program. Spring, first four weeks, senior year.
					Professional		A senior level course which includes the redesign of the teacher education program compliance portfolio
					Development		into a tool for successful job searching and Impact on Student Learning Project. Strategies for
					and		demonstrating past leadership plus future career placement and advancement explored. Same as EDE
Professional					Performance		456. Taken concurrently with EDS 422 and SST 489. Prerequisites: 2.50 GPA (A=4.00) and admission to
Development	Franklin College		Education	EDS 456	Assessment	http://www.franklincollege.edu/catalog	student teaching program. Spring, first four weeks, senior year.

				Ι		T	An exploration of how business principles apply to leading nonprofit organizations. Course provides
							students with the concepts, techniques and illustrations needed for effective nonprofit organizational
					Leading		management. Topics covered will include management and motivation of staff, trustees and volunteers,
Professional					Nonprofit	http://www.goshen.edu/academics/departmen	marketing, financial management, fund raising, planning, ethics, social responsibility, partnerships and
Development	Goshen College		Business	BUS319	Organizations	ts/	sustainability.
-							Students will be instructed in the principles of biblical Leadership as well as contrasting those principles
							with secular leadership. Areas of training for the leader will be vision, mission and purpose, leadership
							styles, communication, organization/ management, inspiration/motivation, ethics,
					Leadership		performance/evaluation, and spiritual/ servant leadership. As well, students will spend time observing
Professional		School of Arts and	Behavioral		Principles and	http://www.grace.edu/academics/registrar/09-	leadership in action and will "do" leadership through service on the campus and in the community. Three
Development	Grace College	Sciences	Sciences	BHS252	Development	10_catalog.php	hours.
							Exposure to and experience with professional societies in education, community agencies and legal
Professional					Professionalis	http://www.grace.edu/academics/registrar/09-	concerns. Addresses INTASC and IPSB standards for the teacher's professional role. Prerequisite:
Development	Grace College	Teacher's College	Education	EDU332	m in Teaching	10_catalog.php	EDU110. Two hours.
		Division of					This course is designed to provide an overview of the issues and challenges of managing in the not-for-
Professional		Business and			Not for Profit	http://www.huntington.edu/registrar/catalog/	profit sector. Emphasis is given to the unique nature of not-for-profit organizations, program/service
Development	Huntington University		Business	BA345	Management	2009/HU-Catalog-2009-11.pdf	development and evaluation, motivation of staff and volunteers and marketing to constituent groups.
		Division of					
		Education,			Community		
		Kinesiology and			Recreation		The development and function of community organizations and their interrelationships, especially those
Professional		Recreation	Recreational		and Youth	http://www.huntington.edu/registrar/catalog/	which serve youth and programming for their needs and fundraising techniques for public agencies are
Development	Huntington University	Management	Management	RC211	Agencies	2009/HU-Catalog-2009-11.pdf	studied.
							This course introduces the student to the spectrum of management issues in which leaders of non-profit
							organizations must be involved giving attention to the special nature of non-profit enterprises. The course
							will introduce students to essential management areas such as the legal framework for non-profit
							organizations, organizational governance, the role of the chief executive officer, strategic planning,
						https://wa-	finance, and human resource development. In addition students will be introduced to the fundamental
			School of		Essentials of	secure.indwes.edu/WebAdvisor/WebAdvisor	principles of organizational effectiveness and capacity building. Finally the course will provide an
Professional	Indiana Wesleyan	College of Arts and	Theology		Nonprofit	?TOKENIDX=8507274391&SS=33&APP=	opportunity to examine the contributions of the non-profit sector in the broader social and economic
Development	University	Sciences	and Ministry	ICD229	Management	ST	environment.
					The Teacher		An examination of critical issues facing teachers in today's schools. Topics are variable but will include
Professional					in Today's	http://www.manchester.edu/catalog/majormi	classroom management, legal rights and responsibilities of teachers, and career service assistance. Taken
Development	Manchester College		Education	41	School	<u>nor.htm</u>	concurrently with student teaching. Spring.
							Seminar for second year students seeking an internship or considering entering the co-op program for the
		College of			Building a		first time. Covers job interviewing, résumé preparation, currently available intern and co-op jobs, and
Professional	University of	Education and			Professional	http://www.evansville.edu/docs/CourseCatal	details of program administration. Application for admission to the co-op program is part of this seminar.
Development	Evansville	Health Science	Education	EXED90	Image	og2009-2011.pdf	Fall, spring.
							This course examines the skills necessary for successful critical thinking, teamwork, research, and
							communication. The course is designed to aid adult learners in acquiring and improving the core
					G1 '11 0		competencies that are necessary at the University of Phoenix. Students will examine their reasons for
			1	1	Skills for	l., , , , , , , , , , , , , , , , , , ,	returning to school, and develop strategies for achieving educational goals in school, work, and personal
Professional	University of Phoenix-		l	l	Professional	http://www.phoenix.edu/programs/continuin	settings. Students will also be introduced to the University library and learn how to access its resources
Development	Indianapolis	General	General	GEN300	Development	g-education/individual-courses.html	successfully.
Professional					I		An amountainty for reach local ambined and amount materials to a section the testining and are set of 199
Development,		G 11	1	1	Internship in	1, , , , , , , , , , , , , , , , , , ,	An opportunity for youth leadership-development majors to practice the training and presentation skills
observation and		College of Science	L	100	Youth	http://www.anderson.edu/registrar/catalog10	and content learned in prior courses in an applied setting relevant to the student's career or personal
assessment	Anderson University	and Humanities	Psychology	<u>l</u> 480	Leadership	12.pdf	goals. Required for youth leadership-development majors

	1		1	1		http://www.bsu.edu/web/catalog/undergradua	
Professional						1 0 0	Focuses on helping people make career and life plans. A series of such techniques as role playing,
Development, Self			Counseling		Career & Life	#COUNSELING%20PSYCHOLOGY%20(psychodrama, sociodrama, values clarification, and decision making are used to help students examine
Development Development	Ball State University	Teacher's College	Psychology	CPSY110	Planning	CPSY)	interrelated value systems associated with education, work, leisure, and self-expression.
Development	Dan State Chiversity	Teacher's Conlege	1 Sychology	CIBITIO	Tiammig		This course explores the leader's relationship to self and the unique demands of authenticity and
							character in leadership. The course will present servant leadership within a study of historical and
Professional					Personal		theoretical models of leadership. We will take an in-depth look at prominent biblical leaders, along with
Development, Self		School of Arts and	Behavioral		Leadership	http://www.grace.edu/academics/registrar/09-	their character and attributes which made them successful leaders. Students will learn how to build
1 /	Cross Callege			DIICOS	*	1 0	
Development	Grace College	Sciences	Sciences	BHS325	Formation	10_catalog.php	community among the people they lead. Three hours. Introduction to theory and practice of intercultural communication, cross-cultural and international
							experiences, and teaching with a global perspective. Emphasizes an understanding and respect for
							cultural, racial, socioeconomic, and religious differences and the impact these differences have on
							educational/teaching theories. An intercultural teaching experience is required with students participating
Respect for Diverse		College of			Intercultural	http://www.anderson.edu/registrar/catalog10	in a Tri-S experience. Strongly suggested for those wishing to student teach overseas. Grade of C or
•	A 1 I I	1 0	F.44:	EDITO2550			
Cultures	Anderson University	Education	Education	EDUC3550	Education Race and	12.pdf	better required. Examines origins and development of race and ethnicity historically as well as sociologically. Analyzes
D		C-11				1.44//	
Respect for Diverse		College of Science	G : 1	0.000	Ethnicity in	http://www.anderson.edu/registrar/catalog10	racism, prejudice, and discrimination as tools of dominance. Evaluates minority group responses.
Cultures	Anderson University	and Humanities	Sociology School of	SOCI3400	America	12.pdf	Identifies cultural contributions of ethnic groups.
			Physical		Diversity		
			Education.		1	httm://www.how.odu/wah/aatalog/wadanaaaa	
		C-11CA1:1	,		Issues in	http://www.bsu.edu/web/catalog/undergradua	D
D (C D)		College of Applied	_		School	te/programs/Programs02/ped02_cast.html#P	Provides opportunities to develop teaching strategies that promote equity and respect for members of
Respect for Diverse	D 11 0	Science and	Exercise	DED 444	Physical		diverse groups including those that vary according to race, ethnicity, economic status, national origin,
Cultures	Ball State University	Technology	Science	PEP444	Education	/WELLNESS%20(PEFWL)	gender, sexual identity, disability, and religious viewpoints. Field experience required.
		College of			T . 1. 1	http://www.bsu.edu/web/catalog/undergradua	
		Communications,			Intercultural	te/programs/Programs02/comstud02_ccim.ht	
Respect for Diverse		Information and	Communicat				Critical survey of major concepts in cross-cultural and intercultural interaction. Examines the effects of
Cultures	Ball State University	Media	ions	COMM290	ns	(COMM)	customs, behaviors, and values on the interpersonal communication process.
							The nature of archaeological researchits methodology and principles of analysisand its contributions
Respect for Diverse		College of Science	Anthropolog		Anthropology		to our understanding of human behavior and the development of human culture from the Stone Age to
Cultures	Ball State University	and Humanities	у	ANTH103	and Culture	ANTHROPOLOGY%20(ANTH)	the present.
							A globalization primer. Gives the student an opportunity to look at an expanding global process in a
					Global		shrinking world. By dealing with contemporary issues and events in specific cultural contexts, the
Respect for Diverse		College of Science	Anthropolog		Cultural		student learns the value of different life ways and an appreciative understanding of a multicultural
Cultures	Ball State University	and Humanities	у	ANTH111	Diversity	ANTHROPOLOGY%20(ANTH)	world—a world where cultural understanding really counts.
							Presents current knowledge and research concerning the psychological study of diversity. Consideration
Respect for Diverse		College of Science	Psychologica		Psychology of	http://www.bsu.edu/web/catalog/undergradua	may be given to ethnicity, sexual orientation, gender, disability, aging, and other aspects of cultural
Cultures	Ball State University	and Humanities	1 Science	PYSCH424	Diversity	te/programs/Programs02/psysc02_csh.html	diversity, the intersection of these dimensions, and issues of societal privilege and disadvantage.
						http://www.bsu.edu/web/catalog/undergradua	
Respect for Diverse		College of Science			African		Social organization of African-American life in the United States: demography, culture, economy, and
Cultures	Ball State University	and Humanities	Sociology	SOC221	Americans	CIOLOGY%20(SOC)	politics. Topics include family life, education, segregation, and discrimination.
						http://www.bsu.edu/web/catalog/undergradua	
		•	•	1	1	I	In
Respect for Diverse		College of Science			Social	te/programs/Programs02/soc02_csh.html#SO	Examines causes and consequences of social class, status, and mobility in the United States and other

· ·		1	1	1	TRacial and	T	
					Cultural		
					Minorities in	http://www.bsu.edu/web/catalog/undergradua	
Doomoot for Dissora		Callaga of Saisman			the United		Examines the server and server of maintine and discrimination toward minerity answer in
Respect for Diverse	D 11 Ct / II : '	College of Science		000421			Examines the causes and consequences of prejudice and discrimination toward minority groups in
Cultures	Ball State University	and Humanities	Sociology	SOC421	States	CIOLOGY%20(SOC) http://www.bsu.edu/web/catalog/undergradua	America .
					Introduction		Francisco de la Contra de la Co
D			F 441		10 No.14:141	te/programs/Programs02/seced02_tc.html#E DUCATION:%20ADULT%20AND%20CO	Examines social factors that affect teacher decision making and student achievement in United States
Respect for Diverse	D 11 C	T 1 1 C 11	Educational	ED) 411 1005	Multicultural		schools. Addresses the need for intercultural competence, culturally informed instructional strategies,
Cultures	Ball State University	Teacher's College	Studies	EDMULI205	Education	MMUNITY%20(EDAC)	promotion of social justice, and reduction of racism and sexism in order to create democratic classrooms. This course explores issues related to the intercultural communication process and considers the
							•
					I		important role of context (social, cultural and historical) in intercultural interactions. This course
D (C D)					Intercultural		examines the complex relationship between cultures and communication from various theoretical
Respect for Diverse							perspectives. Special emphasis will be given to assessing and managing cross-cultural conflict and cross-
Cultures	Bethel College	Sciences	ion	COMM352	ns	log/descriptions_undergrad.pdf	cultural ministry applications.
		School of Business	1			<u> </u>	The social dynamics of race and ethnicity, including prejudice, discrimination and public policy issues.
Respect for Diverse		and Social	Contemporar		Race and		The history of racial and ethnic groups in America will be reviewed in order to illustrate mechanisms for
Cultures	Bethel College	Sciences	y Society	SOC202	Ethnicity	log/descriptions_undergrad.pdf	reducing prejudice.
							Presents challenges of opportunities for experiencing various approaches to youth ministry in
			l		Multicultural	<u> </u>	multicultural settings. Explores attitudes toward adolescence from various cultural perspectives.
Respect for Diverse		School of	Youth		Youth	1	Emphasizes historical, theological and cultural development of Christian mission as it relates to
Cultures	Bethel College	Religious Studies	Ministry	YMN351	Ministry	log/descriptions_undergrad.pdf	adolescents.
							Provides an overview of students from diverse cultural, racial, economic and language groups as well as
Respect for Diverse		School of			Diversity in		students with physical, psycho-social and intellectual exceptionalities. Understanding is broadened
Cultures	Bethel College	Education	Education	EDUC204	the Classroom	log/descriptions_undergrad.pdf	through school and community- based field experiences. Fifteen hours of field experience is required.
							Regions of the World: A survey of 11 cultural regions of the world. Course includes study of the
Respect for Diverse		School of Liberal			Cultural	http://www.butler.edu/registrar/classes/cours	ecological base, history, economy, politics and ethnic relations. Emphasis is on conflict between Western
Cultures	Butler University	Arts	Geography	GE109	Geography	es	and non-Western societies since 1500.
							This course examines the role and function of popular culture in different social and cultural settings
							throughout the world. Students will compare the impact of popular culture in different regions,
Respect for Diverse		School of Liberal	Anthropolog		Popular	http://www.butler.edu/registrar/classes/cours	examining the cultural importance of such media as films, televisions, sporting events, music, and the
Cultures	Butler University	Arts	y	AN328	Culture	es	internet.
							This course is an exploration of globalization and the social and cultural processes that are transforming
							local life throughout the world. The course introduces students to the impact of global capitalism,
Respect for Diverse		School of Liberal	Anthropolog		The Global	http://www.butler.edu/registrar/classes/cours	transnational culture and political flows, and the role of global non-government organizations in different
Cultures	Butler University	Arts	у	AN335	Society	es	regions.
							A methodological introduction to American urban studies from the perspectives of geography and
Respect for Diverse		School of Liberal	Anthropolog		The American	http://www.butler.edu/registrar/classes/cours	anthropology; geographical and cultural change of the structure of the American city in the nineteenth
Cultures	Butler University	Arts	у	AN354	City	es	and twentieth centuries with emphasis upon Indianapolis and the Butler-Tarkington neighborhood.
					Race and		Examines the histories of race and ethnicity in the U.S. and the ways in which racial and ethnic identities
Respect for Diverse		School of Liberal			Ethnicity in	http://www.butler.edu/registrar/classes/cours	have been deployed as tools of marginalization, assimilation, and group identity. Class explores race and
Cultures	Butler University	Arts	History	H351	the U.S.	es	ethnicity as legal, medical, historical, and gendered concepts and lived experiences.
	-				Race and		
Respect for Diverse		School of Liberal			Ethnic	http://www.butler.edu/registrar/classes/cours	Analysis of the ethnic (including racial) composition of society, the minority group status of some ethnic
Cultures	Butler University	Arts	Sociology	SO323	Relations	es	groups and the strains toward assimilation or cultural pluralism.

	1	1	1	1	1	T	An integrative interactive approach to address the preparation of teachers for the wide diversity of
							students they are certain to meet in their classrooms, schools, and communities. This course is an
							examination of the relationship of cultural values to the information of the child's self-concept and
					Human		learning. The lessons will examine the role of prejudice, stereotyping, and cultural incompatibilities in
Respect for Diverse	Calumet College of				Diversity in	http://www.ccsj.edu/academics/resources/cat	education. Emphasis is placed on preparing future teachers to offer an equal opportunity to children of all
Cultures	St. Joseph		Education	EDU391	Education	alogs.html	cultural groups. Field experience is required.
Cultures	эт. зозерп		Laucation	LDC371	Laucation	alogs.htm	This course will focus on an in-depth examination of the emergence of urban American society. Explored
			Natural and				will be the experience of urbanization, the evolution of neighborhoods, how life and social action are
Respect for Diverse	Calumet College of		Social		The American	http://www.ccsj.edu/academics/resources/cat	produced within an urban arena, spatial arrangements, the interaction of people within urban space, the
Cultures	St. Joseph		Sciences	SOCL240	City	alogs.html	nature of work in cities, social class, gender and ethnic diversity.
Cultures	ве. зоверн		Sciences	BOCEE 10	City	urogo.num	A consideration of the influence of such cultural variables as language values, institutions, traditions,
			Communicat		Intercultural		customs and nonverbal behavior on the communication process. Special attention given to
Respect for Diverse		College of Liberal	ions and		Communicatio		communication situations in education, business, international relations and other areas where
Cultures	DePauw University	Arts	Theatre	COMM227	ns	http://www.depauw.edu/catalog/section3.asp	communication is a dynamic component in cross cultural understanding.
		1					(includes field experience) Explores the cultural foundations of American education and examines the
					Understanding		challenge to the schooling process presented by cultural diversity. Focuses on the existing definitions of
Respect for Diverse		College of Liberal	Education		Diverse		knowledge, learning, cultural assimilation, the distribution of power and academic achievement. Field
Cultures	DePauw University	Arts	Studies	EDUC180	Cultures	http://www.depauw.edu/catalog/section3.asp	experience is required and students should register for lab time concurrently. May not be taken pass/fail.
	,						Explores the cultural foundations of American education and examines the challenge to the schooling
							process, presented by cultural diversity. Focuses on the existing definitions of knowledge, learning,
					Critical		cultural assimilation, the distribution of power and academic achievement. Particular attention is paid to
Respect for Diverse		College of Liberal	Education		Multiculturali		school policy and the system as a site of political and cultural contestation. <i>Prerequisite: ECUC 223</i>
Cultures	DePauw University	Arts	Studies	EDUC311	sm	http://www.depauw.edu/catalog/section3.asp	highly recommended. May not be taken pass/fail.
	j						This course examines schools as social institutions that draw heavily on our longstanding race-, class-,
			Sociology				and gender-based notions of ability, productiveness, and social value. In viewing schools as microcosms
			and				of society, we explore historical and contemporary examples of how schools have participated in the
Respect for Diverse		College of Liberal	Anthropolog		Sociology of		socio-political processes of Americanization, segregation, social mobility, multiculturalism and social
Cultures	DePauw University	Arts	у	SOC214	Education	http://www.depauw.edu/catalog/section3.asp	justice. Prerequisite: SOC 100 or sophomore standing.
							This course explores the origins, changes and possible futures of racial and ethnic relations. It is
			Sociology				concerned with both the development of sociological explanations of ethnic and racial conflict,
			and		Race and		competition and cooperation as well as with practical approaches to improving inter-group relations. The
Respect for Diverse		College of Liberal	Anthropolog		Ethnic		course surveys global and historical patterns of inter-group relations but focuses on late 20th-century and
Cultures	DePauw University	Arts	у	SOC237	Relations	http://www.depauw.edu/catalog/section3.asp	early 21st-century United States. Prerequisite: SOC 100 or sophomore standing.
							An introduction to the perspectives, methods and ideas of cultural anthropology. Analysis of human
							diversity and similarities among people throughout the world, both Western and non-Western, through
			Sociology				cross-cultural comparison. Topics include: culture and society; ethnographic research; ethnocentrism vs.
			and				cultural relativism; how societies adapt to their environment; different forms of marriage and social
Respect for Diverse		College of Liberal	Anthropolog		Human		relationships; male, female and other forms of gender; the social functions of religion; and processes of
Cultures	DePauw University	Arts	у	ANTH151	Cultures	http://www.depauw.edu/catalog/section3.asp	socio-cultural change. May not be taken pass/fail.
							Develops an understanding of skills in engaging differences in diverse groups. Discussion of theories,
			Business and		Leadership in		analyses of current practice, experiential exercises and graduate-level case studies. Explores individual
Respect for Diverse			Nonprofit		Dealing with		and organizational actions to develop policies, processes and leadership styles for developing
Cultures	Earlham College		Management	MGMT342	Differences	nagement/courses.html	multicultural organizations. Prerequisite: Sophomore standing or above, or consent of the instructor.
							Examines the relationship of individual psychological functioning and cultural systems, utilizing a cross-
							cultural analysis of Japan vs. the U.S. as an illustrative case. Includes a major project focused on the
Respect for Diverse							culture(s) of a student's choice. Prerequisite: PSYC 115, 237, 238 or 239. Also listed as JPNS 362. (D-I)
Cultures	Earlham College		Psychology	PSYC362	Psychology	chology/courses.html	(AY)

	<u> </u>			1	1	Introduces and critically examines selected approaches to understanding human diversity. Drawing on
						1
					1 //	ethnographic studies, develops perspectives on how people cohere as groups, construct meaning, assert
Respect for Diverse	_ ,, _ ,,	Sociology/A		Culture and		and resist influence and power, and orient themselves to a shifting terrain of images and relationships
Cultures	Earlham College	nthropology	SOAN115	Conflict	iology/courses.html	both global and local. Weekly film session required.
						Explores patterns of social life in a selected region, including historical circumstances, social formations
						and case studies of cultural beliefs and practices. Seeks to understand the gaze through which the region
Respect for Diverse		Sociology/A		Peoples and		has been viewed by observers over time, and how various groups have understood, defined and
Cultures	Earlham College	nthropology	SOAN320	Culture	iology/courses.html	responded to their own experience. (D-I
						An overview of the dimensions of a multicultural education. Promotes curricular innovations for
						culturally diverse classrooms by providing opportunities to explore and learn about ideas,
				Human		people/cultures, and biases that impact how teachers conceptualize the world. Taken Concurrently with
Respect for Diverse				Diversity in		EFE/SFE 484. Prerequisites: 2.5 GPA(A=4.0), and admission to student teaching program. Fall, senior
Cultures	Franklin College	Education	EDU 315	the Classroom	http://www.franklincollege.edu/catalog	year
				Leadership in		In this course students will examine how different cultures define leadership and respond to its core
Respect for Diverse				a		elements such as power, vision, conflict, and decision making. Satisfies intercultural exploratory
Cultures	Franklin College	Leadership	LEA 330	Multicultural	http://www.franklincollege.edu/catalog	requirement. Fall, odd academic years.
		1				A study of cultures, comparative message systems and principles of cross-cultural communication. A
				Communicatio		focus on current issues having to do with cultural interactions. Students analyze cultural dynamics
Respect for Diverse		Communicat		n across	http://www.goshen.edu/academics/departmen	through ethnographic projects, films and simulations. This course is designed as preparation for SST or
Cultures	Goshen College	ions	COMM206	Cultures	ts/	for living in settings unlike one's native home.
						Includes both campus and field study of learning environments, classroom management and instructional
Respect for Diverse				Foundations	http://www.goshen.edu/academics/departmen	methods that meet the needs of diverse student populations with emphases on race, gender, ethnicity,
Cultures	Goshen College	Education	EDUC201	of Education	ts/	socio-economic status, family structures, language, and exceptionalities.
Cartares	Cosmen conege	- Duucuiion	2500201	or Education		(Cross-listed from Hist 335) A comparative studies in world history course. The world seems plagued
				History of		with increasing conflict between ethnic groups. Explores the historical roots of this problem through a
Respect for Diverse		Peace and		Ethnic	http://www.goshen.edu/academics/departmen	comparative case-study approach and takes an inter disciplinary approach both to analysis of the problem
Cultures	Goshen College	Justice	PJCS335	Conflict	ts/	
Cultures	Goshen Conege	Justice	1300555	Commet	to)	and its solution. Students will present an in-depth research paper on the historical roots of one conflict. Designed for the first-year colloquium, this course explores and examines community, individual and
						personal identity through: reading historical and contemporary texts on race, ethnicity and culture, and
						identity development; classroom experiences and assignments; and interaction with the local community.
						The content focuses on the US and its history as the context for exploring the most current
				Racial and		understandings of how race, ethnicity, culture, language and privilege shape identity, explores current
Respect for Diverse				Cultural	http://www.goshen.edu/academics/departmen	understandings of individual identity, culture, language and privilege shape identity, explores culture understandings of individual identity in relation to larger social systems, and explores the interaction of
1	Carlan Callan	C: -1 W1-	GOG100		1 0	
Cultures	Goshen College	Social Work	SOC100	Identities	ts/	individual identity development with larger cultural and social systems. Student is exposed to issues affecting the lives of an ethnically and religiously diverse urban populace -
						racism, sexism, classism - and helped to develop new ways of conceptualizing and interpreting the
D C . D.:					1,,,,,	contemporary urban scene. Reading, research and writing are integrated with the student's first-hand
Respect for Diverse				Urban	1 0	involvement in issues under study. Available through the Chicago Center, Peace House in Indianapolis or
Cultures	Goshen College	Social Work	SOC302	Diversity	ts/	WCSC in Washington, D.C.
				D C:		A study of the dynamics of race and ethnic group interaction focusing on minority groups in the U.S. as
_				Race, Class		defined by race, language, culture, religion or national origin. Attention is given to social class, power
Respect for Diverse				and Ethnic		and majority-group dominance as factors in assimilation and culture-loss or collective self-determination
Cultures	Goshen College	Social Work	SOC334	Relations	ts/	and maintenance of cultural pluralism. Prerequisite: Soc 200 or 230.

1			1		1		This course is intended to provide students with an understanding of the elements of culture and how
							they affect working with and relating to people in the multicultural context of the United States. It is
							designed to help them be effective in those contexts with decreased anxiety as they understand the
							, ,
					l		complexity of culture and its influence on people. Students will be able to reject stereotypes and
					American		understand problematic cross-cultural encounters from the viewpoint of those from the other cultural
Respect for Diverse		School of Arts and	Behavioral		Multicultural		background. They will have a greater ability to tolerate ambiguity while seeking to understand these
Cultures	Grace College	Sciences	Sciences	BHS251	Experience	10_catalog.php	observed differences and then to engage in culturally sensitive behaviors. Three hours.
							The student will learn how to assess relevant issues related to specific cultures and how to target the
							needs of youth within various socio-economic groups. This class will develop strategies for meeting the
							needs of youth in a cross-cultural context and how to church plant using youth as a target group. The
					Cross Cultural		students will be taught how to train youth leadership to accomplish church planting and development.
Respect for Diverse		School of Arts and	Behavioral		Youth		The class will be held in a cross-cultural setting offering hands-on training. (Home department-YMI.
Cultures	Grace College	Sciences	Sciences	BHS314	Ministry	10_catalog.php	Register as YMI314.) Prerequisite: YMI214. Three hours. A study of the principles and processes of communicating effectively with people from a second cultural
							context. The course focuses on functional perception and how cultural worldview, beliefs, and values
					L		upon the personal perception of each individual. The shaping of the message, style of communication,
					Intercultural		and communication networks for each cultural context are explored with a view to penetrating each
Respect for Diverse		School of Arts and	Communicat		Communicatio	1 0	culture as deeply as possible with the Gospel. The dangers of ethnocentrism and some current methods of
Cultures	Grace College	Sciences	ions	COM203	ns	10_catalog.php	contextualization are discussed. (Home Department–REL. Register as ICS311.) Three hours.
							This course develops understanding and skill for working with children and parents who come from
					L		diverse backgrounds. Areas of diversity include race, ethnicity, native language, culture, class, gender,
Respect for Diverse					Diversity in		age, religion, and ability. The focus is on increasing knowledge and respect for the diverse child in the
Cultures	Grace College	Teacher's College	Education	EDU254	the Classroom	10_catalog.php	classroom setting. Two hours.
							cultural value systems, intercultural communication, contextualization, and cultural adaptation, and how
							these issues affect biblical ministry in intercultural and multicultural contexts. Future pastors, youth
							ministers, Christian counselors, and other Christian ministry personnel will become more effective in
							various intercultural situations by shaping their ministry to penetrate other cultures more deeply.
							Knowing how culture functions, the extent to which it shapes people, and how we are affected by our
							own culture keeps us from reading our cultural values into other contexts and into our interpretation of
Respect for Diverse			Biblical		Intercultural	1 8	the Bible. It also guards against unknowingly imposing our cultural values on others. The course will not
Cultures	Grace College	School of Ministry	Studies	ICS365	Ministry	10_catalog.php	count toward the requirements of an undergraduate intercultural mission minor. Three hours.
					L		An examination of the history of the sociological causes of diversity and difference in societies. Partially
Respect for Diverse		School of Social			Diversity and		satisfies Modern Society LADR. Serves as a gateway course in sociology. Not open to students who have
Cultures	Hanover College	Sciences	Sociology	SOC161	Difference.		taken Soc 161, 162, 163, 164, 166, 167 or 211.
					Race and		Historical and global perspectives on racial and ethnic group contacts and conflicts; social psychology of
Respect for Diverse		School of Social			Ethnic		prejudice and discrimination; mechanisms of institutional discrimination; minority group strategies for
Cultures	Hanover College	Sciences	Sociology	SOC318	Relations.	/	change.
							This course explores issues related to the intercultural communication process and considers the
							important role of context (social, cultural and historical) in intercultural interactions. Students in the class
					Intercultural		examine the complex relationship between cultures and communication from various perspectives.
Respect for Diverse		Division of	Communicat	I	I Communication	http://www.huntington.edu/registrar/catalog/	Special emphasis will be given to managing cross-cultural conflict, cross-cultural teaching and cross-
Respect for Diverse		Division of	Communicat	1	Communicatio		cultural ministry applications.

	1	ı	1				T	
								All Addictions Counseling majors are expected to participate in a field trip to Olive Branch Mission,
								Chicago, Illinois. The purpose of the trip is to provide students an urban, cross-cultural experience as
								well as exposure to the diversity and universality of human experience and behavior. Students will be
			School of					encouraged to live out the love of Jesus in connecting with the people of the Olive Branch community.
			Social and			Urban	https://wa-	Students will interview ministerial staff and seek out opportunities to dialogue with those served by the
			Behavioral			Encounter for	secure.indwes.edu/WebAdvisor/WebAdvisor	mission. These interactions will provide the basis for a four- to five-page reaction paper upon returning to
Respect for Diverse	Indiana Weslevan	College of Arts and	Sciences and			Helping	?TOKENIDX=8507274391&SS=33&APP=	IWU. Students will reflect on the impact of this experience in terms of their personal development, faith,
Cultures	University	Sciences	Businesses	ADC291		Profession	ST	and sense of life calling. Limited to ADC or PSY majors unless special permission from Division Chair.
Cultures	Chresty	Sciences	Businesses	11150271		11010051011		This course seeks to expose students to urban ministries by allowing them to spend one week, under
								supervision, learning, ministering and serving in a major city in the United States. Prior to the urban
								ministry experience, through classroom lectures and exercises, students will learn about urban issues and
							https://wa-	challenges along with the role of the Church as agent of hope and wholeness in the urban environment.
			School of				secure.indwes.edu/WebAdvisor/WebAdvisor	Students will also learn the techniques and strategies employed by various church-based community
Respect for Diverse	Indiana Wesleyan	College of Arts and	Theology			Urban	?TOKENIDX=8507274391&SS=33&APP=	organizations in the urban context in preparation for their on-site observation, and supervised
Cultures	University	Sciences	and Ministry	ICD260		Ministries	ST	participation. Meets General Education intercultural requirement.
	ĺ						https://wa-	This course examines the theology of diversity, and specific ways that Christians deal with cultural
			School of				secure.indwes.edu/WebAdvisor/WebAdvisor	differences. We develop strategies for effectively relating to people in cultural settings other than our
Respect for Diverse	Indiana Wesleyan	College of Arts and	Theology			Intercultural	?TOKENIDX=8507274391&SS=33&APP=	own and working in the church to minister to various people groups in our society. Meets General
Cultures	University	Sciences	and Ministry	INT220		Relationships	ST	Education intercultural requirement.
			School of					
			Social and				https://wa-	
			Behavioral			Minority	secure.indwes.edu/WebAdvisor/WebAdvisor	An analysis of dominant-minority group interaction with special emphasis given to Native American,
Respect for Diverse	Indiana Wesleyan	College of Arts and	Sciences and			Group	?TOKENIDX=8507274391&SS=33&APP=	African-American, Hispanic-American, and Asian-American minorities in our society. Meets
Cultures	University	Sciences	Businesses	SOC210		Relations	ST	intercultural requirement.
								An examination of how communication is influenced by culture and how culture is created and
						Intercultural		maintained through communication. Students will explore the complex relationship between culture and
Respect for Diverse			Communicat			Communicatio	http://www.manchester.edu/catalog/majormi	communication and how these and two issues interact with context and power in intercultural
Cultures	Manchester College		ions		256	n	<u>nor.htm</u>	interactions. Fall.
								The scientific study of how people think about, influence, and relate to one another within and across
								cultures. Topics include the interaction of culture and gender, conflict and peacemaking, social beliefs
								and judgments, conformity, persuasion, prejudice, aggression, and attraction as they vary. All students
Respect for Diverse						Social	http://www.manchester.edu/catalog/majormi	will participate in applied research or other practical experience. When offered on campus, concurrent
Cultures	Manchester College		Psychology		301	Psychology	<u>nor.htm</u>	enrollment in PSYC 301L is required. Spring. C-3RC.
						Racial, Ethnic		
D			Sociology			and Gender		A sociological approach to the dynamics of racial, ethnic and gender group relations using relevant
Respect for Diverse			and Social			Group	http://www.manchester.edu/catalog/majormi	theories, concepts and empirical studies. Patterns of differential power and intergroup conflict in U.S.
Cultures	Manchester College		Work		228	Relations	nor.htm	society will be examined using examples from several groups.
							http://www.monion.odu/Docietnes/Documents	Class meets weekly to discuss the experiences and familiarize students with the challenges of meeting
							http://www.marian.edu/Registrar/Documents /2009-	the needs of diverse learners as identified by race, cultural/ethnic heritage, and gender. Participation in a
D + C D:		6.1.1.6				D: :::	/=**/	high school is required. Field participation occurs during the second half of the semester only. Students
Respect for Diverse	Manian IIn'	School of	E4	EDITION		Diversity in	11%20Marian%20University%20Course%2	spend a minimum of 20 clock hours at the site in observing, teaching, and analyzing of how the needs of
Cultures	Marian University	Education	Education	EDU164		High School	0Catalog.pdf http://www.marian.edu/Registrar/Documents	students in various racial, cultural, and gender groups are met in the high school classroom. (SEM)
							/2009-	This course focuses on the foundations of education including multicultural education and the diversity
Despect for Diverse		School of				School and	11%20Marian%20University%20Course%2	of students. Topics include the goals of schooling, the impact of schools, and the history of schools,
Respect for Diverse Cultures	Marian University	Education	Education	EDU175		School and Society		particularly in the twentieth and twenty-first centuries.
Cultules	iviarian University	Education	Education	EDU1/3		Society	0Catalog.pdf	particularly in the twentieth and twenty-inst centuries.

			1	1	1	http://www.marian.edu/Registrar/Documents	
						/2009-	Prerequisite: Successful completion of Phase I. Co requisite: 347. This course examines multicultural
Respect for Diverse		School of			Teaching in a		education curriculum and pedagogy. Students learn to plan and teach multicultural social studies units
Cultures	Marian University	Education	Education	EDU325	Diverse World	0Catalog.pdf	and lessons by integrating best practices with Indiana and national social studies standards. (SPR)
Cultures	Trialian Chivelony	Education	Education	EB 0323	Biveise world	http://www.marian.edu/Registrar/Documents	and resoons by integrating best practices with indiana and national social statutes standards. (61 K)
			History and		Race and	/2009-	
Respect for Diverse		School of Liberal	Social		Ethnic		Prerequisite: 101 or permission. This course provides an historical survey and contemporary analysis of
Cultures	Marian University	Arts	Sciences	SOC320	Relations	0Catalog.pdf	majority-minority relations in and outside the United States focused on race-ethnic minorities. (2FE)
Cultures	Iviarian Chrycisty	71113	Sciences	500320	Race, Ethnic	ocumog.pui	indigitity inmority relations in and outside the officed states rocused on race ethine inmortates. (21 E)
					and Gender		
					Issues in		
Respect for Diverse		School of Social	Criminal		Criminal	http://www.martin.edu/downloads/martin.cat	Examination of racial, gender and ethnic issues in the criminal justice system. Examines
Cultures	Martin University	Science	Justice	CRJ381	Justice	alog.pdf	overrepresentations and causes of these overrepresentations.
Respect for Diverse	Martin University	School of History	Justice	CKJ361	Multicultural	http://www.martin.edu/downloads/martin_cat	overrepresentations and causes of these overrepresentations.
Cultures	Martin University	and Sociology	Sociology	SOC350	Issues	alog.pdf	Students explore the issues of diversity when multiple ethnic groups interact in a larger society.
Cultures	Martin University	and Sociology	Sociology	300330	issues	alog.pul	This course explores cultural competence of educators as a critical component in teaching students from
							diverse populations. Appropriate methodologies in teaching students from different cultures, genders,
Respect for Diverse	Oakland City	School of			Cultural		religions, ethnic backgrounds, low socioeconomic status, and non-English language backgrounds will be
Cultures	University	Education	Education	EDUC135		http://www.oak.edu/academics/index.php	explored.
Cultures	University	Education	Education	EDUCISS	Competancy	http://www.oak.edu/academics/index.pnp	Designed to enable students to develop awareness, knowledge, and skills for sensitive and effective
							intercultural communication on the international scene as well as with core cultures in America. This
							course is particularly useful for students who are preparing to work with cultures other than their own,
							including: the human services field, business, marketing, languages, pre-professional programs, and
					Race and		others. Such topics as the effects of modernization and urbanization on inter-group relations, ethnic and
Dogwood for Discours	Caldon d City	School of Arts and					
Respect for Diverse	Oakland City		G : 1	000000	Cultural		racial harmony and conflict, dynamics of prejudice and discrimination, and forms of social change are
Cultures	University	Sciences	Sociology	SOC300	Relations	http://www.oak.edu/academics/index.php	included. This course will emphasize the analysis of reading and writing processes for diverse populations in K-6
					Literacy in		classroom settings. Emphasis on current methodologies and strategies to address varying literacy needs
Dogmost for Divorgo					1		through group and individualized instruction. Field application will focus on assessment of students in
Respect for Diverse	C4 Jasanh Callaga	Social Sciences	Education	EDC121	Learning		order to plan and implement multiple language arts lessons.
Cultures	St. Joseph College	Social Sciences	Education	EDC121	Environments	www.saintjoe.edu	This course focuses on the great diversity of living cultures revealing the range of human values, world-
D + C D					C-16 1		
Respect for Diverse	0. 1. 0.11	0 :10 :	G : 1	000112	Culture and	1.00	view, language and adaptations to survival. Theories of differences of culture—pre-literate and modern,
Cultures	St. Joseph College	Social Sciences	Sociology	SOC112	Society	www.saintjoe.edu	the formation of personality and the importance of social structure will be studied.
D (C D)					Race and		
Respect for Diverse					Ethnic		An analysis of relations between dominant and minority populations (e.g., racial, ethnic, cultural, and
Cultures	St. Joseph College	Social Sciences	Sociology	SOC227	Relations	www.saintioe.edu	religious groups) in complex societies, with emphasis given to the contemporary United States.
D D .					Intercultural	_ ·	Examination of cultural differences in perception and communication behavior. Study of the methods for
Respect for Diverse	St. Mary of the Woods		Communicat		Communicatio		overcoming barriers to promote better intercultural communication. Campus only. As needed.
Cultures	College	Literacy	ions	CO215	ns	talog_2008-2010.pdf	Prerequisite: CO 111 or instructor's consent.
							Prepares teacher candidates to create learning environments that enhance the strengths and abilities of
					.	1	diverse learners, including students from various cultural, racial, ethnic, and social backgrounds; students
				1	Educating		with differing learning styles; students who are gifted/talented; and students with disabilities. Focuses on
Respect for Diverse	•				Diverse		the development of teachers' attitudes toward diverse learners and skills in developing and using multiple
Cultures	College	Education	Education	ED202	Learners	talog_2008-2010.pdf	instructional strategies and adaptations to ensure that all students learn. Fall, every year.

							Studies interracial and interethnic relations, prejudice, discrimination and the changing nature of contacts
					Racial and	http://www.smwc.edu/academics/academic a	and problems generated between groups within the social institutions of multiethnic societies. The
Respect for Diverse	St. Mary of the Woods	Social Behavioral			Cultural		primary focus is the U.S., with use made of comparative material from several societies. Fall, even years.
Cultures	College	Science	Sociology	SO324	Minorities	talog 2008-2010.pdf	Prerequisite: SO 211 or instructor's consent.
	1 2 3 3 3 3		20000083				This course introduces students to the role communication plays in shaping interactions between
		Communicative			Intercultural		members of different cultural groups. Topics include the role of media as vehicles of cultural expression,
Respect for Diverse		Studies, Dance &	Communicat		Communicatio		tourism as a characteristic type of encounter between people, and the ways in which maps construct the
Cultures	St. Mary's	Theatre	ions	C350	ns		identity of social groups.
Cultures	St. Wary S	Theatre	10113	C330	113		This course is designed to increase student knowledge of diversity in individuals, families, groups,
							communities, organizations and societies. Addressing issues and exploring values necessary for
1							successful interaction with diverse individuals, their families, and the communities and organizations
							with which they interact. Groups to be addressed include ethnic, racial, cultural, religious, socio-
							economic/class distinctions, individuals with physical, mental and emotional challenges, women, older
1							adults and youth, and sexual orientation. Designated theoretical frameworks that explain the interaction
							in the social systems of diverse individuals, families, groups, communities, organizations and societies
					Working with		will be discussed. The course also focuses on the relationship between diversity issues and human
Respect for Diverse					Diverse		behavior, including prejudice and discrimination. Specific frameworks will be explored to understand the
Cultures	C4 Mamila	Social Work	Social Work	SW340	Populations		relationship between diversity and cultural, historical, biological, social and psychological variables.
Cultures	St. Mary's	Social Work	Social Work	3 W 340	Nationality,		The study of the patterns of intergroup relations in America emphasizing analysis of subordinate groups
					Race and		whose members have significantly less control or power over their own lives than the members of a
Respect for Diverse					Identity in the		dominant or majority group have over theirs. Minority groups is a principal area of concentration within
1 1	Ct. Manuala	0: -1	G : - 1	900255	_		
Cultures	St. Mary's	Sociology	Sociology	SOC255	U.S.		the discipline of sociology. Prerequisite: SOC 153 and 200 level SOC course. This course explores the sociology of childhood using a cross-cultural perspective. The social
							construction of children and childhood will be examined. Topics considered include historical
							•
D					D:		constructions of childhood, sociological theories of socialization, race, class and gender diversity,
Respect for Diverse		a			Diverse		children's peer cultures, and cultures of parenting. This course fulfills a Sociology diversity requirement.
Cultures	St. Mary's	Sociology	Sociology	SOC350	Childhoods		Prerequisite: SOC 153 and a 200 level SOC course. This course is an introduction to teaching and tearning in the educational system of the United States of
							America today. The essential background roles of history, governance, financing, philosophy, and law are
							set in a multicultural frame-work that considers the thematic question: What does it mean to be a teacher
					Foundations		in a multicultural society? The thematic question is applied to the content topics of (1) culture, pluralism,
					for Teaching		and equality; (2) class; (3) ethnicity; (4) race; (5) gender; (6) exceptionality; (7) religion; (8) language,
					in a		and equality, (2) class, (3) ethinlety, (4) face, (3) gender, (6) exceptionarity, (7) rengion, (8) language, and (9) age. Explication of standards for teaching, outcomes-based performance assessment, and
Doom oot for Dissers					Multicultural		, , , , , , , , , , , , , , , , , , , ,
Respect for Diverse	C. M. I	E1 .:	F1 4:	EDITICA 1			documentation of the scholarship of teaching are included. Thirty (30) hours of field experience are
Cultures	St. Mary's	Education	Education	EDUC201	Society		required. The study of the complex process of intercultural communication. The course seeks to create an
D . C D:					Intercultural		
Respect for Diverse	T. 1 II		Communicat	G . G2 . G		http://www.taylor.edu/academics/files/catalo	awareness of culture-bound assumptions and ways to communicate more effectively with persons from
Cultures	Taylor University	Liberal Arts	ions	CAS340	ns	g/1011_catalog/LA_2010-2011.pdf	other cultures. <i>Offered fall semester</i> . Considers interrelationships between communication and culture, the diversity between and within
					Intonos 14 1		
D + C D:					Intercultural		cultures, and both the challenges and the richness of communication posed by such diversity, including
Respect for Diverse		10:	Communicat	GO. 1922		http://www.trine.edu/academics/course_catal	within U.S. culture. Topics include cultural patterns, worldview and perception, cultural identity, verbal
Cultures	Trine University	Arts and Sciences	ion	COM233	ns	og/images/Course_Catalog2010-2012.pdf	and nonverbal communication, listeneing, family and relationships, and business.
			1				Examines the communication process of individuals from different cultures or subcultures. Explores
D	TT : :	0.11			[.		possible sources of misunderstandings in intercultural communication (e.g., time/space factors, linguistic
Respect for Diverse	University of	College of Arts and			Intercultural	http://www.evansville.edu/docs/CourseCatal	and nonverbal factors, ethnocentric communication, communication problems of persons engaged in
Cultures	Evansville	Sciences	ions	COMM380	Commications	og2009-2011.pdf	personal or professional intercultural contacts).

	l		I	I	Introduction		Examines the complex realities of schools, teachers and learners in contemporary American society.
		College of			to Diversity in		Issues include cultural competency, models of effective teaching, diversity in learning, professional
Respect for Diverse	University of	Education and			Teachers and	http://www.evansville.edu/docs/CourseCatal	standards, and accountability. Includes significant time spent in local school placements. Prerequisite or
Cultures	Evansville	Health Science	Education	EDUC200	Learners	og2009-2011.pdf	corequisite: Education 100. Fall, spring.
Cultures	Lvansvine	College of	Education	LDCC200	Learners	0g2009 2011.pdi	Introduction to diverse lifestyles related to a variety of cultural groups. The worth of each individual
Respect for Diverse	University of	Education and			Multicultural	http://www.evansville.edu/docs/CourseCatal	emphasized, and the importance of this view for developing the understanding required for intercultural
Cultures	Evansville	Health Science	Education	EDUC385		og2009-2011.pdf	relationships stressed.
Cultules	Evansvinc	Ticaltii Scicilec	Education	EDUCS8S	Officerstanding	0g2009-2011.pdf	Provides basic framework for a better understanding of the world in which we live. Examines concepts
					Geography		of cultural regions, cultural diffusion, cultural ecology, cultural integration, and cultural landscapes.
Respect for Diverse	University of	College of Arts and			and Cultural	http://www.evansville.edu/docs/CourseCatal	Establishes a sense of urgency in our need to understand and accept cultural differences for the survival
Cultures	Evansville	Sciences	Geography	GL420	Awareness	og2009-2011.pdf	of the human race.
Cultules	Evalisville	Sciences	Geography	GL420	Awareness	0g2009-2011.pd1	Studies the sociology of United States and global minority and ethnic relations. Examines class, ethnic,
1					Minority and		gender, and racial stratification, and power and inequality. Analyzes patterns of ethnic integration and
Respect for Diverse	University of	College of Arts and			Ethnic Group	http://www.evansville.edu/docs/CourseCatal	multiculturalism. Details the social and psychological dimensions of discrimination and prejudice, as
1 *	1	~	G: -1	500429	*	1	
Cultures	Evansville	Sciences	Sociology	SOC438	Relations	og2009-2011.pdf	well as racial and ethnic conflict and accommodation. Course designed for those planning to work with people from cultural settings foreign to their own, those
							expecting to travel or to live outside the United States, and even those who are simply interested in a
D C D:	I I	C-11	G:-1		F	1.44//	
1 1	University of	College of Arts and		4.3.ITH 44.0	Experiencing	http://registrar.uindy.edu/academic_catalog/p	hands-on class. The curriculum demonstrates techniques for coping cross-culturally in positive ways and
Cultures	Indianapolis	Sciences	Sciences	ANTH410	Other Cultures	df/course_descriptions.pdf	for learning from and about different cultures and also includes local field trips.
							Examines the impact of our nation's increasingly diverse society on schools. Course provides an
							overview of the various cultural characteristics of students and how these differences have an impact on
					Teaching in a		student behavior and achievement in the school environment. The course also explores the interaction of
Respect for Diverse	_	School of	Teacher		Diverse	http://registrar.uindy.edu/academic_catalog/p	teacher and student value systems regarding culturally different learners as a basis for fostering
Cultures	Indianapolis	Education	Education	EDUC290	Society	df/course_descriptions.pdf	sensitivity to and respect for cultural differences. Course required of all levels of teacher licensure.
					Race and		Examination of the concept of race and of the relations between ethnic and racial groups in the United
Respect for Diverse	University of	College of Arts and	Social		Ethnic	http://registrar.uindy.edu/academic_catalog/p	States. Emphasis is given to African Americans in America through readings in African American culture
Cultures	Indianapolis	Sciences	Sciences	SOC220	Relations	df/course_descriptions.pdf	and history. Prerequisite: SOC-101 or 103.
							Issues concerning the nature of human diversity (race, intelligence, sex, gender, etc.) are a continuing
							source of social and scientific debate. This course is designed to present the issues and methods used by
							physical anthropologists to study both the biological basis of human differences, as well as the ongoing
Respect for Diverse	University of Notre	College of Arts and	Anthropolog		Human	http://www.nd.edu/academics/departments-	process of human adaptation and evolution in response to climate, nutrition, and disease. Integration of
Cultures	Dame	Letters	у	ANTH40810	Diversity	colleges-schools/	the social, biological, and medical sciences will be employed to investigate modern human variation.
					-		This class explores how cultural categories, symbols and rituals are influenced by social groups. Topics
							to be covered include culture in everyday life, identity and social status, symbolic power, the mass
							media, and the arts. Our goal will be to develop and practice skills in identifying and explaining cultural
Respect for Diverse	University of Notre	College of Arts and			Cultural	http://www.nd.edu/academics/departments-	differences. Class requirements include extensive readings, consistent discussion, and weekly writing.
Cultures	Dame	Letters	Sociology	SOC13181	Societies	colleges-schools/	(First Year Studies Only)
			2,				This course is designed to educate students about issues of race and ethnicity by presenting historical and
							modern perspectives on diversity in the United States, and by providing tools necessary to promote a
Respect for Diverse	University of Phoenix-				Cultural	http://www.phoenix.edu/programs/continuin	respectful and inclusive society. Students will complete several activities that allow them to examine
Cultures	Indianapolis	Social Sciences	Ethics	ETH125	Diversity	g-education/individual-courses.html	their own values in relation to the values of various other racial and ethnic communities.
	т				,	C	This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity.
Respect for Diverse	University of Phoenix-				Cultural	http://www.phoenix.edu/programs/continuin	Workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class,
Cultures	Indianapolis	Social Sciences	Sociology	SOC315	Diversity	g-education/individual-courses.html	and cultural background are emphasized.
Cartares	тыширопо	Boolai Belefices	Sociology	556515	Divolsity	5 caacation/marvidual courses.main	und vantaria ouonground are empiricated.

				1	Cultural		Students will explore rich and unique features of ethnically diverse populations and special populations
					Diversity and		and identify their human services needs. Students will become familiar with available local community
Respect for Diverse	University of Phoenix-		Human		Special	http://www.phoenix.edu/programs/continuin	services to meet those needs. The development and assessment of cultural competence as it applies to
Cultures	Indianapolis	Social Sciences	Services	1	Populations	g-education/individual-courses.html	social service agencies and behavioral health professionals is emphasized.
						8	The purpose of this course is to explore the theory and knowledge base that supports multicultural
		College of					education and an awareness of diversity within American society. Topics may include the critical study of
Respect for Diverse	University of	Education and			Multicultural	http://www.usi.edu/educ/teach/courses.asp#1	issues as they relate to race and ethnicity, exceptionality, language and dialect, religion, gender, and age.
Cultures	Southern Indiana	Human Services	Education	EDUC302	Education	98	Field experiences may be required
							This exploration of cross-cultural communication surveys intercultural theories and problems in
					Intercultural		communication. It offers a general orientation to intercultural communication, theorizes intercultural
Respect for Diverse	University of	College of Liberal	Communicat		Communicatio	http://www.usi.edu/libarts/comm/CMST/des	transactions, and provides insight into cultural differences. Prereq: CMST 107 or consent of instructor;
Cultures	Southern Indiana	Arts	ion Studies	CMST317	ns	cription.asp	junior standing. C5. Sp
			Sociology,				
			Anthropolog				
			y and				
Respect for Diverse	University of	College of Liberal	Criminal		Race and	http://www.usi.edu/libarts/socio/soc/descripti	A sociological exploration of the origins and influence of race, ethnicity, and cultural/national identity in
Cultures	Southern Indiana	Arts	Justice	SOC421	Ethnicity	on.asp	American and international stratification systems. Prereq: six hours of sociology or consent of instructor.
			Sociology,				
			Anthropolog				
			y and		Introduction		
Respect for Diverse	University of	College of Liberal	Criminal	1	to World	_	This course explores the human condition from a cross-cultural perspective and introduces the basic
Cultures	Southern Indiana	Arts	Justice	ANTH111	Cultures	tion.asp	concepts, theories, and methodologies of cultural anthropology. No prereq.
			Sociology,				
			Anthropolog				A state to second in the first term of the first term of the second in the state of the second in th
D + C D:	II : :, C	C 11 CT 1	y and		C to 1	1.0. // . 1./17 . / . / . / . / . /	A global, comparative study of all aspects of culture. Topics comprise technology, political economy,
Respect for Diverse	University of	College of Liberal	Criminal	ANTERIOR	Cultural	http://www.usi.edu/libarts/socio/anth/descrip	social organization, gender, religion, values, war, languages, ethnicity, and cultural change. Prereq:
Cultures	Southern Indiana	Arts	Justice	ANTH333	Anthropology Race, Ethnic	tion.asp	ANTH 101, SOC 121, or consent of instructor.
					and Gender	http://www.bsu.edu/web/catalog/undergradua	
			Criminal		Issues in	te/programs/Programs02/crimjust02 csh.htm	
Respect for Diverse		College of Science			Criminal		Examination of racial, ethnic, and gender issues regarding criminal offenders, victims of crime, and
Cultures	Ball State University	and Humanities		CJC311	Justice		employees of the criminal justice system.
Cultures	Dan State University	and muniamues	Criminology	S100	Understandin	RIVIINOLOG 1 /020(CJC)	employees of the criminal justice system.
Respect for Diverse	Indiana University				g Diversity in a		Theories and models that enhance understanding of our diverse society. This course provides content
Cultures within	Purdue University-	School of Social			Pluralistic		about differences and similarities in the experiences, needs, and beliefs of selected minority groups and
Communities	Indianapolis	Work	Social Work		Society	www.iupui.edu	their relation to the majority group.
Communicies	malanapons	VVOIR	Social Work		Introduction	http://www.bsu.edu/web/catalog/undergradua	their relation to the majority group.
Respect for Diverse					to Cross-	te/programs/Programs02/counspsy02 tc.html	
Cultures, Guidance			Counseling		Cultural	#COUNSELING%20PSYCHOLOGY%20(Opportunity to build expertise in counseling people of African-American, Hispanic, Asian, and American
Skills	Ball State University	Teacher's College	Psychology	I .	Counseling	CPSY)	Indian heritage. Emphasizes understanding the social and political bases of counseling and therapy.
	,	<u></u>	1		<u> </u>	,	Examines the problem of conflict in social theory and practice. Readings introduce types of alternative
Respect for Diverse			Business and				dispute resolution. Students practice mediation and negotiation skills through simulated conflicts. Race,
Cultures, Guidance			Nonprofit		Conflict		class and gender perspectives are presented in class activities, readings and films. Also listed as PAGS
Skills	Earlham College		Management	MGMT343	Resolution	nagement/courses.html	343.

			I	1	1	<u> </u>	This course addresses current treatment settings and models as well as their historical origins. In
							addition, the course will examine issues surrounding professional identity, development, and
			School of				competency. Students will develop their own program aimed at serving a clearly defined population and
Respect for Diverse			Social and		Addiction	https://wa-	an identified range of addictive severity. Students will explore ethical dilemmas and the interaction of
Cultures, Guidance			Behavioral		Programs and	_ -	personal and professional realities. Students will also examine practice consideration and guidelines
· · · · · · · · · · · · · · · · · · ·	Indiana Wesleyan	College of Arts and			Professional	?TOKENIDX=8507274391&SS=33&APP=	associated with the treatment of diverse populations. The course will provide the student opportunities
I	University	Sciences	Businesses	ADC458	Development	ST ST	for service-learning, Prerequisites: ADC-210, ADC-212, and ADC-330.
Development	University	Sciences	Busillesses	ADC436	Teaching	51	Tot service-learning. Prerequisites. ADC-210, ADC-212, and ADC-550.
					Diverse		
					Learners in		Prepares teacher candidates to create learning environments that enhance the strengths and abilities of
Respect for Diverse					the General	http://www.smwc.edu/academics/academic a	diverse learners, including students from various cultural, racial, ethnic, and social backgrounds; students
1 * 1	St. Mary of the Woods				Education		with differing learning styles; students who are gifted/talented; and students with disabilities. Requires
1 '	College	Education	Education	ED212	Classroom	talog 2008-2010.pdf	admission to the Accelerated Teacher Licensure Program / Transition to Teaching.
Respect for Diverse	Conege	Education	Education	EDZIZ	Classiooni	tatog_2006-2010.pu1	admission to the Accelerated Teacher Electistic Program / Transition to Teaching.
Cultures,					Instructional	http://www.bsu.edu/web/catalog/undergradua	Starts from an understanding that how people are taught is the greatest variable in determining student
Observation and					Strategies in		achievement. Explores the theory and application of alternative teaching models that seek to not only
Assessment			Educational		Multicultural	DUCATION:%20ADULT%20AND%20CO	increase cultural awareness, but also to address the achievement gap between individuals from different
	Ball State University	Teacher's College	Studies	EDMULI301	Education	MMUNITY%20(EDAC)	cultural groups.
Respect for Diverse	Buil State Chiversity	reacher's conege	Studies	EDIVICEISOI	Education	WWW. Trouble	Curturur groups.
Cultures, Planning					Intercultural		Survey of the field of intercultural communication. Topics include verbal and nonverbal cues, thinking
for Cognitive and			Communicat			http://www.anderson.edu/registrar/catalog10	styles, conflict, and political and sociological factors affecting communication. Foreign Christian
	Anderson University	College of Arts	ions	COMM3110	ns	12.pdf	missionary activities are used as a context for study during part of the course.
Eunguage Ecanning	7 macroon conversity	conege of this	10115	COMMISTIO	115	12.pui	Emphasis on factors which influence behavior of ethnic and cultural group members in schools and
					Teaching the		educational settings. Primary focus is placed on the specific strategies for accommodations of instruction
Respect for Diverse					Culturally and		and current practices designed to meet the needs of all students in the regular classroom. This course
Cultures, Planning					Linguistically		explores strategies and practices for instruction through sheltered instruction, and sociocultural context of
for Cognitive and		College of			Diverse	http://www.anderson.edu/registrar/catalog10	second language acquisition in public schools including how teachers can support bilingualism,
	Anderson University	Education	Education	EDUC2420	Student	12.pdf	multilingualism, biculturalism, and multiculturalism in the classroom.
Respect for Diverse						·F··	Builds a foundational understanding of people and their social environments focusing primarily on
Cultures, Planning					Human		factors that influence human behavior such as culture, class, race, ethnicity, sexual orientation, gender
for Inter-personal					Behavior and	http://www.bsu.edu/web/catalog/undergradua	identity, gender, discrimination, economic forces, organizations, and communities. Covers theories and
and Intra-personal		College of Science			the Social		knowledge about the ways social systems promote or deter people in maintaining or achieving health and
Development	Ball State University	and Humanities	Social Work	SOCWK230	Environment I	CIOLOGY%20(SOC)	well-being.
Respect for Diverse	,					, ,	Prerequisite: Successful completion of Phase I. This course includes development of curriculum for high
Cultures, Planning						http://www.marian.edu/Registrar/Documents	school students. Students study general methods and teaching strategies. Additional topics include
for Interpersonal						/2009-	student outcomes; adaptation for special students, cultural diversity and minorities; reporting student
and Intrapersonal		School of			Teaching in	11%20Marian%20University%20Course%2	progress; skill in interpersonal relations, including parent involvement. This course may include a
Development	Marian University	Education	Education	EDU454	High Schools	0Catalog.pdf	required practicum. (SPR)
Respect for Diverse	Ž				Ŭ	http://www.bsu.edu/web/catalog/undergradua	
Cultures, Works		College of Science	Anthropolog		Culture of	te/programs/Programs02/anthro02 csh.html#	Applies anthropological theory and method to such educational concerns as socialization, peer dynamics,
· ·	Ball State University	and Humanities	ly .	ANTH302	Education	ANTHROPOLOGY%20(ANTH)	classroom networks, parent-teacher interactions, modernization, and multicultural settings.
Respect for Diverse	,				The Family: A	, ,	Study of the family as a social institution. In addition to studying American family life, the course also
Cultures, Works	University of	College of Arts and	Social		Global	http://registrar.uindy.edu/academic_catalog/p	explores cultural variations in family structure, life cycle, functions, and controls in selected
with Families	Indianapolis	Sciences	Sciences	SOC310	Perspective	df/course descriptions.pdf	contemporary societies. Prerequisite: SOC-101 or 103.
	•			İ	Practicum in	_ 1	An introduction to training assertiveness, communication, helping and negotiation skills. Students
		College of			Leadership	http://www.anderson.edu/registrar/catalog10	receive direct feedback on their performance and gain experience in co-leadership and team building.

			l	I			Explores principles of nutrition as they relate to physical fitness. Content includes important nutritional
					Nutrition for		elements and their relationship to maintaining health. Required activities include personal health
					Healthy		assessment skills, nutritional assessment, and aerobic activities. Not required for nursing major but
Self Development	Anderson University	College of Nursing	Nursing	NURS1210	Living	12.pdf	highly recommended.
Sen Beveropment	- macroon only crosty	conege of Francisco	runomg	1,0101210	2111119	http://www.bsu.edu/web/catalog/undergradua	
		College of Applied	Family and		Life and	te/programs/Programs02/fcs02 cast.html#(F	
		Science and	Consumer		Workplace	1 0 0 = 1	Application of management principles to achieve life and workplace goals and responsibilities.
Self Development	Ball State University	Technology	Sciences	FCSFC340	Management		Emphasis on use of resources, technology, effective communication, and management to diminish stress.
•			Physiology		J	http://www.bsu.edu/web/catalog/undergradua	Aids in understanding the physiological, psychological, and sociological aspects of stress. Students will
		College of Science	and Health		Stress	te/programs/Programs02/physlhsc02_csh.ht	increase their awareness of the effects of stress, identify personal stress triggers, and develop strategies to
Self Development	Ball State University	and Humanities	Sciences	HSC481	Management	ml#HEALTH%20SCIENCE%20(HSC)	minimizing stress throughout their daily lives.
	-						Designed to promote wellness in body, mind and spirit. Each participant will gain knowledge that
							informs decision-making related to mental and spiritual health. Students develop and begin implementing
							a personalized fitness program. Topics addressed include cardiovascular fitness, muscular endurance and
			Physical				strength, flexibility, body composition, nutrition, stress management, spiritual wellness and lifestyle
Self Development	Goshen College		Education	PHED100	Wellness I	ts/	choices.
		Division of					
		Education,					
		Kinesiology and					This course emphasizes the development of leadership skills through interactive classroom-field
		Recreation	Recreational		_		experience using group dynamic techniques. Students will be given an opportunity to experience
Self Development	Huntington University	Management	Management	RC316	Recreation	2009/HU-Catalog-2009-11.pdf	leadership in directing individual and group games, fitness and/or community groups.
			Biblical				
			Studies, Christian				
			Education		T 1 1:	1,,, // , 1 1 / 1 : /61 / , 1	
0.100 1 4	T 1 II '	T '1 1 4 4	and	GED271	Leadership		A course designed to facilitate the development of students' skills in leadership, organization and
Self Development	Taylor University	Liberal Arts	Philosophy	CED371	Development	g/1011_catalog/LA_2010-2011.pdf	management related to specific ministry situations. <i>Prerequisite: CED 100. Offered fall semester.</i> Students will assess present level of physical fitness and wellness and establish behavior modification
		College of					strategies to address areas which need improvement. Topics of discussion include nutrition, weight
	University of	Education and	Physical		Wallness/Eitne		control, components of physical fitness, stress management, tobacco use and addictive behaviors,
Self Development	Southern Indiana	Human Services	Education	PED186		p.asp#activity courses	sexually transmitted diseases.
Ben Bevelopment		College of	Education	I LD100	Personal		Examination of attitudes, research facts, and misconceptions pertaining to personal health needs and
	University of	Education and	Physical		Health		practices, nutrition, family living, sexuality, drug use and abuse, disease prevention, safety, first aid, and
Self Development	Southern Indiana	Human Services	Education	PED281			public health resources. Sp, F, Su
Bell Bevelopment	Southern marana	Truman Services	School of	I LD201	Belefice	p.aspractivity_courses	puone neutin resources. Sp, 1, Su
			Physical				
Self Development,			Education,				
Assures a Safe and		College of Applied	Sport and		Foundations	http://www.bsu.edu/web/catalog/undergradua	Presents an introduction to exercise physiology by providing a basic overview of systems physiology at
Healthy		Science and	Exercise		of Physiology		rest, along with the acute responses and chronic adaptations in these systems that are brought about by
Environment	Ball State University	Technology	Science	EXSCI293	and Exercise	g3	exercise.
Self Development,	, and the second	<u> </u>				_	The course focuses on the dimensions of total physical well-being including physical fitness, nutritional
Assures a Safe and			Health/Phys				awareness, stress management, the effect of drugs and health related environmental issues. Personal
Healthy			Ed/Recreatio		Concepts of		responsibility for well-being is stressed. The class includes three hours lecture and one two-hour lab. Fall
Environment	Franklin College		n	HSE119	Wellness	http://www.franklincollege.edu/catalog	and spring.

	1	1	1	1		I	This course is an introduction to nutrition, including the nutritive value of foods, factors influencing body
Self Development,							food requirements, their importance in promoting health and preventing disease. The course will also
Assures a Safe and			Health/Phys		Basic		address body processes and their relation to total nutrition, nutritional requirements throughout the
Healthy			Ed/Recreatio		Principles of		human life cycle, the application of nutrition requirements, and examine current recommendations for
Environment	Franklin College		n	HSE208	Nutrition	http://www.franklincollege.edu/catalog	Americans.
Self Development,	Trankini Conege		School of	1152200	Tuttition	https://wa-	Timericans.
Assures a Safe and			Physical and		Concepts of	secure.indwes.edu/WebAdvisor/WebAdvisor	
Healthy	Indiana Wesleyan	College of Arts and	Applied		Health and	?TOKENIDX=8507274391&SS=33&APP=	
Environment	University	Sciences	Sciences	PHE101	Wellness	ST	A study of fitness and overall healthy lifestyle choices
Self Development,	ĺ						
Planning for Inter-							
personal and Intra-							How do we come to know who we are? Examines the social aspects of the self. A research project allows
personal					The Social	http://www.earlham.edu/curriculumguide/psy	students to pursue their own interests. Topics include the cognitive, affective and behavioral aspects of
development	Earlham College		Psychology	PSYC358	Self	chology/courses.html	the self. Also discusses identity and how people give life meaning. Prerequisite: PSYC 115.
Self Development,	1				Fitness and		
Planning for		College of Science			Leisure for	http://www.anderson.edu/registrar/catalog10	Provides a base upon which students may build healthy bodies through understanding of and
Physical Learning	Anderson University	and Humanities	Kinesiology	PEHS1000	Life	12.pdf	participation in fitness/leisure activities. Surveys key fitness/wellness concepts in lecture portion of class.
		School of Physical		H363			
	Indiana University	Education and					Acquaints prospective teachers with basic personal health information and provides motivation for
	Purdue University-	Tourism	Physical		Personal		intelligent self-direction of health behavior with emphasis on responsibilities as citizens and as teachers.
Self-Development	Indianapolis	Management	Education		Health	www.iupui.edu	Study of drugs and other critical issues, and family health.
Uses					Introduction		
Indoor/Outdoor					to Health,		
Environments,			Physical		Physical		An orientation course for physical education majors; considers history, philosophy, professional
Planning for		School of	Education		Recreation	http://www.butler.edu/registrar/classes/cours	organizations, and job opportunities in areas of physical education, dance, recreation, and health and
Physical Learning	Butler University	Education	and Health	PE127	and Dance	es	safety.
Uses							
Indoor/Outdoor							
Environments,					Introduction	L	Examines the foundational theory and practice of the field of Outdoor Education, including team
Planning for			Environment		to Outdoor	http://www.earlham.edu/curriculumguide/en	building and group facilitation, experiential education theory, risk management, trip and lesson planning,
Physical Learning	Earlham College		al Studies	ENPR210	Education Organization	vironmental/courses.html	psychological models of adventure, leadership studies, and diversity. Also listed as EDUC 210.
Uses					and		
Indoor/Outdoor					Administratio		
Environments,			Health/Phys		n of		
Planning for			Ed/Recreatio		Recreation		Administrative and organizational procedures and techniques involved in conducting successful
_ ~	Franklin College		n Ed/Recreatio	REC 341		http://www.franklincollege.edu/catalog	recreation programs. Fall, odd academic years.
Physical Learning Uses	Frankiii College		11	KEC 341	Programs	http://www.frankfinconege.edu/catalog	recreation programs. Fair, oud academic years.
Indoor/Outdoor							
Environments,			Health/Phys				This course is an introduction to adventure education with an emphasis on initiative training. The course
Planning for			Ed/Recreatio		Adventure		will cover history, philosophy, terminology, safety, trends, programs, and opportunities in adventure
Physical Learning	Franklin College		n	REC 340	Education	http://www.franklincollege.edu/catalog	education. Additional course fees assessed. <i>Prerequisite: REC 130.</i> Fall.
1 11y 510ur Lourning	Trankini Conege			100 540	Laucation	map.,, www.mankimeonege.edu/catalog	General survey of the family science discipline with emphasis on the scientific study of the role of the
							family as society's most basic institution, including ways in which the family interacts with the
					Introduction		ecosystem, how family roles and relationships are changing in response to cultural and technological
		College of Science			to Family	http://www.anderson.edu/registrar/catalog10	changes, and the internal processes of the family which influence the growth and well-being of
Works with Families	Anderson University	~	Sociology	SOCI2100	1		
Works with Families	Anderson University	and Humanities	Sociology	SOCI2100	Science	12.pdf	individuals and the resulting impact of such influence upon society as a whole.

		1		1	1	1	Parenting during each developmental stage of the family life cycle. Consideration of trends occurring in
							parent-child relationships, cultural variations in parenting, goals of parenting, discipline, communication
							and conflict resolution in parent-child relationships, physical and sexual abuse of children, parenting in
		College of Science				http://www.anderson.edu/registrar/catalog10	different types of families, and current theories and programs designed to enable fathers and mothers to
Works with families	Anderson University	and Humanities	Sociology	SOCI3140	Parenting	12.pdf	become more effective in their roles as parents.
Works with fullilles	7 mderson emversity	una Tramamties	Бостогоду	50015140	Tarenting	12.pui	Focus on diversity in family structures in contemporary U.S. society. Variations of family patterns by
		College of Science			Family	http://www.anderson.edu/registrar/catalog10	race, ethnicity, religion, social class, gender, and disability will be examined. Exploration of the social
Works with families	Anderson University	and Humanities	Sociology	SOCI3150	Diversity	12.pdf	dynamics of family formation, composition, functioning, and patterning.
William William Tallimites	- muerson om versity	una manamuso	Secretagy	50015100	21. Cisity	12.pu	Focus on theories for understanding stress and its impact on families. Examination of ways families
					Family Stress		respond to developmental and situational stressors in family living (e.g., problems associated with
					and Strategies		adolescence, substance abuse, divorce, violence, illness, aging, death). Exploration of intervention
		College of Science			for	http://www.anderson.edu/registrar/catalog10	strategies aimed at enrichment, prevention, and improvement of family functioning. Examining basic
Works with families	Anderson University	and Humanities	Sociology	SOCI4150	Intervention	12.pdf	skills for assessment and responding to families experiencing stress.
					Social Work	T	Emphasis on basic skills for generalist social work practice that include understanding and assessing
					Practice with		family and small group functioning, strategically planning interventions, and effectively terminating and
		College of Science			Families and	http://www.anderson.edu/registrar/catalog10	evaluating services with these client groups. Common family issues are presented in tandem with ideas
Works with families	Anderson University	and Humanities	Sociology	SWOK4720	Groups	12.pdf	for interventions. A survey of group types is provided with techniques for effective facilitation.
	,				1	http://www.bsu.edu/web/catalog/undergradua	3 6 1 71 1
		College of Applied	Family and		Introduction	te/programs/Programs02/fcs02_cast.html#(F	An overview and analysis of the family and child profession, including its many aspects and challenges,
		Science and	Consumer		to Family and	AMILY%20AND%20CONSUMER%20SCI	the required academic preparation, identification of the roles of the family and child professional, and
Works with families	Ball State University	Technology	Sciences	FCSFC100	Child Studies	ENCES%20(FCS)	career options.
						http://www.bsu.edu/web/catalog/undergradua	
		College of Applied	Family and			te/programs/Programs02/fcs02_cast.html#(F	Dynamics of family relationships and changes influencing family life and structure. Discusses the impact
		Science and	Consumer		Family	AMILY%20AND%20CONSUMER%20SCI	of larger systems on the family, the changing concept of family, family dynamics across its various life
Works with families	Ball State University	Technology	Sciences	FCSFC250	Relations	ENCES%20(FCS)	cycles. Issues specific to families, communication skills, and characteristics of healthy families.
						http://www.bsu.edu/web/catalog/undergradua	Introduces methods, knowledge, professional values, and competencies for entry-level practice with
		College of Science			Social Work	te/programs/Programs02/soc02_csh.html#SO	individuals and families. Focuses on practice methods of assessment, intervention planning and
Works with families	Ball State University	and Humanities	Social Work	SOCWK410	Practice 4	CIOLOGY%20(SOC)	implementation, and evaluation. Concurrent field experience required.
						http://www.bsu.edu/web/catalog/undergradua	Introductory analysis of the interrelationship between family and society. Examines family within a
		College of Science			Family and	te/programs/Programs02/soc02_csh.html#SO	historical, structural, and cultural context with an emphasis on demography, stratification, race/ethnicity,
Works with families	Ball State University	and Humanities	Sociology	SOC224	Society	CIOLOGY%20(SOC)	and power dynamics.
		School of Business	History and				
		and Social	Contemporar			http://www.bethelcollege.edu/academics/cata	Parenting is an examination of parent child interaction throughout the life cycle within American culture.
Works with families	Bethel College	Sciences	y Society	SOC305	Parenting	log/descriptions_undergrad.pdf	A Christian perspective is stressed.
		School of Business	History and		Marriage and		A study of dating, courtship, engagement, marriage, roles, parenthood, divorce, and changing definitions
		and Social	Contemporar		Family	http://www.bethelcollege.edu/academics/cata	of family. Biblical, historical, and sociological perspectives are used, while emphasizing practical
Works with families	Bethel College	Sciences	y Society	SOC252	Studies	log/descriptions_undergrad.pdf	applications
							This course will explore the systems approach to family treatment using several theories of family
			Natural and				therapy. Focus will be on the recognition of the rules, roles, and communication styles and coping
	Calumet College of		Social		Family	http://www.ccsj.edu/academics/resources/cat	mechanisms within different family systems. The use of various techniques including the genogram,
Works with Families	St. Joseph		Sciences	HSV300	Counseling	alogs.html	sculpturing, and paradoxical interventions will also be studied.
							This course is designed to give a comprehensive view of the American family within a multi-disciplinary
							approach. Using the social system as a frame of reference, the foundation is presented for a scientific
			Natural and				study of the social organization, function, and group relationships both within the institutional and
	Calumet College of		Social		Family	http://www.ccsj.edu/academics/resources/cat	structural framework of the family and its interchanges with other social systems. Current research is
Works with Families	St. Joseph		Sciences	SOCL300	Sociology	alogs.html	emphasized.

				I	Family and		
		College of Liberal			Community in		An interdisciplinary study of the history of the family and community in the United States from colonial
Works with Families	DePauw University	Arts	History	HIST371	America	http://www.depauw.edu/catalog/section3.asp	times until the present.
							This course examines issues associated with family life, such as gender role socialization, sexuality, mate
			Sociology				selection, the internal dynamics of relationships, domestic violence and marital dissolution. The course
			and				also considers the social implications of current trends in family life and the expanding definitions of
		College of Liberal	Anthropolog		Sociology of		family that include non-traditional relationships that have until recently lacked institutional legitimacy.
Works with Families	DePauw University	Arts	у	SOC212	the Family	http://www.depauw.edu/catalog/section3.asp	Prerequisite: SOC 100 or sophomore standing.
	·						Course combines institutional and functional approaches in the study of courtship, mate selection,
					Sociology of	http://www.goshen.edu/academics/departmen	marriage, family roles and relationships, family disorganization and social trends affecting the family in
Works with Families	Goshen College		Social Work	SOC210	the Family	ts/	contemporary society and culture.
							A study of the family as a basic social institution with its cultural variations. Emphasis is upon premarital
		School of Arts and	Behavioral		Marriage and	http://www.grace.edu/academics/registrar/09-	and marital factors that contribute to a successful marriage or family disorganization. Christian ideals for
Works with Families	Grace College	Sciences	Sciences	SOC210	Family	10 catalog.php	wholesome courtship and family living are stressed. Three hours.
							This course is designed to give the student an introduction to middle school theory and practice. Specific
1							characteristics of the middle school are studied with application where appropriate. Topics include
							middle school philosophy, the role of the students, teachers, and parents, the curriculum, middle school
					The Middle	http://www.grace.edu/academics/registrar/09-	organization, and the structure for activities. Much of the course is dedicated to describing academic
Works with Families	Grace College	Teacher's College	Education	EDU362	School	10 catalog.php	effectiveness and developmentally appropriate strategies. Prerequisites: EDU110, EDU235. Three hours.
							Examines the nature of the family unit and the development of the individual within the family. Special
		School of Natural			Psychology of	http://www.hanover.edu/academics/programs	attention is paid to how family socialization differs across sub-cultures in the United States and cross-
Works with Families Har	Hanover College	Sciences	Psychology	PSY165	the Family	/	nationally. Partially satisfies the Modern Society LADR.
							Systems analysis of marriages and families; diversity of family types; mate selection processes; changing
		School of Social			Sociology of	http://www.hanover.edu/academics/programs	functions, structures, and roles; socio-legal issues; elements of healthy and dysfunctional families; break-
Works with Families	Hanover College	Sciences	Sociology	SOC225	Families.	/	up and reconstitution; and family policy.
		Division of			Family and		This course is a study of the purposes, principles and programs essential for effective and comprehensive
		Philosophical and	Missions and		Children's	http://www.huntington.edu/registrar/catalog/	family ministry. Emphasis will be given to children's evangelism, marriage and family needs,
Works with families	Huntington University	Religious Studies	Ministry	MI381	Ministries	2009/HU-Catalog-2009-11.pdf	intergenerational ministry models and lifelong Christian education.
		Division of					A study of the family as a social institution. The life cycle of the family will be analyzed, including
		Business and			Marriage and	http://www.huntington.edu/registrar/catalog/	dating, marriage, child rearing and later life. Family problems and the impact of social change will also
Works with families	Huntington University		Sociology	SO292	the Family	2009/HU-Catalog-2009-11.pdf	be considered.
		Division of					
		History, Behavioral			The Child in		Explores the role of families in the educational development of young children. Factors in a culturally
		Sciences,			Family,		diverse society that affect family-child, family-community, and child-community interactions and skills
		Education and			Culture and	http://www.ancilla.edu/academics/course-	are studied. The course includes strategies to enhance parent involvement. Prerequisite: ED 205;
Works with Families	Ancilla College	Business	Education	ED261	Community	descriptions.htm	Prerequisite or concurrent: ED/PSY 256. Prerequisite(s) must have a grade of "C" or better.
		Division of					
		History, Behavioral	1				
		Sciences,					An analysis of structure and processes of marriage and the family in contemporary society; examination
		Education and	1		Marriage and	http://www.ancilla.edu/academics/course-	of the impact of social change; emphasis placed upon those mechanisms that enhance intimacy in
Works with Families	Ancilla College	Business	Sociology	SOC265	the Family	descriptions.htm	marriage and the family. Prerequisite: SOC 140, with a grade of "C" or better.
						https://wa-	A study of the relationship of the church and the home in the joint enterprise of strengthening the family,
			School of		Christian		nurturing children and bringing them to mature Christian discipleship. Attention is given to current
	Indiana Wesleyan	College of Arts and			Education in	?TOKENIDX=8507274391&SS=33&APP=	problems facing the family and to strategies that Christian parents and Christian educators can employ in
Works with Families	University	Sciences	and Ministry	CED455	the Family	ST	an attempt to resolve these issues. Prerequisite: CED-252 or permission of Division.

		1	ISchool of	Ι				
			Social and				https://wa-	
			Behavioral				secure.indwes.edu/WebAdvisor/WebAdvisor	
	Indiana Wesleyan	College of Arts and				Marriage and	?TOKENIDX=8507274391&SS=33&APP=	A social scientific and Christian analysis of the social institution of family. Topics include, but are not
Works with Families	,	Sciences	Businesses	SOC200		Family	ST	limited to, dating, marriage, planning a family, child-rearing, and threats to the family.
Works with Families	University	Sciences	School of	30C200		raility	31	A study of principles, theoretical approaches, specific objectives, and techniques currently used in the
			Social and				https://wa-	"systems theory" approach to marriage and the family. The focus will be on normal developmental
			Behavioral				secure.indwes.edu/WebAdvisor/WebAdvisor	problems rather than on psychopathology. This course will present both a systemic and strategic
	Indiana Wesleyan	College of Arts and				Eamily	?TOKENIDX=8507274391&SS=33&APP=	approach to therapy including the theories of Minuchi, Satire, Bowen, and Haley. Prerequisite: 9 hours
W1:4- F:1:	,	College of Arts and		000271		Family		
Works with Families	University	Sciences	Businesses	SOC371		Systems	ST	of Psychology. Also listed as PSY-371. Primary emphasis on development and maintenance of intimate relationships in the United States;
			Sociology					theoretical and empirical materials on family life cycle, dating, sexual behavior, readiness for marriage,
			and Social			Socialogy of	http://www.manchester.edu/catalog/majormi	
W1	M1					Sociology of	1	sexual behavior, social change and emerging family styles. Prerequisite: SOC 101 or permission of
Works with families	Manchester College		Work		333	the Family	<u>nor.htm</u>	instructor. Fall, odd years. Classical and modern theories of class structure and mobility used to analyze the forms and conditions of
			Sociology			Class Status	1.44//	social inequality, primarily in U.S. society. Relationships of class position to behavior in family, religion,
XX 1 '41 C '11'	M 1 (C 11		and Social		245	Class, Status	http://www.manchester.edu/catalog/majormi	
Works with families	Manchester College		Work		345	and Power Family and	nor.htm http://www.marian.edu/Registrar/Documents	politics and education are included. Prerequisite: SOC 101 or permission of instructor. Spring.
						Teacher in	/2009-	Duran anisita. Damaissian of amman mista massacrapt History This assures anomines suities!
								Prerequisite: Permission of appropriate program director. This course examines critical research,
TT 1 14 0 11	3.6 1 77 1 1/	School of	E. C.	EDITE		Diverse/Inclus	, · · · · · · · · · · · · · · · · · · ·	collaborative community partnerships, conflict management, child guidance, and home/school
Works with families	Marian University	Education	Education	EDU516		ive Settings	0Catalog.pdf http://www.marian.edu/Registrar/Documents	partnerships.
			III:-4				/2009-	
		0.1 1 01 1 1	History and					
*** 1 11 0 11		School of Liberal	Social			Marriage and	11%20Marian%20University%20Course%2	Prerequisite: 101 or permission. This course examines the social institutions of marriage and family in an
Works with families	Marian University	Arts	Sciences	SOC210		Family	0Catalog.pdf	historical and cross-cultural context. (2FE)
		0.1 1 00 : 1	G :			Parent and		
		School of Social	Community			Community	-	Examine the process of parenting throughout the lifespan, examine variations in parenting across
Works with Families	Martin University	Science	Services	ECE402		Education	alog.pdf	cultures, and review community resources available to families.
						Counseling to		
		0.1 1 00 : 1				the		
		School of Social	L			-		Presents a basic understanding of family dynamics, studying the dysfunctional family structure including
Works with Families	Martin University	Science	Psychology	Psy383		Family	alog.pdf	co-dependency, survival roles and adult children
							<u> </u>	Students focus on the history of the American family and its evolution, covering the impact of
		School of History				_		technology, changing roles within the family, reduction in family size, and migration of the population to
Works with Families		and Sociology	Sociology	SOC250		the Family	alog.pdf	urban settings
	Oakland City	School of Arts and	Christian			Family		This course will address the nature and needs of children, youth, and adults in family units and family
Works with Families	University	Sciences	Education	CE400		Ministry	http://www.oak.edu/academics/index.php	systems. Methods and topics for effective ministry in the local church will be studied
								This course is designed to strengthen the student's knowledge of family dynamics, modes of intervention,
								and the family systems perspective. Intervention theories and practice skills are studied and applied.
								Emphasis is placed on appreciation of diversity in family life and the beginning of competency in
								problem solving with families. Self-awareness about a student's own family will be required in course
	Oakland City	School of Arts and	l			Marriage and		work. Skills in interviewing, problem identification, and communication are emphasized, with the
Works with Families	University	Sciences	Sociology	SOC260		the Family	http://www.oak.edu/academics/index.php	primary focus on marriage and the family unit.
								A review of the social-cultural factors that shape the nature of courtship, marriage, and family
								relationships. Special emphasis is placed on changes in contemporary Western societies. The dynamics of
						Marriage and		marriage and family life are discussed in detail. Selfactualization of individual family members,
Works with families	St. Joseph College	Social Sciences	Psychology	PSY119		Family Life	www.saintjoe.edu	communication within the family, and taskorientation are taught as skills.

				I		<u> </u>	Sociological analysis of the structure and functions of the family in contemporary society;
						http://www.smwc.edu/academics/academic a	interrelationships and structures; impact of social change on family structure and stability; and current
	St. Mary of the Woods	Social Behavioral			Sociology of		trends in the institution. Focus on industrial societies with some comparative material included. Fall, odd
Works with Families	,	Science	Sociology	SO321	Families	talog 2008-2010.pdf	vears. Prerequisite: SO 211 or instructor's consent.
works with rammes	Conege	Berence	Sociology	50321	Human	talog_2006-2010.pdf	This course examines human behavior and the social environment using the generalist social work
					Behavior and		theoretical framework to explain the interactions of individuals, families, and groups. Special emphasis is
					Social		given to the biological, social, and psychological factors which affect human behavior within these micro
Works with Families	St Mary's	Social Work	Social Work	SW235	Environment I		and mezzo systems.
works with rammes	St. Wary S	Social Work	Social Work	5 W 255	Environment 1		A sociological analysis of families within contemporary American society. Diversity in family life related
					Sociology of		to class, race, and gender is considered. Topics include theories of the family, mate selection, changing
Works with Families	St Mary's	Sociology	Sociology	SOC257	Families		roles of men and women, parenting, divorce, violence, and family policy.
WOIKS WITH Families	St. Mary S	Sociology	Sociology	300237	Family		The study of messages and meanings in contemporary family relationships including family diversity,
			Communicat			http://www.taylor.edu/academics/files/catalo	spousal relationships, custodial and autonomous child-parent relationships, sibling relationships and the
Works with Families	Taylor University	Liberal Arts		CAS382	Communicatio	*	religious, legal and televised messages about families. <i>Prerequisite: CAS 120. Offered spring semester.</i>
Works with Families	Taylor Oniversity	Liberal Aits	ions	CA5562	11	g/1011_catalog/LA_2010-2011.pdf	This course examines the sociological foundations of childhood including family formation, childhood
l					Sociology of		socialization and the changing cultural significance of children. This course also examines the divergent
					Familes and	http://www.taylor.edu/academics/files/catalo	roles, styles and functions of parenting. Offered fall semester of every other year (alternates with SOC
Works with Families	Toylor University	Liberal Arts	Sociology	SOC340	Children	g/1011 catalog/LA 2010-2011.pdf	381).
WOLKS WITH FAITHIES	Taylor Oniversity	Liberal Aits	Sociology	300340	Marriage and		A study of the changing state of family systems in America. The course also examines how work, social
					Family		class, ethnicity and gender affect family structure and function. Meets general education general social
Works with Families	Toylor University	Liberal Arts	Sociology	SOC381	Systems	g/1011 catalog/LA 2010-2011.pdf	science requirement. Offered fall semester of every other year (alternates with SOC 340).
WOLKS WITH FAITHIES	Taylor Oniversity	Liberal Aits	Health and	300381	Systems		Investigation of the biological, psychological and sociological components of sexuality and family life.
			Physical		Family Life		Issues discussed include the anatomy and physiology of the reproductive systems, gender roles, family
Works with Families	Trina University	Education	Education	HPE352	Education	· -	living, marriage, parenthood, divorce, and abuse/violence.
works with Families	Time University	Education	Education	пгезз2	Education	og/images/Course_Catalog2010-2012.pdf	An analysis of problems and relationships in the family setting: divorce, mobility, generation differences,
						http://www.trine.edu/academics/course catal	changing role of women and youth, delinquency, cross cultural patterns. Prerequisite: PSY 113 or SOC
Works with Families	Tuin a Huissansitss	Arts and Sciences	Casialass	SOC323	The Femiles	og/images/Course Catalog2010-2012.pdf	103
works with Families	Trine University	Arts and Sciences	Sociology	SUC323	The Family		An analysis of problems and relationships in the family setting: divorce, mobility, generation differences,
	Trine University-Fort					•	changing role of women and youth, delinquency, cross cultural patterns. Prerequisite: PSY 113 or SOC
Works with Families	,	Amta and Caianasa	Casialass	SOC323	The Femiles		103
works with Families	wayne	Arts and Sciences	Sociology	SUC323	The Family	urse_CatalogApril_10.pdf http://www.trine.edu/academics/adult_studen	The state of the s
	Trine University-						changing role of women and youth, delinquency, cross cultural patterns. Prerequisite: PSY 113 or SOC
W1:4- F:1:	•	A	G: -1	900222	Th. F	_ = = = =	
Works with Families	University of	Arts and Sciences College of Arts and		SOC323	The Family	urse_CatalogApril_10.pdf http://www.evansville.edu/docs/CourseCatal	Studies marriage and the American family, both dominant and subcultural patterns, its structure and
W1:4- F:1:	,	~		900225	Marriage and		
Works with Families	Evansville	Sciences	Sociology	SOC335	the Family	og2009-2011.pdf	relationships, with particular attention to parent and child roles. Explores the dynamics of empowerment as a basis to develop effective school-family partnerships. The
							history of empowerment is explored along with requisite principles and strategies to promote
							collaboration and communication between families and professionals. The values and principles of a
							"system of care" approach that supports family voice and choice will be discussed and demonstrated. An
					Eamily and		emphasis is placed on understanding disability, cultural and linguistic biases, and barriers to shared
	I I	G-11-6	T1		Family and	haten //marietonomia des ada/a and amina de la d	
W	University of	School of	Teacher	EDITO 20	Professional		decision-making from the perspective of the family and student. Course required for a special education
Works with Families	ingianapolis	Education	Education	EDUC378	Collaboration	df/course_descriptions.pdf	license in mild interventions.

	1	I	1		1	T	The family is typically mought of as the primary and most fundamental of social histitutions. It is within
							this institution that early socialization and care-giving usually take place, and therefore, many of our
							ideas about the world are closely tied to our families. This course will give students the opportunity to
							learn about the diverse forms the family has taken over time and across different groups. This knowledge
							will be useful in examining the ongoing debate about the place of the family in social life. By taking a
							sociological approach to learning about the family, and by gaining knowledge about national family
							trends and patterns in the U.S., students will be better able to see how family life is linked to larger social
							factors like race, class, and gender, as well as the economy, historical events, and cultural change. This
	University of Notre	Callaga of Amta and			Mamiagaand	http://www.md.adu/aaadamiaa/damamtaaanta	will also help in viewing the family, which can be very personal, in more objectives terms. (Sophomore
Works with Families	,	College of Arts and	Casialass	SOC20342	Marriage and the Family	http://www.nd.edu/academics/departments-	
works with Families	Dame	Letters	Sociology	SUC20342	the ranniy	colleges-schools/	and Juniors Only) In this course, students learn about the physical, social, emotional, and cognitive development of the
							adult in today's society. They explore each of the major stages of adult development: young adulthood,
							middle age, and late life. Myths about aging are examined, and current research is reviewed. Factors
					Adult and		influencing physical and mental health throughout the life cycle are explored, including those that
	University of Phoenix-		Human		Family	http://www.phoenix.edu/programs/continuin	contribute to developmental problems and those that foster greater life satisfaction and health. Students
Works with Families		Social Sciences	Services	BSHS371	Development	g-education/individual-courses.html	examine the resources and services for the aged population.
Works with runnings	тинанаронз	College of	Bervices	DS113371	Development	g cacation/marviadar courses.nam	This introductory course provides a survey of child welfare services in the human services field. Various
	University of	Education and			Child Welfare	http://www.usi.edu/socialwork/courses200.as	services are examined including child abuse and neglect, adoption, foster care, and family support
Works with Families		Human Services	Social Work	SWK 225	Services	n	services. Open to all students.
Works with runnings	Southern maiana	Trainan Services	Boolai Work	5 111223	Family,		services. Open to an stateme.
		College of			School,		Examines the diversity of families and factors that influence parenting in contemporary society. Focuses
	University of	Education and			Community	http://www.usi.edu/educ/teach/courses.asp#2	on strategies to develop working partnerships with parents. Addresses ways to design parent-teacher
Works with Families	Southern Indiana	Human Services	Education	EDUC344	Partnerships	00	conferences, parent education, and parent involvement in P-6 settings. Guided field experience required.
			Sociology,				
			Anthropolog				
			y and				The course examines research about the family life cycle. The specific areas investigated are sex roles, a
	University of	College of Liberal	Criminal		Marriage and	http://www.usi.edu/libarts/socio/soc/descripti	history of the American family, dating, sexual behavior, marriage, childbirth, children, the middle-aged,
Works with Families	Southern Indiana	Arts	Justice	SOC261	the Family	on.asp	the elderly, divorce, and step-parenting. Prereq: SOC 121. F, Sp
	Indiana University			S300		-	Exploration of family relationships and roles in the twenty-first century. Examination of challenges
	Purdue University-	School of Social			Working with		encountered by families across the family life cycle. This is a required course to fulfill requirements for
Works with families	Indianapolis	Work	Social Work		Families	www.iupui.edu	the Certificate in Family Life Education. It may also be taken as an elective.
						http://www.bsu.edu/web/catalog/undergradua	
Works with		College of Applied	Family and			te/programs/Programs02/fcs02_cast.html#(F	
families, Guidance		Science and	Consumer				Researched-based parenting practices supporting the positive development of children in diverse families
Skills	Ball State University	Technology	Sciences	FCSFC380	Parenting	ENCES%20(FCS)	throughout the life cycle.
					Presentations,		
					Practices and	http://www.bsu.edu/web/catalog/undergradua	
Works with		College of Applied			Techniques		Development of techniques for presentations and projects meeting the needs of diverse audiences in
families, Guidance		Science and	Consumer		for Family		family and consumer sciences. Includes participation in use of methods, development, evaluation, and
Skills	Ball State University	Technology	Sciences	FCSFC393	Life Education	ENCES%20(FCS)	techniques for varied environments.
W1		C-11CA 1: 1	F1		F:1	http://www.bsu.edu/web/catalog/undergradua	
Works with		College of Applied	-		Family	te/programs/Programs02/fcs02_cast.html#(F	
families, Guidance	D 11 Ct . II	Science and	Consumer	POSEG 404	Stressors and		Focuses on stressors individuals and families experience across the life cycle and methods of coping.
Skills	Ball State University	Technology	Sciences	FCSFC484	Crises	ENCES%20(FCS)	Teaches skills in professional ethics and boundaries when working with or educating families.

Works with families, Guidance Skills Manchester College Manchester College Manchester College Morks with Families, Individual Differences Anderson University Morks with Families, Planning for Interpersonal Morks with Families, Planning for Interpersonal Morks with Families, Planning for Interpersonal Sociology and Social Control Deviance and Deviance and Deviance and Social Control Deviance and Deviance and Deviance and Social Control Families, Provide deviance, sexual assault and family violence, mental disorder, homosexuality and prostitution. Prerequisite: SOC 101. Fall, even years. Provide collaborative skills to work with families and other professionals. Focuses on collaboration, understanding the consequences on collaboration and termines and the implications these changes have for effectively involving others in definitions of families and the implications these changes have for effectively involving others in decision-making for exceptional learners Examination of human		1	I		ı	ı		The study of how societies come to define certain attributes and behaviors as deviations from social
families, Guidance Skills Manchester College Mork Morks with Families, Individual Differences Anderson University Works with Families, Planning families, Planning families, Planning for Interpersonal and Social Social Control Mork Mork Deviance and Work 223 Social Control Mork 223 Social Control Nork SPED2300 SPED2300 SPED2300 SPED2300 SPED2300 SPED2300 Families, Teachers and Collaborations Collaborations SPED2300 SPE	Works with			Sociology				· ·
Skills Manchester College Work 223 Social Control nor.htm prostitution. Prerequisite: SOC 101. Fall, even years. Provides collaborative skills to work with families and other professionals. Focuses on collaboration, understanding families, family support, and communication. Emphasizes the changing demographics and definitions of families and the implications these changes have for effectively involving others in decision-making for exceptional learners Education SPED2300 Collaborations 12.pdf Education SPED2300 Collaborations 12.pdf Education SPED2300 Collaborations of families, and the implications these changes have for effectively involving others in decision-making for exceptional learners Examination of human development over the life span as the individual participates in families, groups, organizations, and communities. Empirically-supported theories and knowledge are used to understand reciprocal relationships among human biological, psychological, spiritual, social, and cultural systems. Appreciation of diversity is fostered, including understanding the consequences of oppression for "atrisk" populations. Students apply an interdisciplinary knowledge base to the generalist social work assessment process. Prerequisites: BIOL 102 or 204; ECON 221, 222, 320, or 328; POSC 121, 122, 140,						Deviance and	http://www.manchester.edu/catalog/majormi	
Works with Families, Individual Differences Anderson University Works with families, Planning for Interpersonal and Intrapersonal and Intrapersonal Works with Families, Semilies, Individual Differences Anderson University Works with families, Planning for Interpersonal and Intrapersonal Works with Families, Families, Families, Families, Teachers and Collaborations of families, family support, and communication. Emphasizes the changing demographics and definitions of families and the implications these changes have for effectively involving others in decision-making for exceptional learners Examination of human development over the life span as the individual participates in families, groups, organizations, and communities. Empirically-supported theories and knowledge are used to understand reciprocal relationships among human biological, psychological, spiritual, social, and cultural systems. Appreciation of diversity is fostered, including understanding the consequences of oppression for "atrisk" populations. Students apply an interdisciplinary knowledge base to the generalist social work assessment process. Prerequisites: BIOL 102 or 204; ECON 221, 222, 320, or 328; POSC 121, 122, 140,		Manahaatan Callaga						
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